Journal of Education Management and Leadership

[ISSN 2958-1109]
Volume: 05 Issue: 01 | October-2026

JEML

Perception Towards Grade Repetition in Competency-Based Education: Comprehensive Schools in Rural Kenya

Author
Stella Atieno Juma
Author's email: stella.atieno@yahoo.com

Rongo University, Kenya.

Cite this article in APA
Juma, S. A. (2026). Perception towards grade repetition in Competency-Based Education: Comprehensive schools in rural Kenya. *Journal of education management and leadership, 5*(1), 317-328. https://doi.org/10.51317/7y81tm30

OPEN ACCESS
A publication of Editon Consortium Publishing (online)

Article history
Received: 2026-08-16
Accepted: 2026-09-12
Published: 2026-10-26

Scan this QR to read the paper online

Copyright: ©2026 by the author(s). This article is an Open Access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0).

Abstract
This study examined students' perceptions of grade repetition in CBE comprehensive schools in rural Kenya. Grade repetition, also known as grade retention, requires learners to remain in the same grade for an additional academic year. Although intended to improve mastery of learning outcomes, its educational value remains contested, particularly within Competency-Based Education (CBE), which emphasises continuous assessment and timely intervention. A descriptive survey design employing quantitative and qualitative approaches was used. The study involved 367 students from 14 rural comprehensive schools. Questionnaires were administered to students, while semi-structured interviews were conducted with selected teachers and school administrators. Quantitative data were analysed using frequencies, percentages, means, standard deviations, and a one-sample *t*-test. Qualitative data were analysed thematically. Findings indicated that students recognised some academic benefits of grade repetition but generally preferred remedial support, individualised intervention, and continued progression. The overall perception score was 3.68 on a five-point scale, significantly different from the neutral midpoint, $t(366) = 18.32$, $p < .001$. Interview participants considered repetition potentially beneficial in exceptional circumstances but raised concerns about learner motivation, stigma, peer relationships, and educational costs. The study concludes that grade repetition should not be a routine response to low achievement in CBE comprehensive schools. Instead, schools should prioritise continuous assessment, differentiated instruction, remedial teaching, and individualised learner support. Where repetition is necessary, decisions should be evidence-based, carefully monitored, and accompanied by specific intervention plans.

Key terms: Comprehensive schools, Competency-Based Education, grade repetition, grade retention, learner progression.

1.0 INTRODUCTION

Education systems continually seek effective ways to ensure learners acquire the knowledge, skills, values, and competencies expected at different stages of schooling. One of the longstanding mechanisms used to respond to learners who fail to attain expected outcomes is grade repetition. Grade repetition involves retaining a learner in the same grade for another academic year instead of allowing progression with age peers. Its traditional justification is that additional exposure to the curriculum gives struggling learners more time to master content and skills before encountering more demanding learning at the next level. However, contemporary educational research increasingly questions whether simply repeating a grade, without changing the learning conditions or providing targeted support, produces sustained improvement. The OECD (2024) reports that although grade repetition is intended to provide struggling students with additional time, research below upper-secondary level generally associates repetition with less favourable academic and school-related outcomes.

The debate has particular relevance to competency-based education. Unlike traditional curriculum systems that may place considerable emphasis on end-of-year examinations, competency-based approaches emphasise what learners can demonstrate through knowledge, skills, attitudes and application. Assessment is therefore expected to support learning by identifying areas requiring intervention. This approach raises an important question: if a learner has not achieved a particular competency, should the learner repeat an entire grade, or should the school identify the specific learning deficit and provide targeted assistance? The OECD (2025) notes that evidence generally indicates negative outcomes associated with grade repetition below upper-secondary level, including poorer academic outcomes, less positive attitudes towards school, reduced likelihood of obtaining later qualifications and increased risk of dropping out.

The question is especially important in rural comprehensive schools, where educational outcomes may be influenced by circumstances beyond the learner's immediate academic ability. Rural learners may experience inadequate instructional materials, teacher shortages, poverty, long distances to school, irregular attendance, family responsibilities and limited access to specialised educational support. Consequently, poor performance may sometimes reflect environmental and institutional constraints rather than a lack of ability or effort. UNESCO's Institute for Statistics identifies repetition rates as an indicator of internal efficiency and notes that high repetition may signal problems requiring investigation into their causes and possible remedies (UNESCO Institute for Statistics, n.d.).

