

**DETERMINANTS OF PROVISION OF REMEDIAL
LESSONS IN PUBLIC SECONDARY SCHOOLS IN MANGA
DISTRICT, KENYA**

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DECLARATION

This research project is my original work and has not been submitted for a degree in any university.

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DEDICATION

This work is dedicated to my beloved wife Evelyn Kemunto, our son Ferdinand and daughters Faith and Gloria.

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LIST OF ABBREVIATIONS AND ACRONYMS

A Level	Advanced level forms five to six
DEO	District Education Officer
KCSE	Kenya Certificate of Secondary Education
O Level	Ordinary Level form one to form four
SMASSE	Strengthening of Mathematics and Sciences in
Secondary	Education
SPSS	Statistical Package for Social Sciences
SPIAS	Study on Project Impact Assessment Survey

ABSTRACT

The purpose of this study was to establish the determinants which make remedial lessons be provided in Manga district public secondary schools. The study was guided by five research objectives. The research objective sought to establish the various ways in which remedial lessons were carried out in public secondary schools; establish the extent to which key subjects lead to provision of remedial lessons; determine how increased chances to higher learning institutions result into provision of remedial lessons; find out how overload in the educational curriculum had led to provision of remedial lessons and determine the degree to which prestige among teachers and students influenced provision of remedial lessons in Manga district. The study adopted a descriptive survey design. The sample for the study was 35 teachers and 237 students who were sampled using systematic sampling method. Data were analysed by use of qualitative and quantitative techniques.

Findings revealed that remedial lessons were offered by majority of the schools. Remedial lesson were offered at the evening and they took less than one hour. Majority of teachers indicated that the remedial classes were given to the whole class and were offered to weak students. Remedial classes were an opportunity to cover the syllabus. The study further shows that teachers were serious in teaching during remedial lessons. Remedial lessons allowed students to master areas not mastered before. Teachers disagreed that remedial classes exist due to low level of teachers' salaries; teachers strongly agreed that the lessons exist due to increased competition for limited chances to higher institutions. The overloaded curriculum was also given as a reason for conducting remedial lessons. Findings further revealed that if teachers were in a position to decide, they would like private tuition to continue being given to students. Teachers added that remedial lessons created reputation to teachers and most often the reputation rests on the academic results they are able to achieve. This makes provision of remedial lessons something that brings some relief and balance. The study lastly concluded that if teachers were in a position to decide, they would like private tuition to continue being given to students.

Based on the findings, the study recommended that remedial lessons should be offered by the school and to the whole class as it helps learners remember what they had learnt in the previous lesson and further improve their understanding in class, and it gives teachers and students opportunity to cover the syllabus. Ample time should be provided to teachers during remedial lessons to boost performance in key subject areas such as Languages, Mathematics and Science.

Since not every school can provide specialist teachers in all subjects, remedial lessons should be provided to help students to overcome deficiencies in learning to comprehend and enjoy mainstream lessons enabling them to compete fairly with others. The researcher suggested that an investigation on challenges that face provision of remedial classes in school and a study on the influence of stakeholders' involvement in remedial classes to students' academic performance to be conducted for further studies.

chapter one

INTRODUCTION

1.1 Background to the study

Education contributes to economic growth of a country through creation of new knowledge as well as diffusion and transmission of knowledge. Formal education system provides the basic education level necessary for the diffusion and transmission of new knowledge as well as means of transmission. Educational thinking has changed somewhat in relation to the identification of students with learning difficulties. Remedial teaching has traditionally concerned itself with the underachievement of children in the basic skills areas. The term remedial has medical connotations and implies providing a cure for an educational illness. Semantically, it suggests an activity which rectifies a deficiency or corrects some disability or disease (Conroy, 2003). It is as though the remedial practitioner is called in only after failure or breakdown in learning has occurred and thus operates within narrow parameters of the original problem (Conroy, 2003).

Remedial teaching for students with learning difficulties at primary level is made in three ways; that is ordinary mainstream, supported mainstream and special schools (Cashdan & Pumfrey, 2011). Ordinary mainstream comprises enrolment in the ordinary class with such additional support the class teacher may be in a position to provide. Supported mainstream comprises enrolment in an ordinary class with such additional support as the remedial teacher in addition to the class teacher may provide. In addition, in some countries such and the United States

and the United Kingdom, a small number of part time remedial schemes are funded by the Department of Education in some Child and Family Centres throughout the country for students for whom remedial teaching is not available in their own schools (Brennan, 2004).

Remedial lessons have become part and parcel of the learning system world over. They are referred to by many names such as extra tuition, coaching, remedial teaching or private tuition, probably to disguise their presence (Croll & Moses, 2000; McLaren, 2003). Remedial lessons are all those forms of teachings given to learners outside the formal teaching time, that is, before eight in the morning and after four in the evening. However, remedial lessons are discouraged by governments world over including Kenya but they persistently exist within educational institutions and even in learners' homes (Croll & Moses, 2000; McLaren, 2003).

The formal provision of remedial teaching, within the public school system coincided with the genesis of a more child centred philosophy of education (Shell, & Clark, 2008). At first, remedial teaching developed slowly and tentatively, but the format of provision as it expanded in the late seventies and early eighties tended to reflect contemporary trends in education. However, the steadily increasing provision of full time trained teachers and the advent of a child centred curriculum, in a society which embraced the ideal of educational opportunity, the

remedial service was made more aware of children who were not performing to their full potential (Shell, & Clark, 2008).

Remedial lessons first started in Asia especially in countries like Japan, Korea and Taiwan in 1960s (Bray, 2003; Silova & Bray, 2005). The practice first started in small scale then quickly spread to a large scale enterprise. Remedial lessons are also carried out in America, Europe and Africa (Bray, 2003). According to Raffick (2004) remedial lessons take different forms: they can be at individual level; teachers can teach small groups at home or at school; or there can be large groups using large theatre halls. Home based remedial lessons are conducted at the client's home while group teaching constitutes groups of 30-60 students being attended in a hall (Raffick 2004).

Remedial teaching is one of the acceptable solutions for low achievement. Identification of these low achievers, application of Remedial Teaching with systematic assessment of progress and analysis are needed to understand the effectiveness of the Remedial Teaching (Burriss, 2009). In Sri Lanka, formal education system from grade one to thirteen covers the age group from five to nineteen years. The primary education covers grade one to five and to assess the students based on their achievement of essential learning competencies (Nelson, & Phelps, 2006). The achievement of these competencies are measured through key stage one which covers grade one and two, key stage two covers grade three and four and key stage three covers grade five. Generally, the achievement of

Essential Learning Competencies by children who are in similar grades and undergoing a similar teaching process differs. Some are lower in achievements compared to others due to various reasons. If these students are not provided with remedial teaching, they will be gradually dropped out from the school before completing the compulsory education in the formal education system (Burris, 2009).

In Kenya, remedial tuition started with the introduction of the 8.4.4 system. The Eight-Four-Four system is the Kenyan education system where learners take eight years in primary learning, four years in secondary school and four years at the university. The Eight-Four-Four system replaced the previous system where there was seven years of primary learning, four years of secondary learning which was then called Ordinary level (O level), two years on higher secondary which was also called Advanced level (A Level) then finally three years of university education. The previous system had fewer examinable subjects as compared with the 8.4.4 system. The increased number of examinable subjects at the national level made it necessary for allocation of more time for teaching so as to cover the now wide curriculum.

According to Nairobi City Director of Education, remedial lessons started in Nairobi (MOE/GEN/G/9/1/115, 1988). The practice then spread very rapidly to cover the whole country (Wanyama & Njeru, 2004). There have been arguments which seek to justify the need for remedial tuition. Raffick (2004) argues that mostly, remedial tuition is as a result of too much emphasis on national exams.

Many students are pressured by both parents and teachers to perform well in the national examinations.

Hallak and Poisson (2007) reaffirm the need for private tuition and add that students who are given remedial tuition perform better academically and are therefore better placed to be admitted to universities. He also claims that key subject areas such as sciences, maths and languages are a problem to many students and therefore the need for remedial lessons for the students' improvement. In support of remedial lessons, The Kenya National Union of Teachers Secretary General asserted that remedial tuition is necessary because the 8.4.4 curriculum is too wide to cover within the normal teaching time. The implication here is that remedial lessons play a part in improving a child's academic achievement.

In Kenya today, remedial lessons take place during early morning prep before normal classes, during lunch break, in the evenings after four, during weekends and even during the holidays. Normal lessons for secondary schools are expected to be on as from eight in the morning up to four in the evening, leaving out a break at ten and lunch break. The Ministry of Education is fully aware about the remedial tuition and has issued guidelines on the same. The Ministry first discouraged remedial lessons in 1988 through the circular dated 31st May 1988 (MOE No. G /9/1/115). The City Director of Education issued guidelines on remedial lessons and directed that the practice should be undertaken as part and

parcel of the normal programme and that there should be no additional financial strain on the parents. The Director further argued that if teachers used the normal teaching time correctly, they would not find it necessary to have remedial tuition. The Director's guidelines were also provided by the Report of the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools (MOE&HR,1991). The report, also known as the Sagini Report, commended the Ministry for banning remedial lessons because they consume students' time for resting and socializing. Nevertheless, Sagini Report did not stop private tuition from being offered to students. Wanyama and Njeru (2004) note that this was probably because the ban was imposed on charging fee for extra coaching and not preventing parents from taking their children for remedial lessons. It meant parents were free to take students for remedial lessons as long as they did not pay for the services. There was a big loop-hole here because nobody would make a follow-up as to what was taking place during this private tuition. The parents would end up paying for the lessons in the name of "mutual agreement".

