

# **Head Teachers' Transformational Leadership Intervention Strategies on Class Repetition in Primary School Education in Kenya**

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## **Abstract**

Statistics on enrolment indicates that, Kenya is experiencing class repetition in primary school education despite the gains earlier made associated with universal access to primary school education. The practice increases the possibility of the pupil to drop out of school. The purpose of this study was to investigate head teachers' transformational leadership intervention strategies on class repetition in primary school education in Kenya. The study was guided by Self-Efficacy theory developed by Bandura Albert and pragmatism philosophy and conducted in Uasin Gishu County in Kenya. The study found out that, pupil academic performance, curriculum instruction, school culture and dynamic leadership are important intervention strategies related to head teachers' transformational leadership that have an influence on class repetition. The study recommends a further study on a situational analysis of transformational leadership training as a new management strategy in primary schools in the 21st century in the country.

**Keywords:** Class Repetition, Interventions Strategies, Transformational Leadership

**Full text:** <http://scholarsmepub.com/wp-content/uploads/2017/06/SJHSS-25348-356.pdf>