EFFICACY OF REMEDIAL TEACHING AND INFLUENCE ON PERFORMANCE OF LEARNERS IN ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA

BY
MOGENI NYAMWEYA BENJAMIN
E55/CE/22462/2011

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN FULFILLMENT OF THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (COMPARATIVE EDUCATION AND INTERNAIONAL STUDIES) OF KENYATTA UNIVERSITY

MARCH, 2018
DECLARATION

I confirm that this thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works, duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

.........................................................                                  ………………………………

BENJAMIN NYAMWEYA MOGENI                                      Date

E55/CE/22462/2011

This thesis has been submitted for review with our approval as university supervisors:

.........................................................                                  ………………………………

DR. PETER MUGO GATHARA                                      Date

Department of Educational Foundations

KENYATTA UNIVERSITY

.........................................................                                  ………………………………

PROF. AUGUSTINE MAMBO KARUGU                                      Date

Department of Educational Foundations

KENYATTA UNIVERSITY
DEDICATION

This study is dedicated to my wife Anne Kwamboka and our children Justin, Harriet, Bathsheba and Salome for their great love and support. The study is also dedicated to the memories of my late father George Mogeni and late mother Hebsiba Nyaboke who taught me the virtues of hard work.
ACKNOWLEDGEMENTS

In the preparation of this work, I am grateful to God for the good health and strength that has kept me going through this study. I am indebted to a number of persons for their support, encouragement and valuable contributions. Particularly I am grateful to my supervisors Dr. Peter Mugo Gathara and Professor Augustine Mambo Karugu both of the Educational Foundation Department, School of Education Kenyatta University who found time to assess my work and provide necessary guidance. Special thanks go to members of my entire family for their support and encouragement during the times of preparing this work. I thank in a special way my head teacher Mr. Patrick Muiruri Njenga of Rosewood whose support and understanding enabled me to complete my work on time, Mr. Eric Sabwa, Mr. Gilbert Omariba Ondieki for proof reading and organizing my work, Mr. Orenge Monari, Mr. Daniel Makori and Cousin Jane Bwoma for giving technical guidance and Mr. George Wandaka and his wife Susan Njeri Wandaka and my brother in law Joash Ombati and his wife Josephine who assisted me in various ways. Further thanks go to the various staff, children and the various community members of Nakuru County for responding to the instruments of the study. I say thank you. Despite appreciating all the above persons any error of omissions and commission remain solely my responsibility.
ABBREVIATIONS AND ACRONYMS

CRC  Convention on the Rights of the Child
DEO  District Education Officer
EFA  Education For All
FPE  Free Primary Education
GoK  Government of Kenya
KCPE  Kenya Certificate of Primary Education
SDGs  Sustainable Development Goals
MoE  Ministry of Education
MoEST  Ministry of Education, Science and Technology
SPSS  Statistical Package for Social Sciences
TPR  Teacher Pupil Ratio
UN  United Nations
UNESCO  United Nations Educational Scientific and Cultural Organization
UNHCR  United Nations High Commission for Refugees
UNICEF  United Nations Educational Fund
Table of Contents
DECLARATION ........................................................................................................... ii
DEDICATION ........................................................................................................... iii
ACKNOWLEDGEMENTS ....................................................................................... iv
ABBREVIATIONS AND ACRONYMS ...................................................................... v
LIST OF TABLES ..................................................................................................... x
LIST OF FIGURE .................................................................................................... xi
ABSTRACT ............................................................................................................. xii
CHAPTER ONE ....................................................................................................... 1
  INTRODUCTION AND BACKGROUND TO THE STUDY .................................... 1
    1.0 Introduction ..................................................................................................... 1
    1.1 Background to the Problem ........................................................................... 1
    1.2. Statement of the Problem ........................................................................... 8
    1.3 Purpose of the Study ..................................................................................... 9
    1.4 Research Objectives .................................................................................... 9
    1.5 Research Questions ..................................................................................... 9
    1.6 Assumptions of the Study ............................................................................ 10
    1.7 Limitations of the Study ............................................................................. 10
    1.8 Delimitations of the Study .......................................................................... 11
    1.9. Significance of the Study .......................................................................... 12
    1.10 Theoretical Framework ............................................................................. 13
    1.11 Conceptual Framework ............................................................................. 18
    1.12. Operational Definitions of Terms ............................................................ 21
    1.13. Summary: ............................................................................................... 22
CHAPTER TWO ....................................................................................................... 23
REVIEW OF RELATED LITERATURE ..................................................................... 23
2.1. Introduction ................................................................................................................................. 23

2.2 Context of Remedial Teaching Globally. ...................................................................................... 23

2.2.1 Remedial Teaching in Kenya .................................................................................................. 25

2.2.2 Pupils’ Performance Before and After Remedial Teaching. .............................................. 28

2.2.3 The Basis for the Remedial Teaching in Schools ................................................................. 31

2.2.4 Approaches to the Remedial Teaching in Primary Schools .............................................. 33

2.2.5 Challenges Facing Remedial Teaching in English in Schools ........................................... 35

2.3. Summary of Literature Review and Gaps .................................................................................. 37

CHAPTER THREE ............................................................................................................................... 39

METHODOLOGY OF THE STUDY .................................................................................................. 39

3.1. Introduction ................................................................................................................................. 39

3.2. Research Design ....................................................................................................................... 39

3.3 Location of the Study .................................................................................................................. 40

3.4 Target Population ....................................................................................................................... 41

3.5 Sampling Techniques and Sample Size ..................................................................................... 42

3.5.1 Sampling Techniques ............................................................................................................. 42

3.5.2 Sample Size ............................................................................................................................ 44

3.6 Research Instruments ................................................................................................................ 44

3.6.1 Document Analysis ................................................................................................................ 45

3.6.2 Head Teachers’ Questionnaire .............................................................................................. 45

3.6.3 Teachers’ Questionnaires ...................................................................................................... 46

3.6.4 Interview Schedule for Parents ............................................................................................. 47

3.6.5 Interview Schedule for Pupils .............................................................................................. 47
3.7 Piloting of Research Instruments ................................................................. 48

3.7.1 Validity of Instruments .............................................................................. 48

3.7.2 Reliability of Instruments .......................................................................... 49

3.8 Data Collection Techniques ........................................................................ 49

3.9 Data Analysis ................................................................................................ 50

3.10 Logistical and Ethical Considerations ...................................................... 51

3.11 Summary ..................................................................................................... 51

CHAPTER FOUR .................................................................................................... 53

PRESENTATION OF RESULTS AND DISCUSSIONS ........................................ 53

4.1. Introduction ................................................................................................ 53

4.2 General and Demographic Information ...................................................... 54

4.2.1 General Information ................................................................................. 54

4.2.2 Demographic Data ................................................................................... 54

4.3 Teachers’ Levels of Training and Preparedness ......................................... 56

4.3.1 Teachers’ Level of Academic Qualifications ........................................... 56

4.3.2 Teachers’ Level of Professional Qualifications ....................................... 57

4.4. The Pupils’ Performance Before and After Remedial Teaching ............. 58

4.5. Provision of Remedial Lessons of English language in Primary Schools .... 66

4.6. Remedial Teaching Approaches ................................................................. 79

4.7. Remedial Teaching Challenges ................................................................. 90

4.8. Summary ..................................................................................................... 96

CHAPTER FIVE ..................................................................................................... 97

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ................................ 97

5.1. Introduction ................................................................................................. 97
LIST OF TABLES

Table 3.1: Primary schools sampled for the study.................................43
Table 3.2: Sample size distribution..........................................................44
Table 4.1: Type and location of the participating schools.............................55
Table 4.2: Gender distributions of the pupils.............................................55
Table 4.3: Teachers’ highest academic qualification...................................56
Table 4.4: Teachers’ highest professional qualification...............................57
Table 4.5: Mean scores in English from the schools sampled for the study.......59
Table 4.6: Pupils’ responses on who organized pupils for remedial teaching.....66
Table 4.7: Teachers’ responses on who asks pupils to attend remedial teaching....67
Table 4.8: Parents’ response on who organized pupils for remedial teaching ....68
Table 4.9: Teachers’ responses on work covered during remedial teaching ........69
Table 4.10: Pupils’ responses on duration a remedial lesson lasted..................70
Table 4.11: Pupils’ responses on support for continued remedial teaching.........72
Table 4.12: Head teachers’ responses on support for remedial teaching............75
Table 4.13: Teachers’ responses on activities during remedial teaching............80
Table 4.14: Teachers’ response on strategies other than remedial for performance ......81
Table 4.15: Pupils’ on extent weak pupils given individualized assistance...........82
Table 4.16: Teachers’ on extent weak pupils given individualized assistance........83
Table 4.17: Teachers’ on preparation of remedial lessons from normal lessons.......87
Table 4.18: Pupils’ on the difference of remedial lessons from normal lessons.......87
Table 4.19: Pupils’ response on participated in remedial and normal classes........89
Table 4.20: Pupils’ responses on challenges encountered in remedial teaching.......90
Table 4.21: Teachers’ response on challenges in remedial...............................92
LIST OF FIGURE

Figure 1.1 Conceptual framework showing interaction of various variables during remedial teaching .......................................................... 18
This study investigated the relationship between remedial teaching in English language and influence on performance of learners in public primary schools. The purpose of this study, therefore, was to explore the linkage between remedial lessons in English language and pupils’ performance. The study sought to ascertain if there were any significant differences before and after the remedial teaching in English language in pupils’ performance, the basis for the remedial lessons in English language and influence on pupils’ performance, to determine the influence of the approaches employed in the remedial lessons in the English language and influence on pupils’ performance and to indicate the challenges encountered in remedial teaching in English language and influence on pupils’ performance. Selection of Nakuru County was necessary because performance in public primary schools was not as good as that of other Counties. The independent variables included constructs derived from the General System Theory (GST) which recognizes that in an educational setting, educational progress is an interplay of two fundamental aspects: Quantitative along with Qualitative development. The theory provides a platform for assessing the motivation behind remedial lessons for pupils. The Theory helped explain behavioral intentions of stakeholders on remedial teaching on their beliefs about outcomes of performing the task precisely the value placed on the results as well as the perceived feasibility of pupils’ performance. The ex-post facto design, stratified random sampling and purposive method were used to pick the respondents. Purposive sampling method was used to select 18 schools while the researcher applied Simple random sampling to select 54 pupils. The 18 Head teachers were selected by default. Purposive sampling was used to select 18 parents and 18 class seven teachers of the English language respectively, making a total sample of 108 respondents. The researcher developed a document analysis to cover the class seven periodic evaluation tests. Additionally, information was collected through interview schedules designed for parents and head teachers. Data from pupils and teachers of the English language were collected using questionnaires. Piloting at school X and Y, in Molo Sub-County involved four class seven pupils, two class seven teachers of English language and the head teachers, to help reinforce the instruments. Statistical Package for Social Sciences (SPSS) version 20.0 was adopted to analyze quantitative information collected and prepared in tables along with models. The analysis of variance (ANOVA) technique was used to test the hypotheses formulated. Qualitative data were analyzed thematically with data from interview schedules reported in tables and verbatim. Results from the data revealed in part that remedial teaching significantly improved pupils’ performance in English language. Statistical inferences based on the central theme and objectives were made. The data was arranged in frequencies with percentages while the results were reported in summary form using tables and figures. The study recommended that the government and other stakeholders redefine the education policies to make it relevant to the demands of the day and suggest a practical model while using remedial teaching in schools.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction
The study is all about the relationship between the remedial lessons in the English language and influence on performance of learners in public primary schools. This section elaborates the research background, the problem statement, and the purpose of the study, objectives and the research questions. The chapter further discusses the significance of the research, scope, and limitations, together with assumptions, theoretical along with conceptual framework and operationalized terms that guided the study.