Later in 2008 the Ministry of Education issued interim guidelines on tuition and Mock Exams and illegalized fees charged on remedial lessons. The circular MOE/GEN/GI/11/4 of 2008 directed that remedial lessons were only to be given to those students who lagged behind because of various reasons and those students who exhibited weaknesses in key areas such as Maths, Sciences and Languages. In addition, the circular illegalized payment for private tuition. Prep time was to be left free for students to study on their own.

The ministry guidelines stated that no whole class tuition will be allowed to take place in any school except in extra ordinary circumstances where all students, lag behind due to unavoidable circumstances like the situation experienced during the post election violence. Remedial teaching should be confined to learners who exhibit weaknesses that make them lag behind their classmates in normal learning process. No fee paying tuition should be conducted in any school, public or private. Prep time should be left to students to carry out individual learning or revision work without formal teaching. Time set aside for Physical Education, Life Skills and games should not be used for purposes of covering examinable subjects. Parents should restrain themselves from using schools and teachers in schools for keeping their children busy during weekends or over the holidays but instead spend more time with their children so that the non-formal learning takes place. No school management should allow teachers or tutors from any other school or institution to use their premises for the purposes of tuition. This means that a school cannot hire out its premises for the purposes or remedial tuition at any level.

The latest guidelines were given in 2012 by the Minister for Education where he warned headteachers who engaged in remedial teaching to stop immediately (Wamalwa, 2012). The Minister said that it is contravention of Article 53 of the Constitution 2010, hence a violation of the law. Article 53 of the Constitution 2010 places children's rights above other interests and the children's rights include freedom of play and socialization. The Minister, however, explained that

tuition for learners who exhibited weaknesses in some subjects is acceptable, and that the Ministry has no issue if parents to such students organized for private tuition outside school to improve on their children's weaknesses rather than subjecting the whole class or school to remedial teaching (Wamalwa, 2012).

In 2007, a study was carried out by SMASSE Project Impact Assessment Survey (SPIAS) to find out the impact of Strengthening of Mathematics and Science in Secondary Education (SMASSE) on the learning of Mathematics and Science. The study established that at form two levels in which the survey was targeted 68 per cent of 5298 students had been provided with remedial lessons by their parents or guardians. The study however was done at form two levels which was not a transition class. In either form three or form four, there would have been more examination pressure and possible greater percentages. The survey was also not specifically to find out about provision of remedial lessons but generally to find out how SMASSE was impacting on the students learning of mathematics and Sciences. The information gathered indicate provision of remedial lessons the world over including Kenya and Manga district. The lessons go on despite discouragement and guidelines within which to operate. This study aimed at establishing the current trend and why the practice is still on.

1.2 Statement of the problem

The Ministry of Education has tried to keep on check the issue of remedial lessons. The many circulars issued to educational institutions are an indication

that remedial tuition is an issue of concern. Onsomu, Nzomo and Obiero (2005) have observed that the practice has become a major policy concern in regard to the associated cost implications, extension of school day and workload placed on students. Nzomo, Guantai and Kariuki (2001) in their research on Quality of Primary Education in Kenya, note that a sample of 3233 standard six students reflected that 68.6 per cent of the students received remedial lessons. The percentages ranged from as low as 39.0 percent in North Eastern Province to 74.4 per cent in Nyanza province where Manga District is found. However Nzomo et al's study was focused on primary schools leaving out secondary schools. They further note that time allocated for extra-curriculum activities was used to teach examinable subjects.

Onsomu et al (2005) in their study on the effects of remedial tuition claim that there is a widespread belief that extra tuition is associated with improved academic performance. They claim that teachers have the ability to effectively teach, assign and mark students' work within normal school hours without 'saving' the real teaching for extra tuition, which provides extra pay. They conclude that extra tuition should not be allowed but slow learners can be given assistance outside normal teaching hours. The researcher aimed at finding out the determinants leading to the provision of remedial lessons. Other variables such as ways of conducting remedial lessons, extent to which emphasis on key subjects lead to provision of remedial lessons; increased chances to higher learning institutions, overload in educational curriculum and degree to which prestige

among teachers and students influence provision of remedial lessons were explored.

1.3 Purpose of the study

The purpose of the study was to establish the determinants which make remedial lessons be provided in Manga district public secondary schools.

1.4 Objectives of the Study

The following objectives were formulated:

- i. To establish the various ways in which remedial lesson are carried out in public secondary schools in Manga district.
- ii. To establish the extent to which emphasis on key subjects lead to provision of remedial lessons in Manga district
- iii. To determine how increased chances to higher learning institutions result into provision of remedial lessons in Manga district.
- iv. To find out how overload in the educational curriculum has led to provision of remedial lessons in Manga district.
- v. To determine the degree to which prestige among teachers and students influence provision of remedial lessons in Manga district

1.5 Research questions

To achieve the above objectives, the following research questions were formulated.

- i. In what ways are remedial lessons carried out in Manga district?

- ii. To what extent does emphasis on key subjects lead to provision of remedial lessons in Manga district?
- iii. How do increased chances to higher learning institutions result into provision of remedial Lessons in Manga district?
- iv. How has overload in the educational curriculum led to provision of remedial lesson in Manga district?
- v. To what degree does prestige among teachers and students lead to provision of remedial lessons in Manga district?

1.6 Significance of the study

Remedial lessons have become a problem to the government because it encourages charging of levies to facilitate it. The government is committed to Free Day Secondary Education and does not want any extra cost to be incurred by parents. This research may therefore provide vital information to policy designers in the Ministry of Education. The Ministry of Education through relevant policy makers may then use the information to make necessary adjustments regarding remedial tuition.

The research may benefit the school administrators especially on the extent to which remedial lessons affect academic achievement. The administrators may then strengthen or discourage the practice. Sponsors, parents and teachers may also use the information to sustain, strengthen or make any other adjustment to remedial tuition.

It is hoped that a deeper insight about remedial lesson will be brought to light through this study and the curriculum developers might use the information for example to reduce the curriculum content in school so that the content is covered within the normal time. When there might be no need for remedial lessons, the student might virtually have reduced workload and to have time to attend to other activities like co-curricular activities and socialization.

1.7 Limitations of the study

Since remedial lessons have been banned by the Ministry of Education, the respondents could fear to admit that it really exists. The researcher introduced himself and socialized with the respondents to create rapport. The respondents were also assured about the confidentiality of their identity. Some respondents did not submit the questionnaires. However the percentage of questionnaires returned, 98.7 percent for students and 94.3 percent for teachers, were adequate enough for data analysis.

1.8 Delimitations of the study

The study was carried out in Manga district targeting public secondary schools. Manga district is one of the districts in Kenya and any research finding in the district might contribute to knowledge about what happens in the country concerning remedial lessons. The respondents were teachers and form three students. Form three students were selected because they are next to an examination class where remedial lessons are likely to be provided at a higher

level. Teachers were selected as respondents because they are the providers of remedial lessons in the schools.

1.9 Basic assumptions to the study

The study was guided by the following assumptions:

- i. The respondents cooperated with the researcher and gave correct information without fear or favour.
- ii) The research findings in Manga district gave a picture of what is happening in the country. It was assumed that what happens in the district also happens in the country.

1.10 Definitions of significant terms

The following significant terms used to mean as explained below:

Criminal offence refers to an action punishable by law.

Curriculum refers to a set of instructions contained within a subject area

Determinants refer to those things that influence the happening of other things

Key subjects refer to subjects like mathematic, languages and sciences which are assumed to be instrumental in performance of a student.

Normal classes refer to the classes between eight in the morning to four in the evening.

Post election violence refers to violence that resulted in 2008 after an election dispute.

Provision refers to administration or giving out of the remedial lessons

Remedial lessons refer to instructions for students aimed at correcting errors or addressing gaps in knowledge especially for slow learners.

School management refers to the administrators of a school such as the headteachers/principals and the Board of Governors.

chapter two

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature under the following subheadings; various ways in which remedial lessons are carried out, the extent to which key subjects have led to provision of remedial lessons. The section also presents related literature on how increased chances for learner selection to higher learning institutions have resulted to provision of remedial lessons. Overload in the education curriculum and the prestige attached to good academic performance as determinants that lead to provision of remedial lessons is also presented.

2.2 The concept of remedial teaching

Remedial teaching is defined in the Oxford Advanced Learners Dictionary as ‘connected with school students who are slower at learning than others’. The remedial teaching can also be defined as ‘correctional teaching. As the name implies, it is designed to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom. Remedial teaching will act as a safety valve for the students who are behind the expected level of achievement. It involves diagnosis of specific difficulties, provides suitable remedial measures and provides support to prevent reoccurring of them again in future. For example, in one of the widely implemented education programmes called Reading Recovery Programme of Maria Clay in New Zealand, students are tested by observation study of literacy achievement in text reading, dictation,

letter identification, concepts about print, writing vocabulary, and sight words at the beginning and end of the programme (Burris, 2009).

2.3 Role of remedial teaching in improving performance

The use of remedial teaching to supplement publicly funded school education is an international education policy issue. In many countries, household expenditure on private tutoring is so pervasive that it is called a 'shadow education system' (Bray, 2007). In the past, the extensive use of private tutoring was confined to a few countries but over the past two decades expenditure on private tutoring has expanded rapidly in the post-socialist countries of Eastern Europe as well as in countries as diverse as South Korea, India, Portugal, South Africa, Brazil, Kenya and Turkey (Bray 1999). More recently, private tutoring has emerged as a policy issue in several Western countries such as Austria, France, Canada and England (Davies 2004, Ireson and Rushforth 2005).