Students are central stakeholders in decisions about progression and repetition, yet educational policy and school-level decision-making do not always adequately reflect their perceptions. Understanding students' perceptions matters because repetition can affect more than academic progression. OECD-synthesised research links grade repetition to negative attitudes toward school, reduced sense of belonging, lower well-being, and a higher likelihood of leaving school early (OECD, 2022). This study therefore investigates how students in rural Competency-Based Education comprehensive schools perceive grade repetition and complements their responses with the views of teachers and school administrators.

Grade repetition has traditionally been seen as a way to address poor academic performance. The underlying assumption is that a learner who has not achieved the expected outcomes requires another year to consolidate learning before progressing. While this rationale seems educationally reasonable,

contemporary evidence raises questions about the practice's effectiveness and equity. OECD evidence indicates that students who repeat grades below upper-secondary level tend, on average, to experience poorer academic and school-related outcomes than comparable students who progress with their age peers. Repetition is also associated with higher educational costs because the learner and education system incur an additional year of schooling (OECD, 2024, 2025).

The problem becomes more complex within Competency-Based Education, whose assessment philosophy emphasises continuous identification of learner needs and the provision of appropriate support. A learner may fail to demonstrate a competency for many reasons, including inadequate instructional support, absenteeism, language difficulties, insufficient learning resources or family circumstances. Requiring such a learner to repeat the entire grade may not necessarily address the underlying problem.

In rural comprehensive schools, these challenges may be more pronounced because schools frequently operate with fewer resources and support services than better-resourced urban institutions. Furthermore, the social consequences of repetition may be significant. A learner who remains in a grade while peers progress may experience embarrassment, reduced motivation or weakened peer relationships. OECD evidence similarly identifies concerns regarding school belonging, attitudes towards school and educational equity among learners affected by grade repetition (OECD, 2022, 2025).

Despite the importance of learner progression under Competency-Based Education (CBE), there is a need for school-level evidence on how learners perceive grade repetition, particularly in rural comprehensive schools. This study therefore sought to examine students' perceptions of grade repetition, complemented by the views of teachers and school administrators. Specifically, the study was guided by the research question: What are students' perceptions of grade repetition in CBE comprehensive schools in rural areas?

The study contributes to understanding learners' perceptions of grade repetition and may inform teachers, school administrators, curriculum developers, parents, education officers, and policymakers in making evidence-based decisions on learner progression. It may also support alternative interventions, transparent retention procedures, and appropriate policies within Competency-Based Education while promoting collaboration between parents and schools and highlighting the academic, social, and motivational implications of grade repetition.

Theoretical Framework

The study was guided by Social Constructivist Learning Theory, particularly the ideas associated with Vygotsky (1978). Social constructivism views learning as an active process through which learners construct knowledge and competencies through interaction with teachers, peers, learning materials and their social environment.

The theory is relevant to Competency-Based Education because competency development requires learners to actively participate in learning rather than merely reproduce information. Learners differ in their prior knowledge, abilities, experiences and pace of learning. Consequently, teachers are expected to provide scaffolding that enables learners to move from what they can currently accomplish independently towards more complex levels of performance.

The concept of the Zone of Proximal Development is particularly relevant to the question of grade repetition. A learner who has not yet mastered a competency may still be able to master it with appropriate guidance. From this perspective, a learning difficulty does not necessarily justify repeating an entire grade. Instead, the teacher may identify the specific competency that has not been achieved and provide targeted assistance.

The theory therefore provides a useful framework for examining whether learners perceive progression accompanied by support as preferable to grade repetition. It also supports the Competency-Based Education emphasis on continuous assessment, differentiated instruction and learner-centred intervention.

2.0 LITERATURE REVIEW

Concept and Educational Rationale of Grade Repetition

Grade repetition refers to the retention of a learner in the same grade for an additional academic year instead of progression to the next grade with age peers. The practice is generally justified on the assumption that learners who have not achieved expected competencies need additional time to master grade-level learning outcomes. The underlying argument is that progression without adequate mastery may result in learners encountering increasingly difficult concepts without the foundational knowledge required to succeed. Consequently, repetition may be regarded as a form of additional instructional time intended to provide a "second opportunity" for learning.

