An Abstract
of
The Paper

on

Influence of Repetition on Academic Performance of Pupils: A Case of Primary Schools in Turbo Division, Uasin Gishu County, Kenya.

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ABSTRACT

This paper is a discussion on the influence of repetition on academic performance of pupils. Academic performance is the outcome of education. It is the extent to which a pupil, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment tests but there is no general agreement on how it is best tested. This paper seeks to investigate the influence of repetition on academic performance of pupils in primary schools within Turbo division, Uasin Gishu County, Kenya. The specific objectives are to: investigate the influence of self esteem on academic performance of pupils; investigate the influence of stigmatization on academic performance of pupils; examine the relationship between class size and academic performance of pupils; and to assess how time wastage influences the academic performances of the pupils.

The results indicate that there is a significant relationship (p=0.00) between low self esteem and academic performance. Similarly, the findings also indicate that there exist a significant relationship (p=0.000) between stigma and academic performance. On the other hand however, the results indicate that there is no significant relationship (p=0.440) between class size and academic performance. Similarly, results show that there is no significant relationship (p=0.649) between age and academic performance.

This paper therefore concludes that pupils with low self esteem may view themselves as being unskilled or incapable of completing some tasks. Hence self esteem brings about confidence to pursue academic achievement. Similarly, stigmatized pupils, although initially proud of their accomplishments, soon come to define themselves as different and their backgrounds a burden. They therefore subsequently begin to perform poorly while large classes do not allow individual pupils to get attention they deserve from teachers which invariably lead to poor academic performance. Lastly, age does not have significant influence on academic achievement of pupils though longer school timetables demotivate pupils thereby impacting negatively on their enthusiasm to lean.