The effectiveness of the remedial teaching programme is analysed based on the improvement on the learning achievement and which is measured by assessment marks. In a study conducted in Tamil, the percentage of students scored marks in between zero to twenty five and twenty six to fifty shows decreasing trend from initial to final assessment for both Tamil language and mathematics. The percentage of students who scored marks in between fifty one to seventy five also show a decreasing trend for Tamil and Mathematics except a slight increase in intermediate assessment in Tamil Language (Becker, 2010).

In Tamil language, while in the initial assessment, sixty five per cent of students scored marks less than fifty and in the final assessment five percent of students scored less than fifty marks. In Mathematics, fifty one per cent of students scored less than fifty marks for initial assessment and seven per cent of students scored less than fifty marks in final assessment. In final assessment of Tamil and Mathematics, ninety four per cent and ninety three per cent of students scored more than fifty marks respectively. In Overall the remedial teaching programme proved to be effective in improving the learning achievement of the students in Tamil Language and Mathematics (Heyneman, & Loxley, 2010).

In Australia, expenditure on remedial teaching is increasing yet its role and impact is not well understood. Remedial teaching now caters for children as young as three years of age (Stateline, 2007). The Australian national government has recently introduced vouchers to fund private tutoring for students who fall behind national achievement benchmarks, thus subsidising the role of private tutors in providing remedial education (Bishop, 2007).

International studies suggest that factors driving the demand for private tutoring might include a cultural emphasis on individual educational effort and economic factors such as high and differentiated rates of return for qualifications. It has also been suggested that institutional characteristics of state education systems, such as high-stakes public examinations, intense competition for limited university places and low levels of public expenditure on schooling, may influence levels of

participation in private tutoring (Baker *et al.* 2001, Bray and Silova 2006, Tansel and Bircan 2005). Researchers have suggested that the growth of private tutoring could have an adverse impact on the direction of government education policy, such as fuelling demand for public examinations and supporting the continuation of a narrow school curriculum. Many commentators are also concerned that the extensive use of private tutoring perpetuates socio-economic inequality (Bray 2003, Bray and Silova 2006, Tansel and Bircan 2005).

Baker (2005) used the TIMMS data to investigate the extent to which private tutoring in mathematics was used for remedial or enrichment purposes, by examining the relationship between mathematics performance and engagement in private tutoring. They found that in 30 of the 41 countries (including Australia), the majority of students were engaged in private tutoring for remedial purposes (i.e. private tutoring was predominantly used by lower performing students compared to high performing students). Bray and Silova (2006) question the applicability of these findings to all levels of schooling, pointing out that the TIMMS data were based on 7th grade students whereas preparation for high stakes examinations for university entrance would usually commence later in schooling.

2.4 Ways in which remedial lessons are carried out in public secondary schools

Raffick (2004) postulates that remedial lessons exist all over the world but differ from country to country. In homes, remedial lessons are conducted in small

groups or individually. The lessons are offered at the tutor's or the client's home. At tuition centres the students range from 30 to 60. Large tuition classes can also be conducted at school premises.

According to Bray (1999) remedial lessons often take place in the evenings, weekends during school holidays and early in the morning. The duration of teaching and learning varies with institutions and the needs of the learners. The time ranges between 10-29 hours per week in most institutions. But generally the duration of teaching subjects varies from 50-60 minutes per lecturer.

Bray (2003) reports that a survey conducted in Hong Kong in 1996 found out that 25.6 per cent of lower secondary students 34.4 per cent of middle secondary students and 45 per cent of upper secondary students received remedial lessons. This rose to 28 per cent, 33.6 per cent and 48.1 percent respectively in 2004/2005 study of 13,600 house holds. Of these recipients of remedial lessons, 15.0 per cent received the lessons through correspondence courses.

In some countries like Hong Kong, massive scale of remedial lessons were reflected by heavy advertisements of various types of private tuition in streets, popular public areas and even through the mass media. Also these were reported increased number of mass tutorial schools, Kwok (2004).

In Japan the ministry of education, science and culture (MOESC) 1995 established that there were remedial lessons of which in junior secondary schools 59.5 percent of students attended tutorial schools. 5.7 Per cent received help from

tutors on a one-on-one basis, 24.5 per cent studied through correspondence courses and 17.9 percent received home based delivery study materials (MOESC, 1995). In Egypt, a 1994 survey of 4729 households established that 64 percent of urban and 52 per cent of rural children received remedial lessons (Fergany, 1994)

2.5 Provision of remedial lessons to improve on key subjects areas

The key subjects in the educational curriculum and Mathematics, Languages and Sciences. Kwok (2004) in his study notes that provision of remedial lessons was difficult because of its subtlety, complexity and irregularity in nature. The author notes that among the extra needs identified by students, examination skills were the leading need and therefore in almost all the remedial learning, students sought to cope with examination pressure especially in upper secondary level. Social significance of some popular remedial lesson subjects like Mathematics and English are important for student's future careers.

Mischo and Haag (2002), highlight the expansion of remedial lessons in Germany .Wolf (2002) presents data from national samples in a number of countries on the percentages of students in Grade seven who reported receiving remedial lessons in science. The proportion exceeded 50 per cent in Zech Republic, Latvia and Slovakia. In Mathematics the proportion of grade seven students receiving remedial lessons exceed 50 per cent in Czech Republic, Hong Kong, Japan, Latvia, the Russian Federation, Slovakia and Slovenia (Wolf, 2002).

Not every school can provide specialist teachers in all subjects. Therefore provision of remedial lessons may help students to overcome deficiencies in learning to comprehend and enjoy mainstream lessons enabling them to compete fairly with others. This is postulated by Hallak and Poisson (2007). Kenya has had studies with regard to provision of remedial lessons as a way of improving academic achievement in key subjects. For example Wanyama and Njeru (2004) suggested that remedial lessons tended to focus on subjects that are deemed to be instrumental especially the languages, mathematics and sciences. This has been as a result of repeated poor performance in the so-called instrumental subjects.

A study was carried out by Strengthening Mathematics and Sciences in Secondary Education (SMASSE) to find out the extent to which SMASSE have impacted on schools in Kenya in 2007. The research body SMASSE Project Impact Assessment Survey (SPIAS) revealed that at form two in which the survey was targeted, 68 per cent of 5298 students indicated that their parents or guardians took them for remedial lessons. 32 per cent of students indicated that not all their parents or guardians have taken them for remedial lessons. The study further disclosed that since form two was not a transition class as in form four, the percentage was lower. These percentages would increase at form three and four where there is a greater examination pressure and desire to excel in the key subjects. This study is propelled to investigate whether there could be a higher percentage in form three than only 68 percent.

2.6 Provision of remedial lessons to increase chances of selection to higher learning institutions

A detailed study carried out by Foondun (1992), established a strong desire for most parents to have their children selected to higher learning institutions. In the analysis entitled: “Private tuition in Mauritius: the mad race for a place in a five-star secondary school”, Foondun noted that the aim of all parents is to ensure that their children go to a prestigious secondary schools so that they can pass the two external examinations, the Cambridge School Certificate and the *Higher School Certificate*. Foondun adds that the two examinations are increasingly being used as the most important criteria for employment not only in public service, but also in the private sectors. In addition, the good examination results allow students to have access to training and to tertiary institutions or even to compete for one of the many scholarships to foreign universities. Children are therefore under pressure to do very well in the examinations.

Hallak and Poisson (2007), note that remedial lessons have been associated with corrupt practices during selections to higher education particularly when private tutors also sit in selection committees for higher education. Those students who are given remedial lessons are at an advantage of being selected to those higher institutions.

In some countries, remedial lessons seem to flourish most at certain pressure points. For example in Sri Lanka, these points are grade IV when children are called upon to take scholarship examinations and form four and six when students

have to take “O” level and “A” level examinations. This, according to Raffick (2004), is because the examinations allow children to join a famous and good school and be entitled to allowances such as boarding and other expenses. Raffick further adds that remedial lessons are the consequence of a heavy emphasis on examinations forcing students to seek outside help. All students are afraid of being over taken by their peers and this is why remedial lessons peak during the final examination year.

2.7 Overloaded educational curriculum necessitating provision of remedial lessons

Wanyama and Njeru (2004) on the sociology of private Tuition report that Kenyan’s have insatiable demand for education because of the many benefits associated with it. This could be the leading reason why remedial lesson still persist in Kenya. The authors note that many teachers create demand for remedial lessons and sometimes used unorthodox means, ranging from reducing both the quantity and quality of education during normal school hours in the pretext syllabus is too wide to be covered in the normal school hours. The teachers leave out some areas of the curriculum that they think are very crucial only to offer the same in remedial lesson classes. They further add that even the parents are of the view that the curriculum is too overloaded to the extent it does not match the ordinary child-level capacities. Their children have a negative impact on overall development. This makes provision of remedial lessons something that brings some relief and balance.

Wanyama and Njeru still add that fierce competition in examinations leads or departure from actual teaching to preparations of students for passing the many examinations given.

2.8 School prestige as a determinant of provision of remedial lessons

Prestige is a high status or feeling of high esteem among school stakeholders. Bray (1999) observe that the desire on the part of teachers to earn some extra income from remedial lessons may not adequately explain the prevalence of remedial lessons. Teachers' dedication to good results and the desire for status are equally important factors. According to Bray, these teachers offer extra classes on a purely voluntary basis either before or after school hours. So remedial lessons also exist because the reputation of teachers most often rests on the academic results they are able to achieve. Therefore remedial lessons are a step towards building teachers reputation.