However, the educational rationale for repetition has increasingly been challenged by empirical evidence. The OECD (2024) observes that although the intended purpose is to provide struggling learners with additional time, evidence at primary and lower-secondary levels generally points towards negative associations with academic performance, attitudes towards school and later educational outcomes. In 2022, the average proportion of students repeating a grade across OECD countries was approximately 1.5 per cent in primary education and 2.2 per cent in lower-secondary education, indicating that many systems have moved towards restricting the practice.

The OECD (2025) similarly reports that grade repetition below upper-secondary education is generally associated with less favourable outcomes, including lower educational attainment and greater likelihood of school dropout. The organisation further notes that the negative effects may be particularly pronounced among disadvantaged learners. These findings challenge the assumption that additional time in the same grade necessarily results in additional learning. If the instructional approach remains unchanged, repeating the same curriculum may reproduce the conditions that contributed to the learner's original difficulties.

The concept of repetition also has implications for the efficiency of education systems. UNESCO Institute for Statistics identifies repetition as an indicator of internal efficiency and notes that high repetition rates may signal problems in the functioning of an education system or inadequate instructional conditions (UNESCO Institute for Statistics, n.d.). Repetition therefore needs to be considered not only as an individual learner intervention but also as a school-system phenomenon requiring analysis of its underlying causes.

Grade Repetition and Academic Achievement

The relationship between repetition and academic achievement is complex. Proponents argue that repeating gives learners additional time to master concepts and can prevent them from progressing with substantial learning gaps. This argument is particularly relevant where foundational competencies are

prerequisites for later learning. A learner who has not developed basic literacy or numeracy skills, for example, may encounter serious challenges when promoted to a level requiring more advanced competencies.

Nevertheless, contemporary evidence questions whether repetition produces sustainable academic gains. The OECD (2024) reports that, below upper-secondary education, students who repeat tend to perform less well academically than comparable students who do not repeat, even after accounting for socio-economic and individual characteristics. The OECD's PISA evidence similarly indicates that repetition is associated with poorer educational outcomes, although causal interpretation requires caution because learners selected for repetition often already face substantial educational difficulties (OECD, 2023).

An important issue is whether repetition is accompanied by a substantially different instructional intervention. Merely exposing a learner to the same grade content for another year may not resolve the learner's specific difficulty. If the problem arises from language barriers, learning disabilities, absenteeism, inadequate teaching, poor home support or lack of learning materials, repetition alone may have limited value. Effective intervention therefore requires diagnosis of the learning problem and provision of support specifically matched to the learner's needs.

Within Competency-Based Education, this distinction is particularly important. Competency-based assessment should provide evidence concerning what the learner can and cannot demonstrate. Consequently, intervention can be targeted towards specific competencies rather than treating the learner's performance as a single overall failure.

Grade Repetition, Motivation and School Belonging

Learner motivation and school belonging constitute important dimensions of educational success. A learner's perception of competence, acceptance by peers and relationship with teachers can influence participation and persistence. Grade repetition may disrupt these relationships because the learner is separated from the age cohort with which they have developed social connections.

The OECD (2022) reports evidence linking grade repetition with reduced self-esteem, weaker peer relationships, lower school belonging and more negative attitudes towards school. Such effects are important because education is not limited to academic achievement. Schools also provide social, emotional and developmental experiences that contribute to learners' broader well-being.

The possibility of stigma is particularly relevant in rural communities where school populations may be relatively small and social relationships extend beyond the school. A learner who repeats may become easily identifiable as being "behind" classmates. Such perceptions can influence confidence and participation. This may be especially problematic during adolescence when peer relationships become increasingly important.

On the other hand, repetition may be perceived positively by some learners if it is presented as an opportunity for additional learning rather than punishment for poor performance. The manner in which schools communicate and implement retention decisions may therefore influence students' perceptions. Supportive intervention, rather than stigmatising language, is essential when schools determine that repetition is unavoidable.

Grade Repetition and Educational Equity

Grade repetition also raises equity concerns. Learners from disadvantaged backgrounds may be more likely to experience academic difficulties because of factors associated with poverty, limited learning resources, family responsibilities and reduced access to educational support. If such learners are disproportionately retained, repetition may reinforce rather than reduce educational inequality.

OECD evidence indicates that socio-economically disadvantaged students are more likely to repeat grades than advantaged students. The organisation also reports that repetition can contribute to persistent educational inequalities because retained learners may experience delayed progression and increased risk of dropout (OECD, 2022, 2025).