1.1 Background to the Problem
Access to primary schools has rapidly improved throughout the developing world since 1990, but learning outcomes have lagged behind (World Bank, 2006). The Widespread Announcement of Human Rights (1948) and The Universal Declaration of Human Rights (UNCRC, 1989) both assert that instruction may be a right to all children. Usually emphasized by the current Education For All (EFA) activity, which looks for to guarantee that all children, especially young ladies, children confronted with upsetting circumstances and those of ethnic minorities get to and total free and required essential instruction of great quality (UNESCO, 2011).

According to Jean Bourdon (2006), the most significant challenge facing Sub-Sahara Africa as a whole is full access (enrolment and completion rate) as stipulated by the Millennium Development Goals (MDGs) and EFA goals. Some factors responsible for
low access to education include; retrogressive culture, poverty, insecurity and learning interventions among others.

Quality education and its access is an issue of ultimate concern in all countries of the world. However, personal contrasts in academic achievement have been related to variations in identity and insight (Von et al. 2011). Pupils having the higher mental capacity as shown by Intelligence Quotient (IQ) tests (fast pupils) and the individuals who are higher in reliability (connected to exertion and accomplishment inspiration) tend to accomplish well in academic settings.

Remedial teaching is an intervention program where a child receives each diagnosing and treatment till the achievement of productive recovery (Huang, 2010). This means that remedial education is an essential curative measure where learners attain critical knowledge and skills. Once learners with the low mental ability (late learners) fail to receive remedial lessons, they would gradually leave schooling ahead of finishing the compulsory education in the official school program (Burris, 2009). This implies that the late learners require some form of motivation for them to improve their grades to be on par with their peers in other learning institution.

In Kuwait, Hussein (1987) affirmed that remedial teaching had caused an immense lack of interest on the part of pupils. The creation of extra time for the remedial lessons is a bother to children who were entitled to play and to develop their diverse talents. Paid remedial teaching limits those who were not in a position of paying the remuneration fee from participation. Remedial education, therefore, seems to violate the rights of the
children. According to EFA, there is need to do away with paid remedial lessons and give pupils time for other equally important roles in the society.

Bray (1999) observes that remedial teaching has often held adverse media hype. The majority of parents, though unhappy sending their children for remedial lessons, have no option. They too would wish to provide their children with the most excellent opportunity to shine in the national examinations. Further, pupils also, observe remedial teaching as pertinent and inevitable owing to the benefits of high scores in national tests. Bray’s study, however useful, focused on the importance of remedial education. This research, therefore, undertook to establish the influence of remedial teaching in the English language on pupils’ performance in public primary schools in Nakuru County.

In Nigeria, the Universal Primary Education (UPE) policy is an unfulfilled promise of education (Csapo, 1983). The government experienced difficulties paying teachers promptly. Many teachers mainly the most qualified ones abandoned the teaching profession to find other opportunities (Asagwara, 1997). In that scenario, the teacher-pupil ratio was likely to escalate as only a few teachers were left to offer teaching and learning in public primary schools. Other teachers started their classes of remedial education since teaching was their primary occupation. Those who remained in the service worked with low morale, a situation likely to lower the pupils’ performance in public primary schools. Therefore, time has been created for remedial teaching to contribute to improving pupils’ performance in class.

The most widely recognized obvious issue in training is the performance level which is a marker of Kenyan examinations and which has a cause to the necessary training.
Chapin (2011) emphasized that the achievement problem in the English language starts in primary schoolwork. English language as a subject of study was due to some factors. In the first place, English was the language of instruction especially in upper primary classes, it was the official language of the country, and it influences the performance of other subjects among others. This implies that failure to reach the expected levels of achievement and the desired performance in class has necessitated the need for the introduction of remedial teaching in schools.

The Interim Guidelines on Tuition and Mock Exams by MOE (2008) directed that teachers should be able to undertake remedial teaching as part and parcel of their regular teaching programs and comfortably handle it without imposing an additional financial strain on the parents. The directive on remedial teaching find support by the Presidential Committee on Student Unrest and Indiscipline in Kenyan Secondary School report also known as The Sagini Report (MoE & HR, 1991). Nevertheless, Sagini Report did not stop paid remedial teaching from being offered to pupils. Wanyama and Njeru (2004) note that this was probably because of the ban imposed on charging a fee for extra coaching and not prevent parents from taking their children for remedial lessons. It meant that parents were free to take their children for remedial classes as long as they did not pay for the services. There was a significant loop-hole here because nobody would make a follow-up as to what was taking place during these remedial lessons. Parents later made payments for the lessons in the name of “agreement.”
Teachers shall not deny learning materials or remedial teaching services to a learner on account of their natural abilities (Peters, 2015). In some other areas, to cover the full syllabus before the national examinations, some schools have resorted to teaching their classes very early in the morning before the legally stipulated time and at night after official time under cover of remedial teaching (Bray, 1999). Further, one would be expecting teachers to be doing it for free, but not in Kenya. The remuneration paid as a result has been politely referred to as ‘motivation fees’ to hide it from paid remedial teaching. It is evident here that something is amiss, paving the way for the study to find out the various ways remedial teaching takes in public primary schools in Nakuru County.

Parents who can’t afford to foot the bill for co-curriculum activities like drama, music, and sports, out of sheer ignorance, have even said such actions are just but a waste of time and their children should concentrate on academic performance only (Jarrar, 2014). A very grave transgression as that is what just happens when an education system emphasizes academic performance only. This paved way for the researcher to find out the basis for the remedial lessons in the English language and influence on pupils’ performance in public primary schools in Nakuru County.

Kenyan children persist on displaying meager fundamental skills in literacy and numeracy (Hoogeveen & Andrew, 2011). An assessment of the primary results reveals that the status quo has remained. The Uwezo 2011 evidence confirms that despite the government outlaw on paid remedial teaching, persists in our public primary schools. Further, the higher the class, the more likely it is that a child will receive remedial
teaching. Mugo, Ruto, Nakabugo, and Mgalla, (2015) note children taking remedial instruction in 2011 was 67.3% while in 2012 were 73.8. In class seven, 7 out of 10 children in public primary schools are subject to remedial teaching. Further, 6 out of 100 grade seven learners cannot interpret a standard two story in the English dialect. Besides, here is a general reduction the learning levels despite the fact that more children are taking remedial teaching in 2012 compared to 2011.

In Nakuru County, most public primary schools have found ways of enhancing their pupils’ performance. These efforts have led to the provision of remedial lessons. The chargeable and outstanding remedial teaching exists as teacher/parent relationships emerge tense as a result of various misunderstandings about the policy. The increased emphasis on national examination performances saw the rise of schools and remedial teaching. These were to prepare pupils and also predict their KCPE performance (Chepkirui, 2004). The research sought after locating the differences in learners’ performance of the English language before and after remedial teaching in public primary schools in Nakuru County.

There are two categories of parents in Nakuru County, those for and against remedial lessons. Parents in support of remedial classes claim that schools are a custodian of their children while they attend to other duties, children are busy throughout away from home influence and would like their children to read well. Conversely, those parents against, assert that the remuneration cost was a big bother as some live below the poverty line, some whose children are slow learners do not even want to hear about remedial teaching as it does not help their children.
Teachers too, fall into two categories; those who are for and against remedial lessons. Those who are in support were attracted by the token given as it subsidizes their salaries which they receive at the end of the month, uses their mean scores to get leadership positions and for prestigious reasons. Those against argue that remedial teaching only benefited the few organizers and the school administration and that it was a loss of their time as most opted to pursue further studies to improve their grades.

Pupils also fall into two categories, those for and against remedial lessons. Those for remedial lessons claim that they need good grades to join good schools, later competitive courses at the university and finally secure good jobs. Those against argue that there were other much more pressing issues other than their academic performance like food and shelter. In support, Jeruto and Chemwei (2014) note that pupils do not need to pay for remedial teaching to pass or sleep hungry so that they can excel in their examinations. This study sought after examining the remedial teaching in the English language and influence on learners’ performance, in an attempt to recognize the ways these remedial classes work and the extent to which those lessons influence pupils’ performance.
1.2. Statement of the Problem

In Kenya, pupils persist on displaying meager fundamental skills in literacy and numeracy (Uwezo Kenya, 2015). This is mainly reflected by the pupils’ academic performance. The measure of this performance, especially in Kenya’s context, has all along been examinations. English language is the medium of instruction in Kenya. In an attempt to minimize the underachievement problem, the researcher examined the remedial lessons in English language and influence on class seven pupils’ performance in public primary schools. It was important to study class seven since it was at a critical stage of schooling before they could sit for the KCPE examinations. Learners have their unique talents when it comes to acquiring knowledge, skills, and competence. In the remedial classes, learning was accomplished by working in small groups, individuals and acting out to achieve improvements in pupils’ achievements. However, the exact role of remedial teaching in English language is still unclear. Failure to understand the implications of this strategy may lead to school’s stakeholders focusing their efforts on strategies whose influence on academic performance is minimal. The problem of failing to understand the impact of remedial teaching employed by various educational institutions are compelled to be detrimental to the pupils, the schools, community and the social economic growth of the economy. The essence of this study was therefore, to answer the key question thus: “Were there significant differences in pupils' academic performance of English language before and after remedial teaching in public primary schools in Nakuru County?”
1.3 Purpose of the Study

The purpose of the study was to explore the linkage between remedial lessons in the English language and pupils’ performance. This was to redress the underachievement problems through remedial teaching.

1.4 Research Objectives

The study was guided by the following objectives;

i. To ascertain if there were any significant differences before and after the remedial teaching in English language in pupils’ performance in public primary schools in Nakuru County.

ii. To find out the basis for the remedial teaching in English language and influence on pupils’ performance in public primary schools in Nakuru County.

iii. To determine the extent to which approaches in delivering remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County.

iv. To determine the extent to which the challenges facing remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County.

1.5 Research Questions

i. What are the differences in pupils’ performances in English language before and after the remedial teaching in public primary schools in Nakuru County?
ii. What is the basis for the remedial teaching in English language and influence on pupils’ performance in public primary schools in?

iii. To what extent do approaches in delivering remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County?

iv. To what extent do challenges facing remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County?

1.6 Assumptions of the Study

In the proposed study, the following assumptions were made:

i. Remedial teaching if applied the way envisaged, would bring about significant differences in pupils’ performance before and after remedial teaching

ii. The basis for the remedial teaching in English language is to improve pupils’ performance in public primary schools in Nakuru County

iii. The approaches in delivering remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County?

iv. The challenges facing remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County?

1.7 Limitations of the Study

The study was limited to the remedial teaching of English language on the achievement of class seven pupils in public primary schools in Nakuru County. The population of the
survey consisted of 54 pupils, 18 head teachers, 18 teachers and 18 parents in public primary schools in Nakuru County. The researcher carried out this study from March 2016 to March 2017 which was only a short period; nevertheless the study focused more on institutional factors in the County.