Njeru and Wanyama (2004) claim that in the Kenyan context, remedial lessons have more to do with the emphasis on examinations as a basis for staff recruitment and promotion. Those teachers who are able to produce sterling academic performance have a high status and are more likely to be recruited or promoted to higher positions.

Russel (2002), in her article `The Secret Lessons`, remarks that almost unnoticed, a revolution has taken place in state education. She adds that in London and other

big cities remedial lessons are looming and have become one of the most important yet also unacknowledged factors in a child's performance

Another study by Kwok (2004) on *Examination Oriented Knowledge and Value Transformation in East Asian Cram Schools*, it established that there were idol tutors who had high tutee participation rates or high reputations. Without their presence, tutees would have changed their remedial lessons venues. Such heroes and heroines played Multi -faceted roles. They were good friends, soothing examination pressure when providing open examination skills, playing jokes to make lessons more interesting or citing tutees Jargon to draw their attention. There were also academic scholars who earned masters or doctoral degrees and acted like school teachers particularly reinforcing or complementing day time lessons. Kwok also postulates that even the learners enjoyed prestige as a result of being provided with remedial lessons. The learners received rewards like books, trophies, monetary scholarship and back-payment of remedial lessons fee. Learners could also be given sight-seeing trips abroad when they showed brilliant academic performance in schools. This study aims at finding out if teachers and students enjoy prestige, if any, in Manga district, Kenya.

2.9 Summary of literature review

It has been established through research that remedial lessons are provided to learners throughout the world because of various reasons. Remedial lessons are provided during mornings, lunch breaks, evening and even during weekend. The

lessons are provided to boost performance in key subject areas such as Languages, Mathematics and Science. Increased chances of selection to higher learning institutions, overloaded curriculum and prestige associated with good academic results are other reasons that determine provision of remedial lessons. Most of this research is however, outside Kenya. The research by Wanyama and Njeru (2004) gives a picture of what happens in Kenya. A lot might have changed concerning the state of provision of remedial lessons since then. For example, the percentages of remedial lessons might have changed since 2004 to the period of this study. Other determinants that lead to provision of remedial lessons could also have come up.

2.10 Theoretical framework

David Kolb and Roger Fry, (1969), came up with the Kolb and Fry model which has four elements that form the constructivism theory. The four elements are; concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. Major proponents of the constructivism theory are; John Dewey, Maria Montessori and Jean Piaget.

The constructivism theory comprises a set of theories like the behavioural modeling theory and the cognitive theory. However, this study will use the constructivist theory. According to Tobin (1993), the constructivist theory postulates that learning involves individual constructions of knowledge and occurs through the natural interaction with one's own environment or 'culture'.

Constructivists argue that there is a strong connection between learning and the extent to which the environment provides a rich source of engaging experiences, (Mergel, 1998).

Tobin (1993) notes that Piaget's theory of cognitive development essentially has two parts; the stage dependent and the stage independent. A lot of attention to Piaget's theory is directed at the stage dependent part. That is, the four stages of development namely, the sensori-motor stage, pre-operational stage, concrete operations stage and the formal operations stage. This study is however, concerned with the other side of Piaget's theory, the stage independent theory. In the stage independent theory, the concern is on the adaptation of an individual to survive and flourish as an ever-changing environment, and the experiences learnt to the current time. The processes of adaptation and organization create an intrinsic conflict which provides for lifelong learning. Learning can only occur when an individual is in a state of disequilibrium otherwise known as cognitive conflict. If an individual is given new information, the individual tries to assimilate or connect the information to pre-existing structures. If the new information does not fit established structures, then the individual provides and accommodates new structures. Constructivist proponents emphasize the quality of knowledge structures rather than their quantity. Learning is perceived so much as the reconstruction of what is already known as opposed to just acquisition of knowledge. Children have an innate curiosity and constant striving to understand the world around them. They actively construct representations in their mind

about the environment they are experiencing, (Arends, 1997). As children grow older, they develop a more elaborate and abstract mental presentations of the world. At all stages of development in Piaget's development theory, children need to understand how their environment motivates them to investigate and to construct theories that explain it.

The theory is suitable for this study because it explains the various constructs formed on learners and facilitators of learning especially with regard to remedial lessons. Constructs are different types of filters we choose to place over our realities to change our realities from chaos to order.

2.11 The conceptual framework

A conceptual framework is a type of theory that attempts to connect all aspects of inquiry. A conceptual framework is used in research to outline how variables relate to the topic under study.

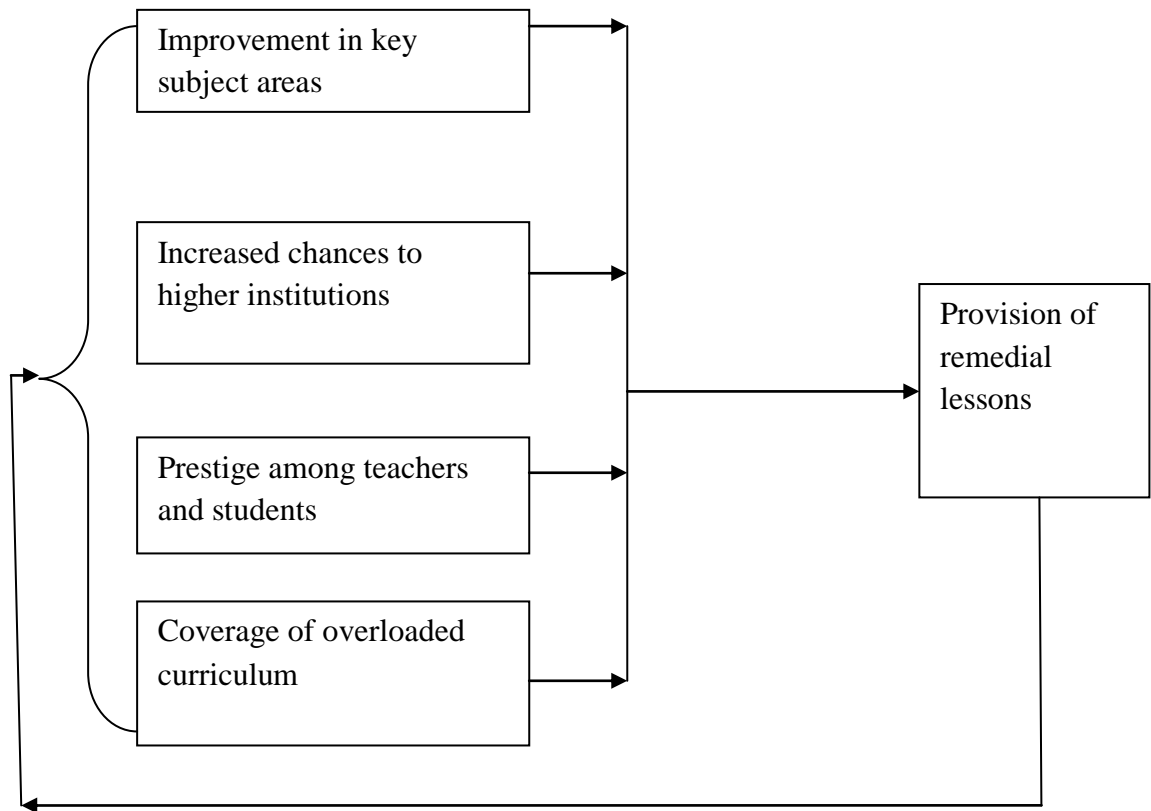


Figure 2.1 Conceptual framework

The conceptual framework illustrates how the variables in the study lead to provision of remedial lessons and how the provision of remedial lessons result into the said determinants. Improvement in key subject areas, increased chances of selection to higher learning institutions, prestige among teachers and students as a result of good academic performance and desire to cover the overloaded curriculum and all lead to provision of remedial lessons in schools. Once remedial lessons have been provided, there is good academic performance in

schools. Students are more likely to be selected to higher learning institutions. The curriculum is covered and there is increased desire to push for regular remedial lessons as the school enjoys the achieved prestige.

chapter three

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, the target population, sample and sampling procedure, research instruments, questionnaires for teachers and students, document analysis, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study used the descriptive survey design. The main advantage of this type of design is that it enables a researcher to assess a situation within the study area at the time of study (Kothari, 2003). Cooper (1996) adds that description study is concerned with finding out who, what, where and how of a phenomenon. The descriptive survey design was useful to this study because it helped in describing the determinants of provision of remedial lessons in public secondary schools in the area of study. The approach also provided a fast, convenient and economic way of obtaining data on the determinants of provision of remedial lessons in Manga district, Kenya.

3.3 Target population

There were 28 public secondary schools in Manga district, 2330 Form Three students and 230 teachers in all these schools (source: DEO's office Manga district 2013). The students were targeted for this study because they were the direct beneficiaries of remedial lessons. Teachers were targeted because they are the ones who provide remedial lessons to students. From three students were used

because they had been in school for a longer time as compared to Form Ones and Form Twos. The form three were also more likely to be involved in remedial lessons because they are approaching a national examination class. They were therefore in a better position to provide the information that was necessary for the research.

3.4 Sample size and sampling procedure

Due to the high number of respondents, the research used simple random sampling to select a representative sample. The sample size on students was 10 per cent of the targeted population. Gay (2003) suggests that between 10-30 percent of accessible population is adequate to serve as a study sample. On the teachers 15 per cent of the respondents were selected. Therefore there were 220 students and 35 teachers making a total of 255 respondents.

In the individual schools, the researcher used systematic random sampling to select the schools. For the students, the class registers was used to identify the respondents. A sampling constant, 'K', was determined using this formula:

$$\text{Sampling constant } K = \frac{\text{Population}}{\text{Sample size}}$$

Every K^{th} name was selected to participate until 10 per cent of the students were selected from each school. For the teachers, a list of the schools was written then using the list; the first seven schools had two teachers each selected to from the sample of respondents. The rest of the schools had one teacher each in the

sample. The two and one teacher respectively were selected randomly using the list of names on the school master timetable.