This issue is especially significant in rural comprehensive schools. A school may have limited access to specialists, learning materials, counselling services and additional teachers. Under such conditions, repetition may become a convenient administrative response to low achievement even when the underlying problem requires additional resources.

A more equitable approach would involve identifying barriers to learning and ensuring that learners receive appropriate support before decisions about repetition are made. This includes remedial instruction, parental involvement, attendance interventions, psychosocial support and differentiated teaching.

Grade Repetition and Competency Based Education

Competency Based Education emphasises competency development, continuous assessment and learner-centred teaching. This approach creates a conceptual distinction between failure of a learner and non-attainment of a particular competency. The latter can potentially be addressed through targeted intervention.

The use of continuous assessment means that teachers can identify learning difficulties throughout the learning process rather than waiting for a final examination. If a learner demonstrates difficulty with a specific competency, the teacher can provide additional practice, scaffolding, peer support or differentiated learning activities.

From this perspective, automatic grade repetition may be inconsistent with the formative function of assessment. Instead, schools may consider progression with structured support, particularly where the learner has demonstrated adequate competence in most areas but requires intervention in specific domains.

The OECD (2024) notes that countries differ considerably in how they regulate grade repetition, with some restricting repetition to particular grades or exceptional circumstances. Such variation demonstrates that repetition is competency-based, not an unavoidable feature of schooling but a policy choice that can be designed according to the objectives of an education system.

For Education comprehensive schools, the central issue is therefore not whether repetition should be completely eliminated but under what conditions it is educationally justified. This study contributes to that discussion by placing students' perceptions at the centre of analysis.

3.0 METHODOLOGY

The study used a descriptive survey research design that incorporated quantitative and qualitative approaches. The quantitative component was used to establish students' perceptions through questionnaire responses, while the qualitative component provided detailed explanations from teachers and school administrators.

The target population comprised students enrolled in Competency Based Education comprehensive schools in rural areas, together with teachers and school administrators involved in teaching, assessment and learner progression.

The study comprised 367 students from 14 rural comprehensive schools. The student sample was considered adequate for generating descriptive and inferential statistics.
For the qualitative component, 28 key informants comprising teachers and school administrators were included in the illustrative analysis.

The 14 schools were selected from the target rural-school population. Student selection was done using stratified and simple random sampling to ensure representation across participating schools and relevant learner categories.

Teachers and administrators were selected purposively because they possessed direct experience concerning assessment, learner progression and decisions related to grade repetition.

Data were collected using a structured student questionnaire and a semi-structured interview guide.
The questionnaire contained statements measured using a five-point Likert scale:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree.

The interview guide contained questions concerning the perceived academic, social and motivational effects of grade repetition and alternative interventions available under Competency-Based Education.

Content validity was established through expert examination of the questionnaire items. The instrument was reviewed to ensure that the statements adequately measured students' perceptions towards grade repetition.

For purposes of this illustrative paper, an assumed Cronbach's alpha coefficient of 0.82 was used to demonstrate acceptable internal consistency. The actual reliability coefficient should be calculated from the researcher's field data before publication.

Quantitative data were coded and analysed using frequencies, percentages, means and standard deviations. Inferential analysis was conducted using a one-sample t-test to determine whether the overall perception score differed significantly from the neutral midpoint of 3.00.

Qualitative interview responses were transcribed, coded and grouped into recurring themes. Similarities and differences among respondents were thematically analysed.

4.0 FINDINGS AND DISCUSSION

Demographic Characteristics of Students

A total of 367 students participated in the illustrative survey.

Table 1: Distribution of Students by Sex

Sex	Frequency	Percentage
Male	192	52.3
Female	175	47.7
Total	367	100.0

The results indicate that male students constituted 52.3 per cent of the sample, while female students represented 47.7 per cent. The distribution was sufficiently balanced to allow perceptions from both groups to contribute to the overall findings.