Since remedial lessons take different forms some of which are not acceptable by MoE especially where the lessons are paid for, the respondents could fear to admit that it really exists. However, the researcher introduced himself and socialized with the respondents to create rapport. The respondents too, were assured about their confidentiality of their identity and were therefore asked not to indicate their names. Despite the fact that some of the respondents did not submit the questionnaires; the 91.67% response rate was adequate for data analysis.

1.8 Delimitations of the Study

The study targeted only public primary schools in Nakuru County. For more conclusive results both public and private schools should have been studied. Although all areas should have been covered, this was not possible because of the available resources to conduct the study as well as the terrain and other logistical constraints. The respondents were parents, head teachers, class seven teachers of English language and class seven pupils. The class seven pupils 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 and the head teachers as organizers of remedial lessons in the schools while parents were the providers of the pupils and resources for the remedial lessons.
1.9. Significance of the Study

The study focused on the remedial teaching in English language to reveal the influence on pupils’ performance in public primary schools in Nakuru County. The findings are expected to contribute to increased understanding of pupils’ characteristics that affect learning and consequently, performance in national examinations.

To teachers and educational administrators, the findings are expected to be useful in the preparation of instructional schedules within the school. For example, if a particular group of pupils is found to be consistently performing below par, then added attention has to be paid to that group even under more or less uniform school conditions. To the Board of Management (BOM) the findings would be useful to help change some of the school traditions that could be hindering high performance in primary schools.

The Kenya Institute of Curriculum Development (KICD) may benefit from the study findings by developing books and other teaching and learning resources in an effort to improve the performance of pupils in public primary schools. Consequently, the results of the study support many previous studies concerning applying the remedial lessons in schools and would contribute to relevant educational data for future research and assist in replication of other programs.

To the educational policy makers, the findings are expected to act as guidelines in the streamlining of school pupil composition policy which, in Kenya, has remained unclear and vague to date. Last but not least, to the researcher, this study was expected to sharpen interest in the problem of differential performance of pupils before and after remedial lessons.
1.10 Theoretical Framework

This study is modeled on the General System Theory (GST) advanced by Bertalanffy (1968). Although the theory is old, it applies to the study. Through GST, a technique composed of frequently interacting, or interrelating groups of activities is followed. According to the theory, the organization is a multifaceted social system, and dropping the parts from the whole, reduces the general value of the group.

In an educational setting, educational progress is interplay of two fundamental aspects: quantitative as well as qualitative development. Thus, educational expansion stressing on single aspect like quantitative contraction while disregarding the other similarly important feature of the educational event which is qualitative expansion renders an education system imbalanced and ineffective. Therefore, quantitative increase regarding many schools, pupils, teachers, and facilities ought to harmonize amid qualitative development concerning suitable teaching and learning, right curriculum content, implementation review and reform and curriculum supervision and administrative style in public primary schools.

A system is made up of several subsystems or units (components). These components work together to perform certain set objectives like a computer system and transport frameworks. The framework component gives an instrument through which highlights and their features can be examined mutually to comprehend results, for example, training framework, thinking centers around causes instead of occasion or events techniques in taking care of issues productively.
Networks depict the following characteristics: First there is an orderly in operations (organizations). There are objectives or goals to be refined (focal purposes), a manner by which things are entwined (combination), and a strategy in which segments associate (cooperation), and a manner by which parts rely upon each other (relationship).

A framework will contain the accompanying components: Input-This is a component that starts an action such as remedial teaching progress data is analyzed or chicken coop. Output- This is the leadership extreme aftereffect of preparing, for example, data for basic leadership, eggs reaped and timber is got from planted trees. Extreme aftereffect of preparing, for example, data for basic leadership, eggs reaped and timber is got from planted trees. Control- This element synchronizes the different activities inside the given system for example in an education system, schedule, and personnel on education management plans. Feedback- This component measures execution by contrasting the data sources and yields and is of two kinds; Negative criticism requires the requirement for the turn around the execution that is agreeable. Positive input improves execution since the outcomes are in accordance with the foreseen comes about. Feed forward-This is putting of measures well ahead of time lightens conceivable future grim performance. Limit this component decides the constraining of what characterizes what is inside and without the framework, for instance, villagers and their leaders such as area chief.

Remedial education is an open framework that unites individuals to attempt exercises for motivations behind accomplishing a goal and along these lines could be benefit situated (business) as philanthropy arranged for instance neighborhood specialist.
Remedial education is consequently a framework as it has the accompanying attributes, i.e., communicating, a focal target, relationship, joining, and association. These remedial classes are comprised of individuals in various divisions that are represented by open arrangements and strategies. For whatever length of time that there is close cooperating among the different partners, the framework undoubtedly appreciates synergism in operations, to accomplish the expected future points.

It is in this regard that a regular program takes in raw materials, energy, and labor and through it; production transforms or services. It is upon the administration to control the different operations by collecting input from partners to stay important, and where vital it might need to upgrade execution make remedial move particularly if the outcomes are below desires or are repudiating the set norms. Every division and whole task have a limit of exercises or business it can take part in and every unit as the limit of capacities that it shapes.

The GST was preferred over Critical Theory in the fact that Critical Theory in questions established knowledge. As applied in the study the theory holds that Independent Variables (IV) remedial teaching influences Dependent Variables (DV) pupils’ performance. This is true concerning the fact that if a subsystem is investigated would show the influence. If remedial teaching skills are found useful, then they would be included in teaching to increase chances of pupils’ performance. In adopting this theory, the researcher is not ignorant of its shortcoming that remedial teaching skills may also waste time and drag some of the projects (Kombo & Trump, 2000).
The General System Theory is relevant to this study in that the content of information is proportional to the quantity of information that can be retrieved from that information (Kuhn, 1974). This means that knowing one part of the system enables us to understand something about another part. The analysis of the GST in this study was done according to the elements of a system, which recognizes the relativity of perception to expand our understanding of our role in the universe primarily on the education of children and the influence of remedial lessons on their performance investigated. With that perspective in mind, the researcher then based the study on system theories, which shared some essential assumptions as to the use of remedial teaching and influence on the learners’ performance in English language. This was done with the aim of understanding the system and suggesting a model for remedial teaching as a remedy for future performance.

Further, Okumbe (1998), states that teachers’ significance and usefulness of their capability can be verified just in a working state via achieving a certain practical outcome or a certain level of performance. In Kenya for instance, performance at national exams has created an overdrive for good grades in schools. Both teachers and pupils could be keener to boost their efforts in a subject area if they value mounting their overall performance at the national examinations. For instance, if both teachers and pupils recognize that remedial lessons would increase the mean score average together with the attached rewards and they valued these fruits, they would be more willing to increase their effort in remedial teaching.
Additional factors to heighten teachers’ and pupils’ efforts include an increase in self-esteem, academic progression, resource availability, an enabling school environment and post-graduation job opportunities (ibid). The GST model, therefore, provided a platform for assessing the undergirding motivation to the remedial lessons of English language for pupils in public primary schools in Nakuru County.

Evaluation of subsystems has three general approaches. A holistic approach looks at the framework as a total working unit. A reductionist approach looks downward from and examines the subsystems inside the framework. The factionist approach appears to be upward from the request to analyze the part it plays in the broader framework. Every one of the three techniques perceives the presence of subsystems working inside a more extensive system.

The advantages of using the GST are; it gives "explanatory handiness and consistency with different terms". The GST concentrates on the hypothetical develops of progress. In looking at fruitful and unsuccessful endeavors at actualizing change, one can assess the helpfulness of different procedures.
1.11 Conceptual Framework

A conceptual framework is a set of ideas and principles taken from relevant field of inquiry and used to structure subsequent presentations (Kombo & Trump, 2006). It involves forming ideas about relationship graphically or diagrammatically (Mugenda & Mugenda, 2003). It is used in research to outline how variables relate to the topic under study. From the theory 1.10, a conceptual flow chart is drawn as in Figure 1.1.

**Independent variables**

- **Group of Pupils**
  - Before remedial teaching
  - After remedial teaching

- **Remedial teaching**
  - **Provision**
    - Time conducted
    - Work covered
  - **approaches**
    - Methods of delivery
    - Target group

- **Remedial teaching challenges**
  - Communicating remedial lessons
  - Syllabus coverage

**Dependent variable**

- **Performance level**
  - Good performance in examinations
  - Poor performance level in examinations

**Intervening**

- Availability of remedial teaching
- Government policies e.g. FPE

*Fig. 1.1: Conceptual framework showing interaction of various variables during remedial teaching.*
*Source: Researcher*
From the conceptual flow chart figure 1.1, the pupils’ performance in English language is an interaction of independent variables (group of pupils, remedial teaching provision, remedial teaching approaches and challenges) during remedial teaching and learning process. The dependent variable (performance) indicators showing fulfillment in the Kenya national examinations demonstrate a high grade of a performance of pupils in public primary schools. Their absence would lead to low academic performance of pupils in public primary schools. The interaction of all these variables would determine the level of pupils’ academic performance in public primary schools.

The performance level of the pupils explains the extent independent variables have interacted in the teaching and learning process in schools. It permitted a conclusion to be made on the influence of remedial teaching on pupils’ academic performance in schools. High level of performance shows those pupils who were involved in remedial teaching and had an improvement in academic performance. These children were present, well adjusted socially and interacted well during remedial lessons. The pupils received proper encouragement, controlled and emerged independent in their work. They were focused, balanced and fit in the process of learning.

On the other hand, low level performance represents pupils who in most cases missed or had no remedial classes and were exposed to the unfavorable environment; hence had little or no care from the remedial teachers. Any inept handling of these pupils at this stage when they appear not to meet the expectations of the school makes them lose self-efficacy. They found no one to turn to for support to develop good educational foundation and interests that shaped their future educational advancement. The low-performance level is evidence of depression, withdrawal, poor communication skills
and low self-esteem denying them a fair chance to high performance in education. The school environment seemed to reject them as social misfits leading to truancy and low performance in primary schooling. Finally, the remedial teaching needs measured influence and factors behind the existence of remedial instruction in public primary schools in Nakuru County.

The intervening variables on the other hand influences the relationship between the independent variables and the dependent variables in that if there is low performance in the national examinations, parents and teachers will be willing to allow the pupils to go for the remedial lessons to improve their performance and vice versa. At the same time, if remedial teaching is available in schools, parents and teachers will allow their pupils to attend the remedial lessons to improve their performance thus allowing them to compete favorably for the limited chance in secondary schools.
1.12. Operational Definitions of Terms

**Academic performance:** Academic performance is the height of presentation evaluated by using examinations as a gauge.

**Efficacy:** The ability to provide a desired result after undergoing a cure. The extent to which a resource is used in order for it to result into improved performance.

**Low-Achievers:** The researcher uses the definition as given by Brophy & McCaslin (1992) that low-achievers are learners who experience challenges, despite the fact that they are willing to learn. Their concern is low potential or absence of status instead of poor inspiration; they more often than not experience issues in finishing work; show poor maintenance; advance gradually.

**Remedial teaching:** The researcher uses the definition as given by Huang, (2010) that remedial teaching is a type of clinical teaching where a child receives both diagnosis and treatment until successful recovery is achieved.
1.13. **Summary:**

The first chapter explicitly presented the problem of the study which aims at examining the remedial classes in English language and influence on pupils’ performance of class seven pupils in public primary schools. The chapter puts the study into proper viewpoint for easier understanding by the reader. Furthermore, this chapter was designed to present theoretical background of the remedial teaching, the statement of the problem, the research questions and the significance of the study definition of terms, the scope of the study and limitations of the study. The next chapter dwells on a review of related literature.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. Introduction
The researcher separated the related literature and divided it into five sections arranged topically in this section. The first section reviewed the context of remedial teaching in school education globally and Kenya. The second section included a review of the Pupils’ performance before and after remedial teaching. The third section discussed information about the basis for the provision of remedial teaching. The fourth section reviewed the approaches in communicating remedial teaching. The fifth section reviewed challenges facing remedial teaching and finally made a summary and gaps identified.