Table 3.1

Sample of respondents

	Targeted population	Sample Size
Teachers	230	35
Students	2330	237
Total	2560	272

3.5 Research instruments

In order to facilitate the collection of information about the provision of remedial lessons in public secondary schools in Manga district, the researcher used questionnaires. Questionnaires make respondents feel free to write down their responses without problem because they are not under direct observation by the researcher.

The researcher developed two questionnaires one for teachers and one for students. Both the questionnaires contained both closed and open ended items.

a) Questionnaires for teachers

The questionnaire for teachers had brief instructions on how or responds to the items. The questionnaire had three parts. Part one sought biographical information

concerning the teacher such as age, teaching experience, academic qualifications and teaching load. The second part contained items that seek information about various ways in which remedial lessons are carried out. Part three contained information on determinants of provision of remedial lessons.

b) Questionnaires for students

The questionnaire for students had brief instructions on how to fill in the items in the questionnaire. Part one contained background information concerning the types of school. The second part contained information about various ways in which remedial lessons are carried out. Part three contained items about determinants of provision of remedial lessons.

3.6 Validity of the instruments

Validity is a measure of the degree to which a research instrument measures what it is supposed to measure, (Orodho, 2006). Content validity was ensured by conducting a pilot study in order to identify any vague, ambiguous or confusing items in the instruments. The pre test included 10 per cent of form three students of one of the schools randomly selected. Gay (2003) suggests that 10 percent of a study sample is adequate. After the study, the vague, ambiguous or confusing items were modified for improvement. Expert advice from supervisors of the Department of Educational Administration and Planning, University of Nairobi was also used to ensure validity of the instruments. Ary (2006) notes that a supervisor's rating might be used as a criterion in the validation of a test designed to predict success in data entry positions.

3.7 Reliability of the instruments

Reliability is the extent to which repeated measurement yields constant results over a reasonably short period of time, during which change would not be expected to occur (Sapsford, 2007). The test-retest method was used with the selected sample during pilot study. The instruments were administered twice to the same group of respondents. The second test came in after one week from the first test. This involved respondents from one of the schools. The test scores were then correlated to assess reliability. The Pearson product moment correlation was employed to compute the correlation coefficient in order to establish the degree to which the contents in the questionnaires were consistent in giving the same results every time the instrument was administered. Gay (2003) suggests that a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. A reliability of 0.7 or 0.8 indicates that there is a 70 per cent or 80 per cent consistency respectively in the scores that are produced by the instrument. The value obtained in the study, was 0.75 therefore the instruments were found to be reliable since it was above the recommended 0.7 value.

3.8 Data collection procedures

The researcher got an authorization permit from the National Council for Science and Technology to enable him to carry out research in the intended district. The researcher then introduced himself to the District Education officer of Manga district and the principals where the research was conducted. During the research, the researcher introduced himself to the respondents and gave brief instructions

on how to fill out the questionnaires. He gave respondents ample time to fill the questionnaires and collected them after they had been filled.

3.9 Data analysis and presentation

When the data has been collected from the respondents, it was first edited to remove mistakes in the responses or information that will not be considered necessary or relevant. Data were fed into the computer so as to analyze using the Statistical Package for Social Sciences (SPSS Version 12). The data were then analyzed to general frequencies and percentages. The quantitative data were organized into manageable form and coded to necessitate entry into the computer. This was done so as to bring out the characteristics of the data to facilitate description, interpretation and generalization. Qualitative data were summarized and sorted out into themes and categories. They were then be interpreted to give meaning. Conclusions were then be made accordingly. The analyzed data were presented in form of pie charts, bar graphs and tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Presented in this chapter are data analysis, presentation, interpretation and discussion of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research question were presented and analyzed together. The analysis of data are presented by use of frequency distribution tables and discussed by frequencies (f) and percentages (%) and in narrative form.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 35 teachers and 237 students sampled during the study, 33 (94.3%) teachers and 234 (98.7%) students filled and returned the questionnaires. The return rates were above 80 per cent and hence were deemed adequate for data analysis.

4.3 Demographic data of the respondents

This section presents the demographic information of the respondents.

4.3.1 Demographic data of the teachers

The demographic data of the teachers was based on age, duration they had been teaching and their academic qualification. Table 4.1 shows their age.

Table 4.1

Age of the teachers

Age	F	%
20-29	6	18.2
30-39	10	30.3
40-49	17	51.5
Total	33	100

Majority 17(51.5%) of teachers were aged between 40 and 49 years while 10(30.3%) of teachers were aged between 30 and 39 years. The data shows that about 81.8 per cent of the teachers were above the age of 30 years which implies that there are relatively old and had been in the teaching profession for a long time.

Asked to indicate the duration they had served as a teacher in the current school, they responded as Table 4.2.

Table 4.2

Distribution of teachers according to years they had served in current schools

Years	F	%
Less than five years	16	48.5
Six to ten years	12	36.4
More than ten years	5	15.2
Total	33	100

Data shows that 16(48.5%) of teachers had been in the current school for less than 5 years while 12(36.4%) of teachers had served the current school for between 6 and 20 years. The data implies that teachers had been in the current school for a relatively long time hence are able to provide information on determinants of provision of remedial teaching in the schools.

The teachers were further asked to indicate their academic qualifications. The data is presented in Table 4.3.

Table 4.3

Distribution of teachers according to academic qualification

Academic qualification	F	%
Diploma	13	39.4
Degree	19	57.6
Masters and above	1	3.0
Total	33	100

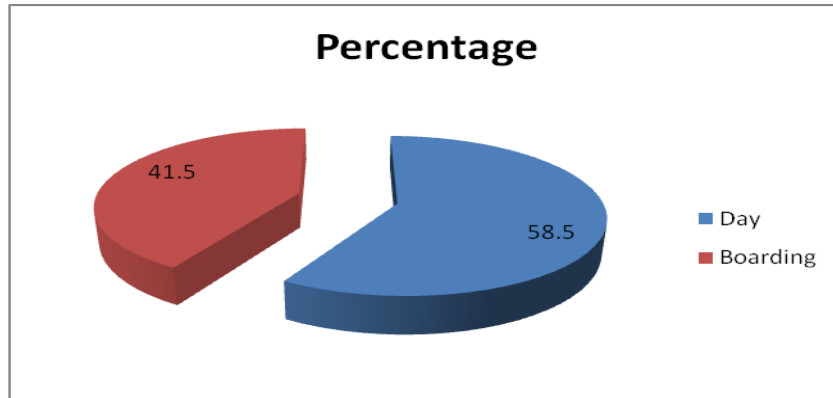
Majority 19(57.6%) of teachers had degree level of education while 13(39.4%) of teachers had diploma level of education. The data shows that all the teachers were adequately trained to teach in secondary schools hence are able to explain the determinants of remedial teaching in the schools. Asked to indicate the number of lessons they had per week, majority 17(51.7%) of teachers said they had between 15 and 27 lessons. The data implies that teachers were in constant teaching and hence are aware of factors that lead to provision of remedial teaching among their students.

4.3.2 Demographic data of the students

Demographic data of students were based on their type of school. Data is tabulated in Table 4.4

Figure 4.1

Distribution of students according to type of school



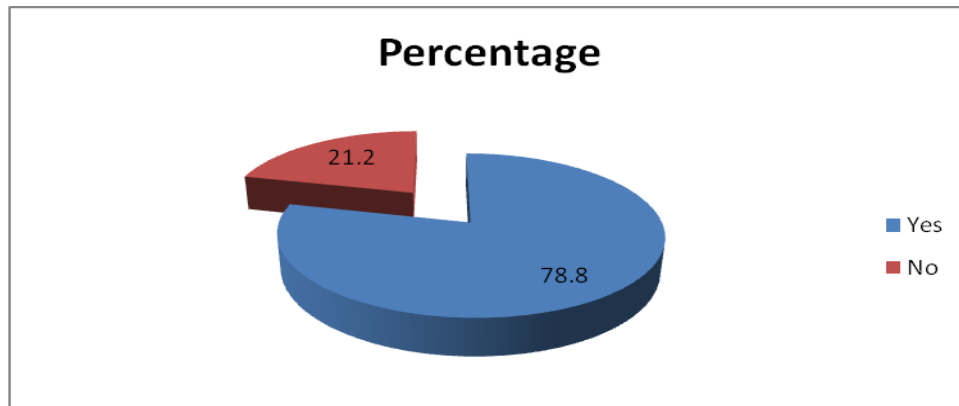
Majority 137(58.5%) of students were from day school while 97(41.5%) of students were from boarding school. The data implies that majority of the schools were day schools which is a representation of the situation on the ground.

4.4 Ways in which remedial lessons were carried out

To establish the ways in which the remedial lessons were carried out, the respondents were asked to respond to item that sought to establish ways in which remedial teaching was carried out. Data is presented in the following section:

Figure 4.2

Teachers' responses on whether their school offers remedial lessons



Majority 26(78.8%) of teachers indicated that their school offered remedial lessons. When students were asked to indicate the same, about half 119(50.9%) of students indicated that their school offered the lessons.

The study further sought to establish when the remedial lessons were offered. Table 4.6 shows teachers responses.