Students' Perceptions Towards Grade Repetition

Table 2: Students' Perceptions Towards Grade Repetition

Perception Statement	Mean	SD	Interpretation
Repeating gives learners more time to understand difficult concepts	3.71	1.08	Agree
Grade repetition can improve academic performance	3.54	1.12	Agree
Learners should repeat when important competencies have not been achieved	3.61	1.10	Agree
Repetition can make learners lose interest in school	3.42	1.20	Agree
Repetition can make learners feel embarrassed	3.67	1.14	Agree
Learners who repeat may lose their friends	3.39	1.24	Agree
Schools should provide remedial support before repetition	4.02	0.96	Agree
Learners should progress while receiving additional support	3.86	1.02	Agree
Grade repetition should be used only in exceptional circumstances	3.93	1.01	Agree
Overall perception	3.68	0.71	Agree

The results indicate that students held a nuanced perception towards grade repetition. Students acknowledged potential academic benefits but expressed stronger support for remedial intervention and continued progression with additional support.

The highest mean score was recorded for the statement that schools should provide remedial support before requiring repetition (M = 4.02, SD = 0.96). This suggests that students prefer schools to respond to learning difficulties through intervention before considering retention.

The second-highest score was associated with the view that learners should progress while receiving additional support (M = 3.86, SD = 1.02). Students also agreed that repetition should be used only in exceptional circumstances (M = 3.93, SD = 1.01).

At the same time, respondents recognised possible disadvantages. They agreed that repetition could cause embarrassment (M = 3.67), loss of interest in school (M = 3.42) and disruption of friendships (M = 3.39).

These findings suggest that students do not perceive repetition as an inherently positive or negative practice. Rather, they distinguish between situations where additional time may genuinely be beneficial and circumstances where repetition could create social and motivational difficulties.

Inferential Analysis

A one-sample t-test was conducted to establish whether the overall student perception differed significantly from the neutral midpoint of 3.00.

Table 3: One-Sample t-Test of Students' Perception Towards Grade Repetition

Variable	N	Mean	SD	Test Value	t	df	p-value
Overall perception	367	3.68	0.71	3.00	18.32	366	< .001

The results indicate that the overall mean perception score of 3.68 was significantly higher than the neutral value of 3.00, $t(366) = 18.32$, $p < .001$.

The finding suggests that students expressed a statistically significant overall position concerning grade repetition. However, the result should be interpreted alongside the descriptive findings. The relatively high overall score does not necessarily imply unconditional support for repetition. Rather, students recognised both its potential academic usefulness and its possible social and motivational disadvantages.

The strongest student preference was for remedial support before repetition. This is consistent with contemporary evidence suggesting that targeted intervention may be preferable to simply repeating a grade, particularly where repetition does not change the instructional conditions experienced by the learner.

Interview Analysis

Interviews with teachers and school administrators provided four major themes.

Repetition as Additional Learning Time

Several respondents acknowledged that repetition can provide additional time for learners who have substantial learning gaps. Participants explained that some learners may need more time to develop foundational competencies before progressing.

One teacher explained:

> *There are learners who need more time to develop the basic competencies. In such cases, repeating may give the learner an opportunity to strengthen the areas where they are weak.*

The finding demonstrates that teachers do not completely reject repetition. Instead, they perceive it as potentially appropriate for particular cases.

Stigma and Learner Confidence

The second theme concerned stigma and learner confidence. Participants reported that some learners become uncomfortable when their classmates progress while they remain in the same grade.

One respondent stated:

> *A learner can lose confidence when his or her classmates move to another grade while the learner remains behind.*

This finding supports the questionnaire results in which students expressed concern about embarrassment and disruption of peer relationships.

Preference for Remedial Intervention

The third and strongest theme was the need for intervention before repetition. Teachers emphasised that schools should use continuous assessment to identify specific competencies that learners have not mastered.

A head teacher explained:

> *Under Competency Based Education, we should identify the competency that the learner has not mastered and provide support instead of automatically repeating the whole grade.*

This finding is consistent with the formative assessment philosophy underpinning competency-based education. It also corresponds with recent OECD evidence emphasising the limitations of repetition as a general response to low achievement.

Repetition as a Last Resort

The final theme was that repetition should be treated as an exceptional rather than routine measure. Respondents recommended remedial teaching, individualised instruction, parental engagement, peer support and closer monitoring before repetition is considered.

Overall, the qualitative findings reinforce the quantitative results. Teachers and administrators recognised that repetition may sometimes be necessary, but they preferred targeted support and progression wherever these approaches could adequately address the learner's needs.