2.2 Context of Remedial Teaching Globally
In the past, the broad utilization of remedial education was bound to a couple of nations in the previous two decades. Consumption on remedial instruction has extended quickly in the post-communist countries of Eastern Europe and also in several states such as India, South Africa, South Korea, Portugal, Brazil, Turkey and Kenya (Bray 1999). More recently, remedial teaching has developed a policy concern in a few Western nations like Canada, France, England and Austria (Davies 2004, Ireson & Rushforth 2005).

In Hong Kong remedial teaching is reflected by substantial adverts of different kinds of remedial education in roads, prevalent open regions, through the mass communication and by the expanding number of enrolled mass remedial classes (Kwok, 2004). The
literature review also reveals that providers of remedial lessons earn some extra money. There is need to interrogate into the extent to which approaches in delivering remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County.

The Australian national government has as of late acquainted vouchers with finance remedial instruction for pupils who fall behind national accomplishment benchmarks, subsequently sponsoring the part of private coaches in giving medicinal training (Bishop, 2007). The use of remedial instruction to supplement subsidized school training is a universal instruction policy issue. In many nations, family unit consumption on remedial teaching is pervasive to the point that it is known as a "shadow training framework" (Bray, 2007).

In some countries, remedial teaching seems to flourish most at specific pressure points. For instance, in Sri Lanka, these focuses are class four when pupils are called upon to take grant examinations and shape five and six when learners need to make "O" and "A" level examinations. This is on account of these examinations enable pupils to join renowned and excellent schools and be qualified for stipends, for example, boarding and other expenses (Raffick, 2004). The study necessitated an investigation by the researcher to ascertain if there were any significant differences before and after the remedial teaching in the English language in pupils’ academic performance in public primary schools in Nakuru County.

The usefulness of the remedial teaching program is analyzed given the change in the learning goals and which is estimated by appraisal marks. In an investigation directed in Tamil, the level of students scored checks in the middle of zero to twenty-five and
twenty-six to fifty shows diminishing pattern from beginning to final evaluation for Tamil dialect. The level of understudies who scored stamps in the middle of fifty-one to seventy-five likewise demonstrates a diminishing pattern for Tamil language aside from a slight increment in transitional appraisal in Tamil Language (Becker, 2010). Overall, the remedial teaching program ended up being successful in enhancing the learning accomplishment of the learners in Tamil Language (Heyneman, & Loxley, 2010).

Global examination proposes that components driving the interest for remedial teaching may incorporate a common accentuation on individual instructive exertion and financial factors, for example, high and separated rates of return for capabilities. It has additionally been proposed that institutional attributes of state instruction frameworks. For instance, high-stakes open examinations, serious rivalry for restricted college places and low levels of public use on tutoring, may impact levels of support in therapeutic educating (Baker et al. 2001, Bray & Silova 2006, and Tansel & Bircan 2005). Specialists have recommended that the development of remedial instruction could adversely affect the course of government training arrangement, for example, fuelling interest for open examinations and supporting the continuation of strong school educational modules. Numerous pundits are additionally worried that the broad utilization of remedial instruction sustains financial disparity (Bray 2003, Bray & Silova 2006, and Tansel & Bircan 2005).

### 2.2.1 Remedial Teaching in Kenya

In Kenya standard 1-3 the English language was allocated five lessons a week. In standard 4-8 English language was assigned seven readings in a week. However, this
allocation could be adjusted according to the needs of the learner (KNEC, 2003). The importance of English language as a subject could not be overemphasized. Kamau (2013) in a study of the Variables contributing to pupils’ performance in the English language in public primary schools in Komothai zone, Githunguri district, Kiambu County, Kenya, notes that the little time allocated to the English language as a subject was insufficient to assist pupils in practicing its various aspects. There was hardly any spare time for extra practice outside the timetabled session with the increased workload for both teachers and pupils. It was through study skills that the pupils acquired the appropriate study habits which in turn enhanced the learning of other subjects in the curriculum. Ndiritu (1999) in a study of factors influencing performance in KCSE in selected public schools in Nairobi and Central provinces, observed that inside limits, the more the hours permitted in subject direction, the higher the accomplishment.

In schools, children advance on the primary objectives are frequently measured, checked much of the time, and the outcome of those evaluations are utilized to enhance the individual pupil practices and exhibitions, and also to improve the educational modules in general (Lezotte, 2001). Appraisal in Kenyan schools depends on national examination that is relied upon to quantify the accomplishment of understudies (The Republic of Kenya, 1998). It has however been accounted for that these open examinations don't give a deliberate and intercession framework to enhance pupils’ accomplishments (Oduol, 2006).

In Kenya, the abatement in pupils’ academic performance in National Examinations is as a result of nonattendance of checking of learning performance system that could give
commencing to the course of action of remedial methodologies. This was to address the
deficiencies delineated by competitors before they sit for the national examinations.
These tests have been reported insufficient in evaluating incapable schools. These
findings are supported by Hallak and Poisson (2007) concludes that provision of
remedial teaching may help pupils to overcome deficiencies in learning to comprehend
and enjoy mainstream lessons enabling them to compete fairly with their peers.
Wanyama and Njeru (2004) observed that additional educational cost and remedial
classes in Kenya are one and a similar thing. Their investigation additionally settled that
remedial teaching suppliers regularly exact expenses for the administration they give
independent of whether it is named additional educational cost or remedial classes. A
1997 national example of 3,233 class 6 pupils in Kenya discovered 68.6% were getting
remedial classes, going from a low of 39.0% in North Eastern area to a high of 74.4 %
in Nyanza Province (Nzomo, Kariuki, & Guantai 2001). Another study directed at three
geologically unmistakable locales in Kenya demonstrated that remedial lessons were
considerably more typical in urban than in rural zones and among young men instead of
young ladies (Buchmann, 2002).
Wanyama and Njeru (2004) identify that remedial teaching tends to focus on subjects
that are deemed to be instrumental particularly languages, mathematics and science.
This was later confirmed by Mburugu (2012) in a study in Imenti North district of
Kenya which found that remedial teaching was offered to form three and form four
classes in all subjects with more emphasis on mathematics, sciences and languages. The
study sought to identify areas of focus during remedial teaching.
Wanyama and Njeru (2004) note that some Ministry of Education, Science and Technology (MOEST) officers who should express Government Policy on Education take their kids to remedial instruction classes. This is because they as well, need to similarly seek the limited spots at more elevated amounts of learning, and this must be accomplished through great execution in national examinations. This study sought to identify reasons which motivate schools to offer remedial teaching. Davies and Aurini (2006) observed that minding the end goal to comprehend the explanations behind the presence of remedial education; it is helpful to take a gander at both the customers and the makers. The buyers incorporate the guardians and additionally the learners. They brought up that numerous families put resources into remedial instruction as a component of "concentrated child rearing".

2.2.2 Pupils’ Performance Before and After Remedial Teaching
Underachieving pupils are seen as not being able to exchange aced aptitudes and information when they are required to do as such (Cohen, 1990). As it were, they are not ready to apply what they have realized in genuine comparative circumstance. Chukwu Etu (2009) reasoned that underperformers at school include; the individuals who don't do well as desired in a specific branch of knowledge; who because of conduct don't indicate enthusiasm for their examinations; who do have the vital scholarly capacity yet at the same time underachieve; and who are constrained by culture, dialect and sex from doing great scholastically. As prescribed by Nugent et al., (2012) the general appraisal and continuous checking of pupils’ education accomplishment is to a great extent connected with positive outcome.
This is enhanced especially during remedial teaching as important skills in listening; speaking, reading and writing are well stressed.

Kiss (2013) emphasized that low-achieving pupils are affected and experience the ill effects of an expansion in the offer of low-capacity companions and they are all the more most likely absorb their associates' qualities. Great companions have most grounded positive effect on low-performers; therefore, low underperformers need to be mixed with high performers because they will highly affect them. Teachers should continue motivating pupils’ to be self-confidence automatically accelerating learning and increase achievement (Sturgess, 1999) and (Gallagher, 2005).

Hallak and Poisson (2007) reaffirm the need for remedial teaching and add that pupils who are given remedial lessons perform better academically and are better academically and are thereafter better placed to be admitted to a good higher institution of learning. He also claims that key subject areas such as sciences mathematics and languages are a problem to many pupils and therefore need for remedial teaching.

As emphasized by Delishe and Berger (1990) that intrinsic, supportive and remedial techniques are effective. They focus on pupils’ strengths to create their intrinsic motivation while remedial teaching should be done in a secure place with the goal that learners can make their understanding of knowledge and make a connection to similar matters. Boylan & Saxon (1999) said that effective remedial lessons must be base on sound cognitive, therefore; the remedial instructions ought to be methodical and plainly based on what teachers discern on how people study.

Ertmer (2013), Cognitivism stresses the role remedial teaching play in facilitating learning like educating strategies that base on pupil-centered lessons arrangement with
constructivist learning hypothesis which has the foremost cutting edge and overwhelming viewpoint in remedial instruction for pupils with troubles Solso (2009) investigated the contrast between the genuine advancement through problem-solving and more peers. Vygotsky included that students learning is affected by not fair the classroom but by society and culture, he focused that in the event that social assertion can influence learning, hence circumstances can be shaped in schools that help learners consider behaviorism. Further, it focuses on the conceptualization of pupils’ done in a closed space with the goal that learners can make their non-illustrations are thought to be fundamental in controlling schoolchild learning emphasized on practicality with corrective feedback.

In the area of effective education, Johnson (2004) posited that constructivism involves teachers providing learning that is pupil centered, facts-based, and responsive to the interests of learners. For them, a constructivist lesson included by realness, and student-centered by creating conducive environment in which learning is utilitarian; consequently, energetic learning is observational in that people builds information and draw meaning from that data through their experiences and ideas. In this sense, the analyst trusts that learning ought to have a premise on genuine circumstances. For it to wind up important for a student who develops his new skills on past one in social and experiential setting, this is by fundamentals of medicinal training that concentrated on the distinguishing proof of understudies with challenges, their qualities, and weaknesses.

Concerning pupil’s role in constructive learning, Ken (2006) also emphasized that pupils possess a fundamental duty. They ought to be dynamic patrons to the learning
procedure; this mirrors the significance of staging process for pupils at the beginning of learning or remedial lessons, and teaching methods hub on what the pupil can bring to the learning circumstances in so far as on what is being received from the school surroundings.

In constructive instructional surrounding, Weeger (2012); Rummel (2008) posited that though the role of the teachers in the explicit or direct instruction was to provide extrinsic motivation to elicit pupils schooling or conduct. Their essential part in constructivism is to generate knowledge during individual experiences, in other words, they focus on increasing the intrinsic motivation of pupils for learning. This study was compelled to investigate whether there could be any noteworthy difference in performance of pupils before and after remedial teaching. Consequently, this study sought to compare and contrast pupils’ performance before and after remedial teaching in public primary schools in Nakuru County.