Table 4.4

Teachers' responses on when the remedial lessons were offered

Response	F	%
Morning	6	18.2
Lunch break	5	15.2
Evenings	19	57.6
Weekends	3	9.1
Total	33	100

Majority 19(57.6%) of teachers indicated that they offered remedial lessons at the evening while 6(18.2%) of teachers offered during morning hours. Table shows students responses on the same item. The data shows that remedial teaching was offered at different times.

Students were asked to indicate when the remedial lessons were offered. Their responses are presented in Table 4.5.

Table 4.5

Students' responses on when the remedial lessons were offered

Response	F	%
Morning	64	27.4
Lunch break	42	17.9
Evenings	98	41.9
Weekends	30	12.8
Total	234	100

Data shows that 98(41.9%) of students indicated that their school offered remedial lessons in the evening while 64(27.4%) of students indicated that they were offered during morning hours. Data concurred with that of the teachers that remedial teaching was offered at different times.

The researcher further sought to establish how the remedial lessons were conducted. Teachers responded as Table 4.6.

Table 4.6

Teachers' responses on how the remedial lessons were conducted

Response	F	%
Note taking	9	27.3
Lecture	6	18.2
Experiments	8	24.2
Revision	10	30.3
Total	33	100

Data shows that 10(30.3%) of teachers indicated that remedial lessons were conducted through revision while 9(27.3%) of teachers said it was through note taking. The data shows that during teaching, different approaches were used.

When students were asked to indicate the same, they responded as Table 4.7.

Table 4.7

Students' responses on how the remedial lessons were conducted

Response	F	%
Note taking	42	17.9
Lecture	1	.4
Experiments	49	20.9
Revision	77	32.9
Discussions	65	27.8
Total	234	100

Findings shows that 77(32.9%) of students indicated that remedial lessons were conducted through revision while 65(27.8%) of students said it was through discussions. The data from the students confirmed that different approaches were used during remedial teaching.

The students were asked to indicate the duration that the remedial lesson lasted.

Their responses are presented in Table 4.8.

Table 4.8

Students' responses on duration that the remedial lesson lasts

Response	F	%
Less one hour	150	64.1
One-two hours	84	35.9
Total	234	100

Data revealed that majority 150(64.1%) of students revealed that the remedial lesson took less than one hour while 84(35.9%) of students indicated that they took between one and two hours. The data implies that a considerable number of hours were used for remedial teaching.

When teachers were asked to indicate the lessons taught during remedial lessons, they said that all lesson were taught. The study further sought to establish who were given the remedial class. Teachers responded as Table 4.9.

Table 4.9

Teachers' responses on who were given the remedial class

Response	F	%
Individuals	3	9.1
Small groups	5	15.2
Whole class	25	75.8
Total	33	100

Data shows that majority 25(75.8%) of teachers indicated that the remedial classes were given to the whole class while 5(15.2%) of teachers indicated that it was given to small groups.

Table 4.10 shows students' responses on who were given the remedial class.

Table 4.10

Students' responses on who were provided with remedial teaching

Response	F	%
Individuals	10	4.3
Small groups	54	23.1
Whole class	170	72.6
Total	234	100

Majority 170(72.6%) of students revealed that the remedial classes were given to the whole class while 54(23.1%) of students indicated that it was given to small groups. Data revealed that remedial teaching was provided to a variety of students in terms of individuals, small groups and in some instances the whole class. According to Bray (1999) remedial lessons often take place in the evenings, weekends during school holidays and early in the morning. The duration of teaching and learning varies with institutions and the needs of the learners. The time ranges between 10-29 hours per week in most institutions. But generally the duration of teaching subjects varies from 50-60 minutes per lecturer.

4.5 Provision of remedial lessons to emphasize on key subject areas

When teachers were asked if they were in a position to decide, they would like private tuition to continue being given to students, they responded as Table 4.11.

Table 4.11

Teachers' opinion on whether private tuition should be offered to students

Response	F	%
Yes	27	81.8
No	6	18.2
Total	33	100

Majority 27(81.8%) of teachers indicated that if they were in a position to decide, they would like private tuition to continue being given to students.

Asked what could be done to reduce the need for remedial lessons, they said that remedial lessons should be provided to all school to boost performance in key subject areas such as Languages, Mathematics and Sciences.

The above findings are in line with Kwok (2004) in his study notes that provision of remedial lessons was difficult because of its subtlety, complexity and irregularity in nature. The author notes that among the extra needs identified by students, examination skills were the leading need and therefore in almost all the remedial learning, students sought to cope with examination pressure especially in

upper secondary level. Social significance of some popular remedial lesson subjects like Mathematics and English are important for student's future careers.

4.6 Provision of remedial lessons to increase chances of selection to higher institutions

The researcher further sought to establish teachers' responses on the why remedial lessons still existed. Data is presented in Table 4.12.

Table 4.12

Teachers' responses on the reasons why remedial lessons still existed

Statement	Strongly disagree		Disagree		Agree		Strongly agree.	
	F	%	F	%	F	%	F	%
Low level of teachers salaries	6	18.2	14	42.4	5	15.2	8	24.2
Increased competition for limited	6	18.2	5	15.2	8	24.2	14	42.4
Overloaded curriculum	10	30.3	4	12.1	5	15.2	14	42.4
Opportunities in higher institutions	9	27.3	7	21.2	16	48.5	1	3.0
Insufficiency of classroom teaching	18	54.5			13	39.4	2	6.1
Source of extra income	14	42.4	13	39.4	4	12.1	2	6.1
A way of improving educational performance			7	21.2	10	30.3	16	48.5
Lack of enforcement of government directives	7	21.2	3	9.1	9	27.3	14	42.4
Lack of competent teachers	8	24.2	15	45.5	8	24.2	2	6.1
Lack of laboratory services	1	3.0	15	45.5	17	51.5		
Shortage of teaching/learning materials	4	12.1	8	24.2	21	63.6		
Parental pressures	18	54.5	7	21.2	6	18.2	2	6.1
School pressures			19	57.6	14	42.4		

Data shows that 14(42.4%) of teachers disagreed that the remedial class still exist due to low level of teachers salaries, 14(42.4%) of teachers strongly agreed that they exist due to Increased competition for limited and overloaded curriculum. 16(48.5%) of teachers agreed that they existed due to opportunities in higher institutions, majority 18 (54.5%) of teachers strongly disagreed that they existed due to insufficiency of classroom teaching. Data further shows that 15(45.5%) of teachers agreed that remedial classes still exist due to lack of competent teachers and lack of laboratory services.

Teachers were asked to indicate the extent to which remedial classes helped the students. They responded as indicated in Table 4.13.

Table 4.13

Teachers’ responses on the extent at which remedial classes helped the students

Statement	Not at all		Averagely		To a large extent	
	F	%	F	%	F	%
Gives opportunity to revise past papers	8	24.2	11	33.3	14	42.4
Allows students to master areas not mastered before	10	30.3	5	15.2	18	54.5
Only assists the weak students	2	6.1	21	63.6	10	30.3

Data shows that 14(42.4%) of teachers indicated that remedial classes gave opportunity to revise past papers, majority 18(54.5%) of teachers indicated that it allowed students to master areas not mastered before to a large extent while 21(63.6%) of teachers indicated that it averagely assisted the weak students

Table 4.14**Students' responses on the extent at which remedial classes helped them**

Statement	Very small extent		Small extent		Large extent		Very large extent	
	F	%	F	%	F	%	F	%
All students attend class during remedial lessons	87	37.2	106	45.3	19	8.1	22	9.4
Remedial lessons are meant for only weak students	83	35.5	104	44.4	16	6.8	31	13.2
Remedial lessons are meant for bright students	98	41.9	93	39.7	21	9.0	22	9.4
Remedial lessons improve my understanding in class	22	9.4	37	15.8	63	26.9	112	47.9
Remedial lessons help the teacher to cover the syllabus	21	9.0	21	9.0	96	41.0	96	41.0
Remedial lessons waste my time to do other activities in school	93	39.7	89	38.0	21	9.0	31	13.2

Data shows that 106(45.3%) of students indicated that all students attend class during remedial lessons to a small extent, 104(44.5%) of students indicated that remedial lessons were meant for only weak students to a small extent, 98(41.9%) of students indicated that remedial lessons were meant for bright students to a very small extent. Data further shows that 112(47.9%) of

students revealed that remedial improved their understanding in class while 96(41.0%) of students indicated that the lessons help the teacher to cover the syllabus to a very large extent.

Teachers were asked to indicate whether weak students were taught during remedial lessons. They responded as in table 4.15.

Table 4.15 Teachers responses on the extent at which weak students were taught during remedial lessons

Response	F	%
To a large extent	17	51.5
Average	8	24.2
To a little extent	6	18.2
Not at all	2	6.1
Total	33	100

Data shows that majority 17(51.5%) of teachers indicated that the weak students were taught during remedial lessons to a large extent while 8(24.2%) of teachers said they were taught to a certain extent. The data shows that remedial teaching was largely used for weak students. This is in line with Becker (2010) who states that the purpose of remedial teaching is to assist weak learners and is analysed based on the improvement on the learning achievement and which is measured by assessment marks

Students were further asked to indicate the extent to which weak students were taught during remedial lessons. Their responses are presented in Table 4.16.

Table 4.16

Students' responses on the extent to which weak students were taught during remedial lessons

Response	F	%
To a large extent	63	26.9
Fairly	76	32.5
To a little extent	66	28.2
Not at all	29	12.4
Total	234	100

Data shows that 76(32.5%) of students indicated that the weak students were taught during remedial lessons to a certain extent while 66(28.2%) of students said they were taught to a little extent. This is in line with Becker (2010) who states that the purpose of remedial teaching is to assist weak learners.

When teachers were asked whether remedial classes helped learners remember what they have learnt in the previous lesson, they responded as Table 4.17.