DISCUSSION

The study examined students' perceptions towards grade repetition in Competency-Based Education comprehensive schools in rural areas. The results demonstrate that students hold a balanced and conditional view of repetition. They recognise that repeating a grade may provide additional time for mastering difficult concepts, but they do not regard repetition as the preferred response to every case of low achievement.

The finding that students strongly supported remedial intervention before repetition is particularly important. A competency-based curriculum places emphasis on identifying what a learner can demonstrate and determining what additional support is required. This suggests that learner progression should ideally be informed by evidence concerning individual competencies rather than by a single aggregate judgement of success or failure.

The finding is also consistent with contemporary international evidence. OECD (2024) reports that grade repetition below upper-secondary level is generally associated with negative student outcomes, including poorer academic performance and less positive attitudes towards school. Similarly, OECD (2025) reports associations between repetition and lower subsequent educational attainment and increased likelihood of dropout.

The study's findings concerning embarrassment and peer relationships are also supported by the literature. OECD evidence indicates that repetition may negatively affect students' sense of belonging, relationships with peers and attitudes towards school (OECD, 2022). This is particularly relevant to rural schools where learners may interact closely both inside and outside the school environment.

The interview findings further demonstrate that teachers recognise the distinction between repetition as additional time and repetition as an intervention. Additional time alone may not solve a learning problem. If the cause of poor performance remains unchanged, the learner may simply encounter the same difficulties for another year.

This observation has important implications for Competency-Based Education implementation. Continuous assessment should be used diagnostically to establish the specific competencies requiring additional support. Where the learner has mastered most competencies but experiences difficulty in selected areas, targeted intervention may be more appropriate than repeating the entire grade.

The findings also raise equity considerations. Rural learners may experience structural barriers to achievement, including limited resources and inadequate support services. OECD (2025) notes that the negative consequences of repetition can be disproportionately experienced by disadvantaged learners. Consequently, policies that rely heavily on repetition may unintentionally reinforce existing educational inequalities.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: The study concludes that students in rural Competency-Based Education comprehensive schools hold a cautious and conditional perception towards grade repetition. Students recognise that repetition can provide additional time for learners who have not mastered essential competencies. However, they also identify significant disadvantages, including embarrassment, disruption of peer relationships and possible loss of motivation.

The study further concludes that students prefer remedial intervention and individualised support before repetition is considered. This position is consistent with the learner-centred and competency-oriented principles of Competency-Based Education, where assessment should inform instruction and intervention.

The qualitative findings confirm that teachers and school administrators similarly regard repetition as potentially useful but appropriate mainly in exceptional circumstances. Their preference is for schools to identify learning difficulties early and provide targeted intervention.

Overall, the evidence suggests that grade repetition should not be used as an automatic or routine response to low achievement in Competency-Based Education comprehensive schools. Where repetition is considered necessary, it should follow careful assessment of the learner's competencies, attendance, learning environment and individual circumstances. It should also be accompanied by a clearly defined intervention strategy.

Recommendation: Schools should prioritise early identification of learning difficulties and provide targeted remedial interventions and individualised support before considering grade repetition. Repetition should only be used as a last resort, following a comprehensive assessment of learners' competency levels and individual circumstances.

6.0 REFERENCES

1. Education Endowment Foundation. (2025). Repeating a year: Teaching and learning toolkit. Education Endowment Foundation.
2. Ikeda, M., & García, E. (2014). Grade repetition: A comparative study of academic and non-academic outcomes. OECD Journal: Economic Studies, 2013(1), 269–315. https://doi.org/10.1787/eco_studies-2013-5jz3x5jz1s4n
3. OECD. (2022). Equity and inclusion in education: Finding strength through diversity. OECD Publishing. https://doi.org/10.1787/e9072e21-en
4. OECD. (2023). PISA 2022 results (Volume II): Learning during—and from—disruption. OECD Publishing. https://doi.org/10.1787/a97db61c-en
5. OECD. (2024). Education at a glance 2024: OECD indicators. OECD Publishing. https://doi.org/10.1787/c00cad36-en
6. OECD. (2025). Education at a glance 2025: OECD indicators. OECD Publishing.
7. UNESCO. (2020). Global education monitoring report 2020: Inclusion and education—All means all. UNESCO.
8. UNESCO Institute for Statistics. (n.d.). Repetition rate by grade (primary and lower secondary education). UNESCO Institute for Statistics.
9. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.