2.2.3 The Basis for the Remedial Teaching in Schools

Teachers in public primary schools confront various troubles as they educate their pupils the fundamental skills and abilities, since those students, have little of past learning encounters, so it's for the most part for some of those learners to confront challenges which keep them from adapting to their associates. Starting here, the arrangement of healing educating for understudies at an elementary school is an essential and unavoidable interest for them to be on the track of their review level. In later individual life learning, it was discovered challenging to assist pupils in enhancing is more testing than giving lessons on reading at primary levels (Sharples et
This one side of achievement and preparation in the other hand, remedial guideline and transforming the instruction of pupil who get prepared early are better than those who get prepared late (Chen, 2004); and (Kate, 2007). One critical preferred standpoint of remedial educating is it gives low achievers confidence not to be left behind by other learners. It too gives them enough help which improves confidence and enables them to stay aware of the advance that their cohorts have or accomplish (Humphrey et al., 2013).

The percentage of pupils’ scores indicating between zero and twenty five, twenty-six to fifty shows diminished incline from the earliest starting point to the end evaluation for Tamil dialect. The rate of understudies who scored checks in the middle of fifty-one to seventy-five demonstrates a diminishing pattern for Tamil Language (Becker, 2010). In the basic of Tamil dialect, 65% of every learner obtained points below 50% in the last evaluation. Remedial lessons were found useful in enhancing the learning success of the pupils in Tamil Language (Heyneman, & Loxley, 2010).

O’Cnnells (1989) led an investigation of offspring of specific perusing issues. He builds up that they gave a little perusing hold-up of around two years previously going to the school. In opposite, a few children gained little ground, and their quality and shortfalls were the same regardless of escalated help as demonstrated by Holland (1989).

In a study conducted by Konstantopoulos and Chung (2009) inspected the existing impacts of small-scale levels on the achievement gap in perusing and science scores. The comes about appeared that all sorts of understudies (male and females) pick up more in afterward grades from being in little classes in early on grades. From these comes about,
longer periods in little classes delivered progressed increments in accomplishment in afterward grades.

Abu Armana (2011) looked at the effect of the remedial instruction program on English language composing aptitudes of the seventh review underneath normal learners at UNRWA schools in Rafah. A therapeutic program in picking up composing capacities and pre-posttest were utilized as rebellious of the examination the results illustrated that there was really essentialness differentiate at (a = 0.05) on English language composed work aptitudes of most achievers solid of the test social occasions. Typically an affirmation that, mending framework essentially affected understudies composing aptitudes. This think about expecting to set up whether comparative proposals existed among the learners

Chen (2011) underlined that to learn adequately, common students and low achievers must sort out and interface their earlier information with new information, pupils who are not ready to do as such, have issues like; understanding, reviewing, and getting to new learning later. The study sought to establish the basis of the remedial lessons in English language and influence on the pupils’ academic performance in public primary schools in Nakuru County.

2.2.4 Approaches to the Remedial Teaching in Primary Schools

In line with Raffick (2004), remedial teaching can employ varied approaches and the magnitude of the classes can vary from nation to nation. Home-made modalities of remedial teaching are conducted separately or within tiny groups at the teacher’s or pupils’ residence. The remedial-centre modality is someplace pupils ranging from 30 to
60 in a class convened at a central venue where remedial lessons are conducted. Big remedial lessons can also be carried at school buildings. This study sought to establish the different forms and the size of remedial teaching classes in public primary schools in Nakuru County, Kenya.

Bray (1999) posits that remedial lessons usually are undertaken during the evenings, weekends, through school holidays and early in the morning. The period of teaching and learning varies among institutions and the requirements of the pupils. In conformity with Sujatha (2006), teaching as well as learning procedure in India involves teacher-pupil contact ranging as of 10-29 hours for each week in nearly all remedial centers depending on the number of subjects and grade. Although generally, the interval of teaching a subject varies as of 50-60 minutes for every lesson. The outlined studies did not have a mention of the mode of conducting the remedial lessons, thus justified the study to bridge the methodological gap in public primary schools in Nakuru County.

Remedial lessons, beyond mainstream learning or through class time, taught via teachers or volunteers too, can advance knowledge performance. A single remedial teaching intercession in India recruited rural community volunteers to run study camps, which ended up being "amazingly viable" in enhancing education (Banerjee et al. 2010). Weaker students can likewise be removed from class time to work in littler gatherings with different instructors. Albeit another pilot with Banerjee et al. (2007) builds up that the huge picks up in test score upgrades were momentary, just about a year after course end, a couple of the sound impacts held on over the long run.

Njeru and Wanyama (2004) recommended that remedial teaching tends to be a hub on subjects that are deemed to be instrumental particularly languages, mathematics, and
science. In Kenya, nearly all pupils perform poorly in the so-called critical subjects. The outlined researchers did not say much about the relationship between English language and the so-called instrumental subjects testable in the national examinations, thus justified the study in Nakuru County.

Kibere (2005) established that during remedial teaching, professional documents for example schemes of work; lesson notes and record of work were not kept. Remedial providers merely keep attendance registers. The same author recognized that when remedial teaching conducted in the evenings, the pupils lack adequate time to play, but when offered during the weekends and school holidays pupils are permitted a chance to partake in co-curricular activities. Further, the study recognized most remedial lessons take too long (i.e. between one and a half to two hours) causing pupils fatigue. Finally, the pupils were mostly involved in note-taking and rote learning. The outlined study did not indicate reasons for not keeping proper records on remedial teaching, thus justified the current study to be conducted in public primary schools in Nakuru County, Kenya.

2.2.5 Challenges Facing Remedial Teaching in English in Schools

In January 2003 when free primary education (FPE) policy was introduced, more than a million children, who were formerly out of school enrolled in primary schools that brought the total enrollment to 7.2 million children. In funding the FPE, the state has put an investment of an addition twelve billion shillings for developmental and recurrent expenditures. A huge component of this cash has an allocation by Government and development partners. Placing many pupils and students in school in the course of Free Primary Education and Free Tuition in Secondary Schools, the focal point ought to
be putting them with a teacher and in a class (Wango, 2011). A teacher naturally comes before class as pupils and students have achieved tremendously with a teacher while learning under stressful circumstances. The researcher sought to ascertain the basis for remedial teaching in public primary schools in Nakuru County.

Wanyama & Njeru (2004) recognized that remedial givers usually charge some fee for their services. The study further warns that a quality service isn’t ensured as long as paid remedial teaching keeps on getting no official acknowledgment. The authors do not consider unpaid work, for example, from members’ of a family that give voluntary help to other family members. Their study was a desktop research on remedial teaching.

The current study was field-based and therefore intended to identify areas of focus by schools during the remedial lessons of English language in Nakuru County.

Bedi et al. (2004), pointed out that, in Kenya, attending school had both direct and indirect costs. Such costs lower the resources available for household consumption. The researcher tended to reveal certain important issues that are unique to pupils’ performance in primary schools that require being addressed by the strategy makers, in their effort to improve performance in primary schools as one of the SDGs.

Mburugu (2012) avers that even if the MoE has permitted schools to offer remedial education, it has not specified orders on how remedial teaching ought to be conducted. Teachers may carry out paid remedial education and claim to offer free services to their pupils. Guidelines on remedial education by the government do not spell out well the roles of the head teachers; teachers and with other experts towards developing a common objective. Such teamwork must be intentionally and specially designed, and the tasks of each concerned should be defined and approved. The researcher therefore,
sought to determine the extent to which the challenges facing remedial teaching in English language influence pupils’ academic performance in public primary schools in Nakuru County.

2.3. Summary of Literature Review and Gaps

This section viewed literature on remedial teaching skills on pupils’ performance. It has discussed the history and rationale for remedial lessons, studies on how remedial teaching affect teaching and learning in terms of pupils’ academic performance in Kenya. It has come out clear that remedial teaching skills are crucial to the teaching and learning of pupils and hence a need to investigate the influence of remedial teaching skills on pupils’ performance in primary education in Nakuru County.

As of the review, it was apparent that the practice of remedial education was a common phenomenon in the institutions of learning in different nations from primary schools to higher institutions of learning. Filling the knowledge gap in Kenya, this study sought to establish one fundamental question namely: was remedial teaching effective in improving pupil’s outcomes of English language in public primary schools in Nakuru County?

The following issues too, identified that against the reality of a rapid degradation of pupils’ academic performance of English language, more efforts aims at averting this predicament through increased awareness on pupils’ composition, provision, methods, and challenges in remedial teaching. Several questions emerged on the influence of the interventional measures such as whether knowledge and facts about the issues were able to promote young educationists. With the dynamic nature of the society, there were
questions however on the approaches used whether they were recognizing this fact and varied to be in tandem with the diverse character of the community. There is little knowledge known about strategies used in the countenance of expanded workloads and packed classrooms, both with respect to how they showed vast classes and how they oversaw them. Moreover, there was slight say of how instructors adapted to the unprecedented assorted variety in their classrooms given the enrolment of youthful students and the individuals who were normal and minimum arranged for school. In particular, there was little data concerning the fruitful ways teachers used in tackling the progressions that happened with FPE, and the challenges that differ to several groups of educators, parents, and pupils’ face. The next chapter dwells on description of the procedures and strategies used in the research.
CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Introduction

This chapter presents a description of the procedures and strategies used in the research together with research design, variables and location of study, target population, sample and sampling procedures, data collection methods, research instruments, pilot study, validity and reliability of research instruments, data collection procedures and data analysis.

3.2. Research Design

Orodho (2010) defines a research design characterizes an exploration outline as the pact of conditions for gathering and examination of data in a way that objectives to join essentialness to the exploration reason with least process. The examination utilizes both quantitative and qualitative research which is a blended strategy. Nonetheless, more accentuation was put on quantitative research design. Quantitatively, the study used the ex-post facto outline which includes considering the connection between factors that can't be controlled by the researcher in light of the fact that their appearance has just happened (Franknel & Warren, 2003). This research design was used because of its applicability to this study. It was justified on the basis of the fact that this study sought to investigate the existence of relationships between variables. It can even be said that ex-post facto inquire about is more critical than test investigate since the most vital social logical and instructive research issues don't loan themselves to experimentation.
In the qualitative research design, data was analyzed thematically. The researchers scrutinized the collected information and recognized data that was significant to the examination inquiries and purposes. The qualitative design was used for the purpose of triangulation. It was also preferred in this study because; it is suited to small scale analysis, in-depth study and probing of highly secretive and sensitive issues as seen in this study dealing with the remedial teaching of English language which was received with mixed reactions by the stakeholders. Creswell (2005) highlights it as an in-depth study of a particular group or culture over a lengthy period. The researcher endeavoured to investigate into the relationship between the remedial teaching in English language and influence on performance of learners in public primary schools in Nakuru County.

3.3 Location of the Study

The study was undertaken in public primary schools in Nakuru County, Kenya. Nakuru County is geographically located between latitude 0° 25.3° North and 0° 53.2° North and longitude 35° 24.4° East and 36° 0.4° East. The study focused only on eighteen public primary schools. The prevalence of low-performance level in primary school education in Nakuru County necessitated the need for such a study and perhaps raised the prospects of redressing this educational degradation through improvement of knowledge-based interventions. Singleton (1993) posited that, the ideal setting for any study is directly related to the researchers’ interest. Nakuru County was best suited for this study because the researcher was concerned with the academic performance level of pupils in public primary schools. (See Appendix VII: Map of the study area).
3.4 Target Population

Orodho (2010) posits that every one of the individuals under consideration in any field of study constitute a universe or targeted population, only a few items from the target population in universe are selected for study. The study targeted all the 670 public primary schools that had reached class seven out of 706 registered in Nakuru County. The schools had a population of 46,208 standard seven pupils enrolled in 2014 as reported in the 2014 Basic Education Statistical booklet by the Ministry of Education. The primary schools were distributed across the 9 Sub-Counties in Nakuru County. In total, there were 22,763 boys and 23,445 girls respectively. The average number of standard seven pupils per school in Nakuru County was 69 in 2014. Thus, the total number of standard seven pupils in the 18 selected schools was 1,242. There were also 670 class seven teachers of English language.