Table 4.17

Teachers responses on whether remedial classes helped learners remember what they had learnt in the previous lesson

Response	F	%
Not at all	2	6.1
Fairly	24	72.7
To a large extent	7	21.2
Total	33	100

Majority 24(72.7%) of teachers indicated that remedial classes averagely helped learners remember what they have learnt in the previous lesson while 7(21.2%) of teachers said it helped them to a large extent.

Teachers were also asked to indicate whether remedial classes exposed students to exam tips. They responded as indicated in Table 4.18.

Table 4.18

Teachers' responses on whether remedial classes expose students to exam tips

Response	F	%
Not at all	7	21.2
Fairly	8	24.2
To a large extent	18	54.5
Total	33	100

Majority 18(54.5%) of teachers indicated that remedial classes exposed students to exam tips to a large extent while 8(24.2%) of teachers said they exposed them fairly. Data shows that remedial teaching was important in exposing students to examination tips.

Teachers were further asked to indicate whether remedial classes were an opportunity to cover the syllabus. They responded as indicated in Table 4.19.

Table 4.19

Teachers' responses on whether remedial classes are an opportunity to cover the syllabus

Response	F	%
Not at all	3	9.1
Fairly	11	33.3
to a large extent	19	57.6
Total	33	100

Majority 19(57.6%) of teachers revealed that remedial classes are an opportunity to cover the syllabus to a large extent. Majority of respondents, 42.4 per cent who strongly agreed that remedial lessons increase chances of selection to higher learning institutions indicate support of provision of remedial lessons. This means students who are provided with remedial lessons have higher chances of selection to higher institutions while those who do not receive remedial lessons are at a disadvantage during selection.

4.7 Overload of educational curriculum as a determinant of provision of remedial lessons.

Teachers were asked whether provision of remedial lessons were as a result of overload of the curriculum. They responded as in table 4.20

Table 4.20
Teachers' responses on whether overload in curriculum led to provision of remedial lessons

Statement	Strongly disagree		Disagree		Agree		Strongly agree.	
	F	%	F	%	F	%	F	%
Low level of teachers salaries	6	18.2	14	42.4	5	15.2	8	24.2
Increased competition for limited	6	18.2	5	15.2	8	24.2	14	42.4
Overloaded curriculum	10	30.3	4	12.1	5	15.2	14	42.4
Opportunities in higher institutions	9	27.3	7	21.2	16	48.5	1	3.0
Insufficiency of classroom teaching	18	54.5			13	39.4	2	6.1
Source of extra income	14	42.4	13	39.4	4	12.1	2	6.1
A way of improving educational performance			7	21.2	10	30.3	16	48.5
Lack of enforcement of government directives	7	21.2	3	9.1	9	27.3	14	42.4
Lack of competent teachers	8	24.2	15	45.5	8	24.2	2	6.1
Lack of laboratory services	1	3.0	15	45.5	17	51.5		
Shortage of teaching/learning materials	4	12.1	8	24.2	21	63.6		
Parental pressures	18	54.5	7	21.2	6	18.2	2	6.1
School pressures			19	57.6	14	42.4		

Data shows that 14(42.4%) of teachers disagreed that the remedial class still exist due to low level of teachers salaries, 14(42.4%) of teachers strongly agreed that they exist due to Increased competition for limited and overloaded curriculum. 16(48.5%) of teachers agreed that they existed due to

opportunities in higher institutions, majority 18 (54.5%) of teachers strongly disagreed that they existed due to insufficiency of classroom teaching. Data further shows that 15(45.5%) of teachers agreed that remedial classes still exist due to lack of competent teachers and lack of laboratory services.

4.8 Provision of remedial lessons for prestige purposes

Asked on whether teachers and students enjoyed any prestige as a result of provision of remedial lessons to boost performance, the response were as in table 4.21.

Table 4.21

Teachers and students’ responses on whether they enjoyed prestige as a result of good academic performance

Responses	Disagree		Agree		Strongly agree	
	f	%	f	%	f	%
Teachers	6	18	9	27.2	18	54.5
Students	12	5	18	7.6	142	60.6

The table indicates that both teachers and students were in agreement that remedial lessons increased academic performance and made them enjoy prestige at personal and institutional level.

When students were asked whether they participated more in class during remedial lessons, they responded as Table 4.22.

Table 4.22

Students' responses on whether they participated more in class during remedial lessons

Response	F	%
Very small extent	74	31.6
Small extent	92	39.3
Not sure	20	8.5
Large extent	26	11.1
Very large extent	22	9.4
Total	234	100

Data indicates that 92(39.3%) of students participated at a small extent in class during remedial lessons while 74(31.6%) of students participated at a very small extent.

Asked whether teachers were more serious in teaching during remedial lessons, they responded as Table 4.23.

Table 4.23

Students' responses on whether their teacher was more serious in teaching during remedial lessons

Response	F	%
Very small extent	30	12.8
Small extent	84	35.9
Large extent	120	51.3
Total	234	100

Data shows that majority 120(51.3%) of students revealed that their teacher was serious to a large extent in teaching during remedial lessons while 84(35.9%) of students said teachers were serious at a small extent. The data implied that teachers were serious in taking remedial teaching which shows that remedial reaching was an important component in teaching and learning.

4.9 Summary of study findings

Remedial lessons are mostly carried out in the evenings. All students in a class are involved during remedial classes. Most teachers and student would like remedial lessons to be provided because it helps in improving performance in key subject areas like Mathematics, Sciences and Languages. Remedial lessons also increase chances of selection to higher learning institutions for learners, helps to cover the curriculum which is overloaded and boosts prestige among teachers and students in schools as a result of good academic performance.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study set out to establish the determinants which make remedial lessons be provided in Manga district public secondary schools. This chapter presents the summary of the study, conclusion and recommendations. The chapter also presents the suggestions for further research.

5.2 Summary of the study

The purpose of this study was to establish the determinants which make remedial lessons be provided in Manga district public secondary schools. The study was guided by five research objectives. Research objective one sought to establish the various ways in which remedial lesson are carried out in public secondary schools , objective two sought to establish the extent to which key subjects lead to provision of remedial lessons , objective three sought to determine how increased chances to higher learning institutions result into provision of remedial lessons , objective four sought to find out how overload in the educational curriculum has brought provision of remedial lessons while research objective five determined the degree to which prestige among teachers and students influence provision of remedial lessons in Manga district.

The study adopted a descriptive survey design. The design was used since the research intends to generate statistical information to be used to describe the

determinants of provision of remedial lessons in public secondary schools in the area of study.

The sample comprised of 220 students and 35 teachers making a total of 255 respondents. Data was collected by use of questionnaires which were validated and checked for reliability. Data were analysed by use of qualitative and quantitative means.

Findings revealed remedial lessons were offered by majority of the school. Remedial lesson were offered at the evening as indicated by majority 19(57.6%) of teachers. The lesson took less than one hour as indicated by majority 150(64.1%) of students where all lesson were taught. Majority 25(75.8%) of teachers indicated that the remedial classes were given to the whole class. Majority 17(51.5%) of teachers also revealed that the weak students were taught during remedial lessons to a large extent.

Data further revealed that remedial classes averagely helped learners remember what they have learnt in the previous lesson as indicated by majority 24(72.7%) of teachers. The remedial classes exposed students to exam tips as indicated by majority of teachers and students. Majority 19(57.6%) of teachers revealed that remedial classes are an opportunity to cover the syllabus to a large extent. The study further shows that teachers were serious to a large extent in teaching during remedial lessons as indicated by majority 120(51.3%) of students. Remedial lessons allowed students to master areas not mastered before to a large extent.

Findings further indicates that 106(45.3%) of students indicated that all students attend class during remedial lessons to a small extent. Students further indicated that remedial lessons were meant for only weak students to a small extent, meant for bright students to a very small extent. Students also revealed that remedial lessons improved their understanding in class and that they helped the teacher to cover the syllabus to a very large extent.

Teachers disagreed that the remedial class still exist due to low level of teachers salaries, teachers strongly agreed that they exist due to increased competition for limited and overloaded curriculum and that they existed due to opportunities in higher institutions. Majority 18(54.5%) of teachers strongly disagreed that they existed due to insufficiency of classroom teaching. Findings further revealed that if teachers were in a position to decide, they would like private tuition to continue being given to students. Teachers added that remedial lessons create the reputation of teachers most often rests on the academic results they are able to achieve. Therefore remedial lessons are a step towards building teachers reputation.

Teachers further add that the parents were of the view that the curriculum was too overloaded to the extent it does not match the ordinary child-level capacities. Their children had a negative impact on overall development. This makes provision of remedial lessons something that brings some relief and balance. It was revealed that increased chances of selection to higher learning institutions, overloaded curriculum and prestige associated with good

academic results were among the reasons that determined provision of remedial lessons.

5.3 Conclusions

The study concluded that remedial lessons were offered by majority of the schools. Remedial lesson were mostly offered at the evening .The lesson took less than one hour and they were given to the whole class. Weak students were taught during remedial lessons to a large extent and the remedial classes averagely helped learners remember what they have learnt in the previous lesson. The study also concluded that the remedial classes exposed students to exam tips as indicated and they gave teachers and students' opportunity to cover the syllabus to a large extent. The researcher further concluded that teachers were serious to a large extent in teaching during remedial lessons as indicated by majority of students. It was also concluded that remedial improved their understanding in class. As teachers disagreed that the remedial class still exist due to low level of teachers salaries it was concluded that remedial classes existed due to increased competition for limited and overloaded curriculum and that they existed due to increased opportunities for selection to higher institutions. The study further concluded that lessons existed due to insufficiency of classroom teaching.

The study lastly concluded that if teachers were in a position to decide, they would like private tuition to continue being given to students. Teachers added that the reputation of teachers most often rests on the academic results they are able to achieve. Therefore remedial lessons were a step towards building

teachers reputation. It was also concluded that increased chances of selection to higher learning institutions, overloaded curriculum and prestige associated with good academic results were among other reasons that determine provision of remedial lessons.

5.4 Recommendations

Based on the findings, the following were the recommendations of the study:

1. Remedial lessons should be offered by the school and to the whole class as it helps learners remember what they had learnt in the previous lesson, improved their understanding in class, and it give teachers and students opportunity to cover the syllabus.
2. Ample time should be provided to teachers during remedial lessons to boost performance in key subject areas such as Languages, Mathematics and Science.
3. Both parents and students should have a positive impact on overall development to avoid the view that the curriculum is too overloaded to the extent it does not match the ordinary child-level capacities which will make provision of remedial lessons something to bring some relief and balance.
4. Since not every school can provide specialist teachers in all subjects, remedial lessons should be provided to help students to overcome deficiencies in learning to comprehend and enjoy mainstream lessons enabling them to compete fairly with others.

5.5 Suggestions for further research

The following are areas of further research

- i. An investigation on challenges that face provision of remedial classes in school
- ii. A study on the influence of stakeholders involvement in remedial class to students academic performance

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APPENDICES

APPENDIX 1 : LETTER OF INTRODUCTION

University of Nairobi
Department of
Educational
Administration and
Planning, Curriculum
Studies.

To the Principal
.....Secondary School.

**RE: PERMISSION TO CARRY OUT RESEARCH ON
DETERMINANTS OF PROVISION OF REMEDIAL LESSONS
IN PUBLIC SECONDARY SCHOOLS IN MANGA DISTRICT,
KENYA**

I am a post graduate student at Nairobi University pursuing a Masters degree in education, curriculum studies. I am carrying out a research on Determinants of Provision of Remedial Lessons in Manga district. The attached questionnaire is aimed at gathering relevant information about your school in connection to the area under research. Your identity will be held in strict confidence.

Please complete all the sections as objectively as possible. Your cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully

James Moriasi Aminga

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

Introduction and guidelines

This questionnaire is aimed at researching on determinants of provision of remedial lessons in Manga district. Please provide answers to all the following questions and please be as accurate and honest as possible. All information given is for the purpose of academic research only. Your identity will be treated with utmost confidentiality. Tick (√) the appropriate response in the corresponding cell or write you answer in the blanks provided. You do not need to write your name or name of your school in this questionnaire.

Section A – General Information

1. What is your age?

20-29 [] 30-39 []

40-49 [] 50-60 []

2. How long have you served as a teacher in this school?

Less than five years [] Six to ten years []

More than ten years []

3. What is your academic qualification

Diploma [] Degree []

Masters and above []

4. How many lessons do you have per week?

Less than 15 [] 15-27 []

Above 27 []

Section B –Ways in which Remedial Lessons are carried out

5) Does your school offer remedial lessons

Yes [] No []

6) When are remedial lessons offered!

Morning [] Lunch break []

Evenings [] weekends []

All the above []

7) How are remedial lessons conducted?

Note taking [] Lecture []

Experiments [] Revision []

Discussions [] Covering the syllabus []

8) Please indicate the subjects that are taught during remedial lessons

i) vii)

ii) viii)

iii) ix)

iv)..... x)

v)..... Xi.....

vi)..... xii)

9) Remedial lessons are given to

Individuals [] Small groups []

Whole class []

Section C – Determinants of provision of Remedial Lessons

10) To what extent are weak students taught during remedial lessons?

To a large extent [] to a certain extent []

To a little extent [] Not at all []

11) What do you think has led to the provision of remedial lessons?

i)

ii)

iii)

Please tick as appropriate concerning how remedial lessons affect academic achievements.

Key: 1) not at all 2) averagely 3) to a large extent

12) Remedial lessons:

	1	2	3
--	----------	----------	----------

Help learners remember what they have learnt in the previous lesson			
Exposes students to exam tips			
Is an opportunity to cover the syllabus			
Gives opportunity to revise past papers			
Allows students to master areas not mastered before			
Only assists the weak students			

13) The following factors are commonly cited as being able to explain why remedial lessons still exist. Please tick where appropriate. Use the key below:

Key: 1) Strongly disagree, 2) Disagree 3) Agree 4) Strongly agree.

Factors	1	2	3	4
Low level of teachers salaries				
Increased competition for limited				
Opportunities in higher institutions				
Overloaded curriculum				
Insufficiency of classroom teaching				
Source of extra income				
A way of improving educational				

performance				
Lack of enforcement of government directives				
Lack of competent teachers				
Lack of laboratory services				
Shortage of teaching/learning materials				
Parental pressures				
School pressures				

14). What can be done to reduce the need for remedial lessons?

.....

.....

15) If you were in a position to decide, would you like private tuition to continue being given to students? Yes [] No []

16. Give three or more reasons for the answer above.

.....

Thank you for your cooperation

APPENDIX III : QUESTIONNAIRE FOR STUDENTS

Introduction and guidelines

The purpose of this questionnaire is to assist in carrying out research on determinants provision of remedial lessons in Manga district, Kenya. Please provide accurate and honest answers to the questionnaire. Any information that you give is purely for research work and academic purposes only. Your identity will be treated with utmost confidentiality. Please answer all questions. You do not need to write you name or the name of your school in this questionnaire.

Section A- General Information please tick appropriately

1. Type of School

Day Boarding

Section B: Ways in which remedial lessons are carried out

2. Does your school offer remedial lessons?

Yes No

3. When are remedial lessons conducted in your school?

Morning Lunch break

Evenings weekends

All the above

4. How long does the remedial lesson last?

Less one hour [] One-two hours [] None []

5. How are remedial lessons conducted?

Note taking [] Lecture []

Experiments [] Revision []

Discussions [] Covering the syllabus []

6. Remedial lessons are given to

Individuals [] Small groups []

Whole class []

Section C – Determinants of provision of remedial lessons

7. Please indicate the subjects that are taught during remedial lessons

i. vii)

ii. viii)

iii. ix)

iv. x)

v. Xi)

vi. xii)

8. To what extent are weak students taught during remedial lessons?

To a large extent [] to a certain extent []

To a little extent [] Not at all []

9. What can be done to reduce the need for remedial lessons?

Please tick (√) where appropriate

Key: 1) Very small extent (VSE), 2) Small extent (se), 3) Not sure (NS),

4) Large extent (LE), 5) Very large extent (VLE)

10. What value do you attach to remedial lessons?

	1(VSE)	2(SE)	3(NS)	4(LE)	5(VLE)
I like remedial lessons in my school					
I understand the lesson best during remedial lessons than during normal lessons					
I participate more in class during remedial lessons					
My teacher is more serious in teaching during remedial lessons					
All students attend class during remedial lessons					
Remedial lessons are meant for only weak students					
Remedial lessons are meant for					

bright students					
Remedial lessons improve my understanding in class					
Remedial lessons help the teacher to cover the syllabus					
Remedial lessons boosts prestige in school and in individuals					
Remedial lessons waste my time to do other activities in school?					

Thank you for your cooperation

**APPENDIX IV : MANGA DISTRICT FORM THREE STUDENT
ENROLLMENT 2013**

Name of school	No. of students in form three	Sample size
1. Bogwendo Mixed	59	6
2. Geke Mixed Day	105	11
3. Gesure ELCK Mixed	140	14
4. Ikobe Mixed	56	6
5. Ikonge SDA Mixed	110	11
6. Irianyi SDA Mixed	60	6
7. Kiabiraa DEB mixed	78	8
8. Kiendege DEB mixed	58	6
9. Miriri DEB Mixed	71	7
10. Mokomoni SDA mixed	80	8
11. Mokwerero SDA mixed	96	10
12. Morako SDA mixed	66	7
13. Nyaikuro SDA mixed	256	26
14. Nyambaria Boys	270	27
15. Nyaisa Manga SDA mixed	73	8
16. Ogango SDA mixed	50	5
17. Sengera Manga SDA mixed	54	5
18. St. Andrew Nyamwanga DOK	50	5
19. St James Nyaguku DOK	63	6
20. St. Mary's Ekerubo DOK	86	9
21. St. Paul's Gekano	78	9
22. St. Paul's Manga Orotuba	54	5
23. St. Paul's Nyachichi DOK mixed	97	10
24. St. Theresa's Gekano Girls DOK	32	3
25. St. Thomas Gekano mixed DOK	87	9
26. Tombe Girls SDA	40	4
27. Tombe SDA mixed	61	6
28. Sengera Model School	-	-
Total	2330	237

Source of information: DEO's office, Manga. 2013

APPENDIX V


RESEARCH PERMIT

PAGE 2 **PAGE 3**
Research Permit No. NCST/RCD/14/013/1124
Date of issue 24th June, 2013
Fee received KSH. 1000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
James Moriasi Aminga
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in
Location Manga District
Province Nyanza
on the topic: Determinants of provision of remedial lessons in public secondary schools in Manga District, Kenya.
for a period ending: 30th September, 2013.

Amepasa
Applicant's Signature

N. Mwangi
For Secretary
National Council for Science & Technology



APPENDIX VI : LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1124**

Date: **24th June 2013**

James Moriasi Aminga
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **18th June, 2013** for authority to carry out research on "*Determinants of provision of remedial lessons in public secondary schools in Manga District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Manga District** for a period ending **30th September, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Manga District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Manga District.