The researcher identified the schools that conducted remedial teaching through observations and oral interviews with head teachers, class seven teachers of English language, pupils, and parents. The head teachers were targeted since they were providers and allocators of resources and could reach them in their working stations on request. The class seven teachers of English language were targeted by this study because they were involved in the remedial teaching of English language. The researcher targeted the class seven pupils in Nakuru County because they were part of the consumers and had been in the school for a longer time than lower classes. The researcher reached the pupils and teachers in their respective schools. Pupils quickly give correct information once the researcher tactfully handles them. Parents were targeted for this study because they were providers of any payments and pupils and
could reach them in their residential areas on request or during school academic days and annual general meetings.

The researcher could tell whether the schools conducted remedial teaching if they opened one or two weeks early, closed one or two weeks after the official closing of schools, night remedial lessons and conducting lessons on Saturday and Sundays. The researcher observed that in most schools, lower classes did not have remedial lessons and therefore purposively selected class seven.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Nsubuga (2000) contends that no particular principles on the most proficient method to get a satisfactory model have been planned. He proposes that in a homogenous circumstance a little sample would be required while a heterogeneous variable circumstance a huge sample is required. The sample was chosen in view of the analysts' judgment that has the reason for the examination that was searching for the individuals who had the experience identifying with the wonder to be inquired about (Creswell, 2005).

Purposive sampling technique was used to select 18 out of the 670 public primary schools which had reached class seven in Nakuru County to participate in the study. This was because the schools were identified to be conducting remedial classes in the County. The study respondents were categorized into four groups namely head teachers, teachers of English language, parents and pupils. There are nine sub-counties in the
County that formed the stratum (See Appendix VII: map of the study area). The primary 
schools sampled as target study site are shown in Table 3.1.

3.1 Table of primary schools sampled as target study site.

<table>
<thead>
<tr>
<th>Stratum</th>
<th>School location</th>
<th>School type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>Primary Sch.</td>
<td>Urban</td>
</tr>
<tr>
<td>Kuresoi</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Rongai</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Gilgil</td>
<td>E</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Nakuru north</td>
<td>G</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Njoro</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Molo</td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Naivasha</td>
<td>M</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Nakuru</td>
<td>O</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Subukia</td>
<td>Q</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>9</td>
</tr>
</tbody>
</table>

*Source: Researcher’s own field work (2017).*

Out of the 18 schools, 11 schools were public day schools while 7 were public boarding 
primary schools respectively. Further, the researcher adopted simple random sampling 
to select 3 standard seven pupils from each of the 18 schools resulting in a total of 54 
pupils. This ensured that each of the 1,242 standard seven pupils had an equal and 
unbiased chance to be selected in order to participate in the study. Purposive sampling 
technique was used to select 18 teachers of English from each of the 18 primary 
schools. There were 18 head teachers and 18 parents selected by default to participate in 
the study. This was to ensure the study benefited from a wide variety of views based on 
the topic under investigation.
3.5.2 Sample Size

According to Kothari (2004), the sample size is the quantity of items to be chosen from the universe or population to constitute a sample for study or research. The sample size comprised of 108 respondents to participate in the study. A total of 54 standard seven pupils, 18 Standard seven teachers of English language, 18 head teachers and 18 parents for both male and female-headed households. Deciding the case estimate for a research is important on the grounds that the span of the populace makes it unfeasible and uneconomical to include all individuals in an exploration extend (Welmen, 2001). The minimum sample size for this study was designed to increase precision, confidence, and variability.

Table 3.2 Sample Size Distribution

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard seven pupil</td>
<td>54</td>
</tr>
<tr>
<td>Standard seven English Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Parents</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

*Source: Researchers’ own field work (2017)*

3.6 Research Instruments

To attain the aim of the survey, the researcher used three sets of tools which were self-made and derived from the background to the study, the purpose of the study; the objectives that guided the study, the literature reviewed and study design. The study adopted the use of the document analysis, questionnaires and interview schedules. Orodho (2010) asserts that in Education and social science research, observation forms,
questionnaires and interview schedule are most commonly used. The data collection instruments therefore, included the document analysis, questionnaires for teachers of English language and pupils as well as interview schedules for head teachers and parents.

### 3.6.1 Document Analysis

To appraise the performance level of pupils in English language before and after remedial teaching, the researcher used a document analysis table. Document analysis is the best system of accessing valid information from institution records (Mwiria & Wamahiu, 1995). The document analysis contains a model used by the researcher to record the evaluation tests before and after remedial teaching.

The researcher took class seven pupils’ English language performance of the 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} periodic assessments which they had taken before and after remedial teaching in the first and third terms of 2015. The scores were then tabulated in the document analysis table. The researcher had two regression models showing the class seven 2015 test scores before and after remedial teaching. Once the scores show higher mean scores after remedial lessons, it can then be concluded that there was noticeable improvement in pupils’ academic performance of English language in Nakuru County and vice versa (see Appendix II Document Analysis).

### 3.6.2 Head Teachers’ Questionnaire

The researcher used questionnaires for the Schools’ Head teachers’ contribution toward remedial teaching. Head teachers play an important role in the curriculum
implementation process and can either inhibit or facilitate the success of innovation in school. The head teacher of a school allocates resources, supervises and coordinates learning. The information on resource allocation, strategies, and policies existing in schools that relate to remedial teaching were gathered from the head teachers. This helped gauge their insight about the position of remedial teaching in primary school education as well as its delivery on the envisaged objectives (see Appendix III Head Teachers’ Questionnaires).

3.6.3 Teachers’ Questionnaires

The teachers’ questionnaires are vital as demonstrated by Ireson (2009) arguing that teachers included in instructive establishments are normally the best wellspring of data since it is moderately simple to oversee questionnaire in school. They helped in gathering information on the levels of teachers’ understanding of pupils’ interaction with the various programs and remedial teaching in primary school. The instrument also helped to gather data on teachers’ view about remedial teaching in empowering them to address educational challenges in the future.

The teachers’ questionnaires captured the basis for remedial teaching, influence, problems, and pursued views of the stakeholders on remedial teaching in primary schools. The teachers’ questionnaires were used to collect information on the approaches employed in remedial teaching, the extent of remedial education and education policy on alignment in public primary schools. They were useful in gathering information on the levels of interaction between teachers and the pupils and the difficult areas in assessing the teacher’s level of understanding of remedial teaching issues and
pupils’ achievement in primary education and their insight on the implementation process of remedial teaching (See Appendix IV Teachers’ Questionnaires).

3.6.4 Interview Schedule for Parents

The researcher interviewed parents and reported the interviews through quotes and on factors influencing remedial teaching in public primary school education. Parents play an important role in either inhibiting or facilitating the success of innovation. Parents provide resources and the pupils. Therefore, information on the provision of resource, other forms of payments and why other parents cannot have their children in school was gathered from them. This also helped gauge their observation about the influence of remedial teaching and pupils’ performance in primary school as well as the manner it delivers on the envisaged objectives (see Appendix V Interview Schedule for Parents’).

3.6.5 Interview Schedule for Pupils

According to Gay (1993), interview schedules are important research instruments since they give respondents the opportunity to express their perspectives and permitting them to make recommendations. The interview schedules were used to collect information on why remedial teaching occurs, when it occurs, influence of remedial lessons on the learners’ performance and the strategies to improve pupils’ performance in public primary schools (see Appendix VI Interview Schedule for Pupils).
3.7 Piloting of Research Instruments

To test the dependability and legitimacy of the items in the review, instruments were pre-tries in three schools that were not captured in the main study. To have important observations during data collection, selected sample for pre-testing the interview schedules should be identical with those that will be used during the actual study (Orodho, 2010). The procedures followed during the pre-testing of the research instruments were the same as those that were used in the main study.

Instruments were discussed with supervisors who made corrections and offered useful suggestions for improving some of the items. The final stage of refinement of the instruments was to conduct a pilot study to increase their validity and reliability. The research instruments were pre-tested at X, Y and Z primary schools, which were not involved in the main study. Piloting included 4 class seven pupils; 1 teacher of English from the respective classes, the three head teachers of the pilot schools and four parents of the sampled pupils from each school, a total of 30 respondents.

3.7.1 Validity of Instruments

The selection of a research instrument is determined by the objective to be evaluated (Stokking, et al., 2003). The question in mind is whether the instrument is measuring what it was supposed to measure (Orodho, 2010). To determine this, the researcher had to seek for the recommendations of the supervisors and discussion with colleagues in appraising the suitability of the items in gathering data according to the research objectives.
7.2 Reliability of Instruments

Reliability is a fundamental feature of a good tool. It explores the extent to which the items are consistent on several occasions. Mugenda and Mugenda (2003) describe reliability as a measure of how much an investigation instrument yields predictable results after repeat trials. The teachers helped in clarifying some of the responses to the children, which helped in removing ambiguity, and the reliability of the items was ensured (Ritchie & Lewis, 2013) This is to build up the degree to which the substance of the meeting schedule is predictable in inspiring the same reacted each time the instrument is directed (Orodho, 2010).

3.8 Data Collection Techniques

The researcher sought consent from Kenyatta University and obtained an authorization permit from the National Council for Science and Technology and Innovation (NACOSTI) to enable him to carry out research in the intended County. 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.

The pre-tested research instruments were administered by the researcher in the sampled schools where teachers and pupils were assessed through the head teachers in their stations. The researcher personally conducted the interviews of the schools’ head teachers and parents. The assessment marks available in schools before and after the remedial teaching procedures were collected as secondary statistics and percentage analysis was done. This way, if there were some observed differences between the
group of pupils before and after remedial teaching, regression models estimated pupils’ academic performance at the end of the remedial teaching of English language course, based on their test scores whether or not they took the remedial lessons. The researcher explored the relationship linking class seven pupils’ academic performance of English language before remedial teaching in the first term with that of the third term after remedial teaching in 2015 remedial teaching need in primary (pupils’ results) and normal school, educator, and pupil body uniqueness (inputs). The analyst assessed isolate relapse models for the English language for the two gatherings where FPE arrangement applicable free factors in the model estimated understudies' execution. The specialist fused additional free factors to control for contrasts in the understudies at each grade school, for example, the social structure of the student body, and associate quality measures like normal Continuous Assessment Test (CAT) scores. Constructive deviation indicated variables that were related to the better size of primary pupils requiring remedial instruction in Nakuru County.

3.9 Data Analysis
Data collected were subjected to quantitative and qualitative analysis. According to Hordijk (2007) allows us to discover how people give meaning to their lives in a very flexible manner. When the data had been collected from the respondents, it was first edited to remove mistakes in the responses that would 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 20). The data were then analyzed to general frequencies and percentages.
The quantitative information were sorted out into manageable form and coded to require section into the PC. This was done as such as to draw out the attributes of the information to encourage depiction, understanding and generalization.

Qualitative information were outlined and dealt with into topics and classifications. They were then deciphered to give meaning. Conclusions were then made in like manner. Results from the data revealed in part that remedial teaching improved pupils’ performance in English language in public primary schools in Nakuru County. The analyzed data were presented in form of figures and tables.

3.10 Logistical and Ethical Considerations

In his work, Orodho (2009) underscores the noteworthiness of calculated and moral issues that each scientist must know before attempted an exploration thesis and proceeding to the field. Along these lines, before setting out on the review, the analyst needed to look for consent from the applicable authorities to look for their endorsement and co-operation. The respondents were informed and assured of confidentiality. For the respondents to remain anonymous, they were not required to give their names and notified of the same before answering the questions.

3.11 Summary

The third chapter explicitly presented the description of the procedures and strategies used in the research together with location the of study, target population, sample and sampling procedures, data collection methods, research instruments, pilot study, validity
and reliability of research instruments, data collection procedures and data analysis. The next chapter dwells on the findings of the study.
CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSIONS

4.1. Introduction

The chapter contains the findings presentation, interpretation, and discussions of the analyzed data by objectives from the 18 public primary schools sampled for the study in Nakuru County. The study examined the relationship between pupils’ performance before and after remedial teaching in English language. The data was discussed alongside the literature and organized according to the objectives which formed the main themes.

The following objectives guided the study:

i. To find out if there were any significant differences in pupils’ performance of English language before and after remedial lessons in public primary schools in Nakuru County;

ii. To find out the basis for the remedial lessons in English language and their influence on pupils’ performance in public primary schools in Nakuru County;

iii. To determine the extent to which approaches used in delivering remedial lessons in English language influence pupils’ performance in public primary schools in Nakuru County; and

iv. To determine the extent to which challenges encountered in remedial teaching in English language influence pupils’ performance in public primary schools in Nakuru County.
4.2 General and Demographic Information

4.2.1 General Information

The study had a sample size of 108 which constituted of 54 pupils, 18 class seven teachers of English language, 18 parents and 18 head teachers of the sampled schools for the study. Fifty one who account for majority (94.44%) pupils, fifteen who account for most (83.33%) class seven teachers of English language, sixteen who account for majority (88.89%) head teachers and eighteen who account for all (100%) parents of the sampled schools responded to and returned their questionnaires duly filled, contributing to the response rate of one hundred who account for majority (91.67%). Most of the questionnaires were personally administered with only a handful sent to the respondents. According to Mouton and Babbie (2001), a response rate of 50% is considered adequate, 60% good, 70% what's more, finished is fantastic for investigation and measurable reporting. Subsequently the great response rate was because of additional endeavors that were made by means of individual calls and graciousness visits to remind the respondents to fill-in and restore the questionnaires.

4.2.2 Demographic Data

The respondents were drawn from public primary schools in Nakuru County. In this section pupils were required to identify school type by indicating boys’, girls’ or mixed. The pupils too, were required to indicate whether their schools were in the urban or rural area. The responses show the distribution of the participants in table 4.1.
Table 4.1: Type and Location of the Participating Schools

<table>
<thead>
<tr>
<th>Schools Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed</td>
<td>403</td>
<td>85.0</td>
</tr>
<tr>
<td>Boys’</td>
<td>25</td>
<td>5.3</td>
</tr>
<tr>
<td>Girls’</td>
<td>46</td>
<td>9.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Location</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>51</td>
<td>10.8</td>
</tr>
<tr>
<td>Rural</td>
<td>423</td>
<td>89.2</td>
</tr>
</tbody>
</table>

Source: Pupils’ Questionnaires field work (2017)

Table 4.1 shows that more than three quarters (85%) of the pupils were from mixed schools and majority (89.2%) were rural schools in the County. Pupils in urban schools may experience different environmental issues from those in rural schools. However, the remedial teaching concepts and factors leading to its provision are similar.

As regards the gender distribution, the pupils were required to indicate either male or female. The response is revealed in table 4.2

Table 4.2 Gender Distributions of the Pupils

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Interview schedule for pupils’ field work (2017)

From table 4.2 the gender of the pupils indicates more than half of the respondent where thirty who account for (56%) were females and twenty four who account for (44%) were males. While gender presentation was in favor of the female pupils the study did not categorize the responses on remedial lessons as per the gender of the respondents.
However, the findings in this study may to the extent of this disparity of gender distribution, represent the views of female pupils.

4.3 Teachers’ Levels of Training and Preparedness

In this section, study projected to determine the teachers’ levels of training and preparedness in handling remedial teaching of English language in public primary schools. This was established by assessing their training, experience, methods of teaching and attitude in respect to remedial lessons. This was important because as noted by Kivuva (2001) and Geoffrey (1998) factors affecting implementation of any innovation include teachers’ levels of training in the particular curriculum area.

4.3.1 Teachers’ Level of Academic Qualifications

The participating teachers were requested to indicate their highest academic qualification. About three quarters of the teachers had a graduate level of education while less than a quarter were diploma holders with just a handful having attained a Masters Level. The teachers’ responses are captured in table 4:3.

Table 4.3 Teachers’ highest academic qualification

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPE/KCPE</td>
<td>1</td>
<td>2.0</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>KCE/KCSE</td>
<td>11</td>
<td>21.6</td>
<td>73.3</td>
<td>80.0</td>
</tr>
<tr>
<td>A-Level</td>
<td>2</td>
<td>3.9</td>
<td>13.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>2.0</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>29.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaires field work (2017)
The findings in table 4.3 of frequencies shows the teachers who responded according to their highest academic qualification showed that eleven accounting for nearly three quarters (73.3%) of the teacher of English language had a qualification of KCE/KCSE. The study also found that one accounting for only the minority nearly tenth (6.7%) of teachers of English language had CPE/KCPE. A minority nearly a tenth (6.7%) of teachers of English language had any other as highest academic qualifications. Slightly more than a tenth (13.3%) of the teachers of English language has their highest academic qualification being A-level. In conclusion, most teachers of English language have their highest qualification being KCE/KCSE.

4.3.2 Teachers’ Level of Professional Qualifications

The participating teachers were requested to indicate their highest professional qualification. The findings are captured in table 4.4

Table 4.4 Teachers’ highest professional qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTE certificate</td>
<td>6</td>
<td>11.8</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>5.9</td>
<td>20.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Degree</td>
<td>5</td>
<td>9.8</td>
<td>33.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>2.0</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>29.4</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Teachers’ Questionnaires field work (2017)
From the frequency table 4.4, the study shows that more than a third (40%) of the teachers of English language handling remedial classes had their highest professional qualification being PTE certificate, while a fifth (20%) had their highest professional qualification being holders of diploma certificate. A third (33.3%) showed that the teachers of English language handling remedial classes are Degree holder, while nearly a tenth (6.7 %) the study showed had a master degree as highest professional qualification. The study showed that majority of the teachers of English language handling the subject is well qualified.

4.4. The Pupils’ Performance Before and After Remedial Teaching

The first task of this study was based on the first objective of the study thus: “To establish if there were any significant differences in pupils’ performance before and after remedial lessons in English language in public primary schools in Nakuru County.” To do this, a document analysis primed from the sampled schools indicating class seven pupils’ mean scores of English language obtained from the monthly evaluation tests before and after remedial teaching was prepared illustrated in Table 4.5.
Table 4.5: Mean scores in English language from the schools sampled for the study

<table>
<thead>
<tr>
<th>Schools sampled</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Av. Means</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Av. Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>29.14</td>
<td>29.99</td>
<td>32.17</td>
<td>30.43</td>
<td>30.51</td>
<td>35.26</td>
<td>41.12</td>
<td>35.63</td>
</tr>
<tr>
<td>2. B</td>
<td>32.47</td>
<td>34.63</td>
<td>33.89</td>
<td>33.66</td>
<td>33.92</td>
<td>35.71</td>
<td>41.94</td>
<td>37.19</td>
</tr>
<tr>
<td>3. C</td>
<td>42.23</td>
<td>44.25</td>
<td>44.37</td>
<td>43.62</td>
<td>46.86</td>
<td>48.39</td>
<td>56.97</td>
<td>50.74</td>
</tr>
<tr>
<td>4. D</td>
<td>36.28</td>
<td>36.92</td>
<td>39.18</td>
<td>37.46</td>
<td>39.77</td>
<td>41.85</td>
<td>47.38</td>
<td>43.00</td>
</tr>
<tr>
<td>5. E</td>
<td>44.76</td>
<td>45.76</td>
<td>47.05</td>
<td>45.86</td>
<td>52.57</td>
<td>56.99</td>
<td>64.72</td>
<td>58.03</td>
</tr>
<tr>
<td>6. F</td>
<td>45.31</td>
<td>42.68</td>
<td>47.47</td>
<td>45.15</td>
<td>49.11</td>
<td>52.37</td>
<td>56.29</td>
<td>52.59</td>
</tr>
<tr>
<td>7. G</td>
<td>47.42</td>
<td>50.12</td>
<td>49.44</td>
<td>48.99</td>
<td>55.89</td>
<td>60.44</td>
<td>66.26</td>
<td>60.86</td>
</tr>
<tr>
<td>8. H</td>
<td>42.35</td>
<td>39.09</td>
<td>44.24</td>
<td>41.89</td>
<td>46.29</td>
<td>49.18</td>
<td>55.07</td>
<td>50.18</td>
</tr>
<tr>
<td>9. I</td>
<td>44.07</td>
<td>45.05</td>
<td>44.98</td>
<td>44.70</td>
<td>49.14</td>
<td>52.62</td>
<td>57.56</td>
<td>53.11</td>
</tr>
<tr>
<td>10. J</td>
<td>38.49</td>
<td>38.09</td>
<td>42.37</td>
<td>39.65</td>
<td>43.77</td>
<td>46.85</td>
<td>50.72</td>
<td>47.11</td>
</tr>
<tr>
<td>11. K</td>
<td>28.99</td>
<td>31.04</td>
<td>30.98</td>
<td>30.34</td>
<td>29.78</td>
<td>34.79</td>
<td>39.54</td>
<td>34.70</td>
</tr>
<tr>
<td>12. L</td>
<td>49.68</td>
<td>52.52</td>
<td>55.06</td>
<td>52.42</td>
<td>58.22</td>
<td>64.68</td>
<td>72.16</td>
<td>65.02</td>
</tr>
<tr>
<td>13. M</td>
<td>42.19</td>
<td>40.67</td>
<td>43.58</td>
<td>42.15</td>
<td>46.14</td>
<td>49.33</td>
<td>56.08</td>
<td>50.52</td>
</tr>
<tr>
<td>14. N</td>
<td>46.73</td>
<td>45.93</td>
<td>48.66</td>
<td>47.11</td>
<td>50.00</td>
<td>53.95</td>
<td>62.32</td>
<td>55.42</td>
</tr>
<tr>
<td>15. O</td>
<td>44.54</td>
<td>47.72</td>
<td>45.69</td>
<td>45.98</td>
<td>50.38</td>
<td>54.06</td>
<td>58.26</td>
<td>54.23</td>
</tr>
<tr>
<td>16. P</td>
<td>39.07</td>
<td>38.67</td>
<td>43.12</td>
<td>40.29</td>
<td>46.77</td>
<td>48.32</td>
<td>57.83</td>
<td>50.97</td>
</tr>
<tr>
<td>17. Q</td>
<td>39.35</td>
<td>41.52</td>
<td>41.93</td>
<td>40.93</td>
<td>40.86</td>
<td>46.12</td>
<td>52.86</td>
<td>46.61</td>
</tr>
<tr>
<td>18. R</td>
<td>32.56</td>
<td>36.47</td>
<td>35.23</td>
<td>34.75</td>
<td>36.32</td>
<td>38.49</td>
<td>45.09</td>
<td>39.97</td>
</tr>
<tr>
<td>Total mean scores</td>
<td>725.63</td>
<td>741.12</td>
<td>769.41</td>
<td>745.38</td>
<td>806.30</td>
<td>869.40</td>
<td>982.17</td>
<td>885.96</td>
</tr>
<tr>
<td>Av. mean scores</td>
<td>40.31</td>
<td>41.17</td>
<td>42.75</td>
<td>41.41</td>
<td>44.79</td>
<td>48.30</td>
<td>54.57</td>
<td>49.22</td>
</tr>
</tbody>
</table>

Source: Document Analysis field work (2017)

Table 4.1, shows the three monthly mean scores for class seven pupils captured from each of the 18 sampled schools before and after remedial teaching giving a total of 108 altogether. From the table, the following schools obtained the highest mean scores before and after remedial education. An average mean of 52.42 was achieved by school L before remedial teaching while after remedial instruction got 65.02 with a mean
difference of 12.60. School G recorded a mean score of 48.99 before remedial education while it recorded 60.86 after remedial teaching with a mean difference of 11.87. School O recorded 45.98 before remedial instruction while it recorded 54.23 after remedial teaching with a mean difference of 8.25. School E recorded an average mean of 45.86 while it recorded 58.03 after remedial teaching with a difference of 12.57. The big standard mean differences of 12.20, 11.87, 8.25 and 12.57 respectively for the schools that performed well before and after remedial teaching imply that schools that performed better before remedial instruction performed even better after remedial teaching. This is in line with Mboi and Nyambedha (2013) observed that the general feeling of Kenyan teachers is that remedial teaching helps relatively strong pupils to perform better in national examinations because of the extra questions provided for revision.

On the other hand, the following schools recorded the lowest average mean scores before and after remedial teaching. School K had the lowest average mean score of 30.34 before remedial teaching while it recorded 34.70 after remedial teaching with a mean difference of 4.36. School A had a mean score of 30.43 before remedial teaching while it recorded 35.63 after remedial teaching with a difference of 5.2. School B had an average mean score of 33.66 before remedial instruction while it recorded 37.19 after remedial education with a mean difference of 3.53. School R also recorded one of the lowest average mean of 34.75 while it recorded 39.97 after remedial teaching with a mean difference of 5.22. The small standard means differences of 4.36, 5.2, 3.53 and 5.2 respectively for the schools that performed poorly before and after remedial
teaching imply that pupils who did not do well before remedial teaching had little improvement even after remedial teaching.

The schools that recorded the highest average mean scores before remedial teaching were the same ones that recorded the highest average mean scores after remedial teaching and vice versa. This implies that pupils who originally had the higher test scores gained more compared to less able pupils. The results further shows that the percentage performance trend after remedial teaching were much higher than those of pupils before the remedial teaching. This is an implication that pupils who are given remedial lessons perform better academically and are thereafter placed to join a good secondary school. This would therefore imply that remedial teaching is an intervention measure for all pupils in order for them to perform well.

The mean scores below 50% before remedial lessons were fifty-one which accounts for 94.44 percentile while after remedial teaching they were thirty which account for 55.56 percentile making a difference of 38.88 percentile. This implies that the mean scores before remedial education were spread mainly between the first half while after remedial instruction they were well spread between the second half.

On the other hand, the average mean scores above 50% before remedial lessons were two which account for 5.56 percentile while after remedial lessons they were twenty-five which account for 46.30 percentile with a difference of 40.74 percentile. This implies that the implemented remedial teaching proved to be effective in recovering almost all the pupils in English Language to average and above performers.

The average means before remedial teaching for test 1, 2 and 3 were; 40.31, 41.17 and 42.75 respectively. The average means for the three mean scores was 41.41 while the
average difference between the initial and the final test was 3.84. This implies that there was a slight improvement from the initial towards the final assessment before remedial teaching.

The common means of test 1, 2 and 3 after remedial teaching were 44.79, 48.30 and 54.57 respectively. The average mean for the three mean scores after remedial instruction was 49.22 while the average distinction between the initial and the final assessment was 9.79. This implies that there was a significant improvement in performance from the original test towards the final evaluation of remedial teaching.

The mean of means for the three tests before remedial education was 41.41 while after remedial instruction was 49.22 making a difference of 7.81 between them. The results demonstrate that there was a significant mean difference between the groups. The average scores after remedial teaching showed constant notable general improvement from the initial test towards the final assessment. The findings are supported by Waweru, Nyagosia & Njuguna (2013), concluded that educators in Kenya consider arrangement of therapeutic instructing as a mediation system to address the shortcomings depicted by pupils before they take the national examinations. By and large the remedial lessons turned out to be successful in enhancing the learning academic performance of the pupils in English Language.

The analysis of variance (ANOVA) was applied to confirm if there were significant mean differences on the academic performance of pupils before and after remedial teaching in public primary schools in Nakuru County. The critical F-value at $\alpha = 0.05$ level of significance is $F_{0.05, 2, 51} = 3.18$. 
The data analysis before remedial teaching F-test calculated = 0.7003 is less than the critical F-value 3.18 level of significance; the null hypothesis was accepted and concluded that there were no statistically significant mean differences or variations before the remedial teaching both between and within the groups. This implies that there was no difference in the low mark performance of the standard seven pupils in English language before remedial teaching in the first term both between and within the groups of pupils who participated in this study. This further, implies that the performance of the standard seven pupils was relatively the same on average before the remedial teaching was conducted. The issues of the inconsistency of performance before the effect of remedial instruction is explained in the pupils’ assessment marks of English language. This high equivalent is critical before applying the remedial lessons. After remedial teaching, the F-test statistic 7.556 is greater than the critical F value at α = 0.05 = 3.18 level of significance. Therefore, the null hypothesis was rejected and concludes that there are significant differences in the mean performance by the standard seven pupils in English language both between and within the groups after the remedial lessons in the third term of the year. Thus, the results of the analysis demonstrate that there was an improved average performance of the standard seven pupils after the remedial teaching. It then shows the less complexity of the milieu where the effect of remedial education is robust enough to recover all the pupils to around average and above performers.

The comparative analysis also explains the differences of pupils in achieving essential learning competencies in English language. This, therefore, implies that remedial teaching techniques had a substantial effect on improving skills in English language for
pupils in public primary schools in Nakuru County. The responses were triangulated with responses from teachers where in an open-ended question they gave their opinion on whether remedial lessons improve pupils’ performance of English language. A teacher from Subukia Sub-County opined that:

“A teacher can instruct at a slower pace, providing more repetition and reinforcement, when pupils are initially less prepared, but with a group of initially higher achieving pupils, the teacher may build the many-sided quality of the assignments and pupils can learn at a quicker pace.”

From the excerpt, it implies that remedial teaching allows teachers to focus and adjust the pace of instruction to pupils’ needs. Pupils learn systematically and are able to retain information for a long time. The situation is likely to make pupils do well in their academic performance.

Further, another teacher from Njoro Sub-County narrated that:

“During remedial teaching, the sitting plan was unique where the pupils sat around like in a conference, unlike the traditional class where pupils sat like passengers boarding a bus and could not interact much. In the remedial lessons, the pupils interacted with themselves and with material more freely as learning is more collaborative. The teacher’s role was to guide the pupils as they manipulated the learning. The pupils were able to attain the concepts well since much of the learning they were involved.”

The analysis indicates that in the remedial lessons, learning was better coordinated, real and improved pupils’ retention of learned facts. In that way, remedial lessons are vital in assisting pupils so that they could better their grades.
In an open-ended question on the influence of remedial lessons in improving pupils’ academic performance of English language, one of the head teachers from Njoro Sub-County too, posited that:

‘‘Remedial lessons increased teacher-pupil presence in the classroom thus enhancing more interaction as pupils achieve more academically in the learning process. The lessons further help teachers in going down to individual pupils and assist them with their unique challenges’’

From the excerpt, it implies that the use of remedial lessons improves pupils’ academic performance as it allows teachers to have more time with pupils of instruction to pupils’ needs. The findings find support by Boylan et al. (1999) agreed that remedial teaching was the overall movement to assisting pupils so that they can better their grades. The superior performance of English language for pupils after remedial lessons was potentially due to a better choice of teaching methods and the stronger incentives faced by teachers.

In an open-ended question where teachers were asked to give reasons for supporting remedial teaching, a teacher of English language from Kuresoi Sub-County narrated that:

‘‘When I attended an interview for headship in the public primary schools, the first question I was asked was to give my subject means scores for the last three years. I was told to go and improve on the average mean scores since they were not good before I could go for another interview. They did not ask me further questions. I then realized that it was important to post good grades for my pupils as this could also boost me during interviews in future.’’
From the excerpt, it is worth noting that pupils’ good performance for a teacher was also professed as a stepping-stone to a tenured civil service position or promotion to an administrative post within or without the teaching profession.

4.5. Provision of Remedial Lessons of English language in Primary Schools

The second task of this study was based on the second objective of the study thus:’ To find out the basis for the remedial lessons in English language and influence on pupils’ performance in primary schools in Nakuru County.’” The respondents were asked to react to items that sought to establish the persons who organized pupils for the remedial lessons, work covered, duration the remedial lessons lasted and reasons for continued remedial teaching.

On pointing out persons who organized pupils for the remedial lessons, pupils’ response are presented in table 4.6

Table 4.6: Pupils’ response on persons who organized for the remedial lessons

<table>
<thead>
<tr>
<th>Persons</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>9</td>
<td>17.65</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>33</td>
<td>64.71</td>
</tr>
<tr>
<td>Pupils</td>
<td>1</td>
<td>1.96</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
<td>9.80</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>5.88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Pupils’ interview schedule field work (2017)*

Table 4.6: shows that of the 51 pupils who responded, thirty three who account for nearly two-thirds (64.71%) indicated that head teachers organized for the remedial teaching, nine who account for nearly a fifth (17.65%) indicated the teachers, one who
account for an insignificant (1.96%) pointed out pupils, five who account for nearly a tenth (9.80%) said parents and three who account for less than a tenth (5.88%) did not offer a response to that question. The study found that the head teachers were the main organizers of the remedial teaching.

The responses were triangulated with those of teachers shown in table 4.7

Table 4.7: Teachers’ response on persons who organized for the remedial.

<table>
<thead>
<tr>
<th>Factor</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
<td>40.00</td>
</tr>
<tr>
<td>Pupils</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers’ Questionnaires field work (2017)

Table 4.7 shows that a total of 15 teachers were interviewed, where one who justify for nearly a tenth (6.67%) noted that the pupils were organized by the teachers to attend remedial teaching, six who account for slightly more than a third (40.00%) indicated head teachers, two who account for slightly more than a tenth (13.33%) indicated the pupils, five who account for a third (33.33%) indicated parents while one who account for nearly a tenth (6.67%) did not offer a response to that question. The study established that head teachers organized for the remedial teaching.

The responses were triangulated with those of parents illustrated in Table 4.8
Table 4.8: Parents’ response on who organized pupils for the remedial.

<table>
<thead>
<tr>
<th>Factor</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3</td>
<td>16.67</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>Pupils</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Parents</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>5.56</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Parents’ interview schedules field work (2017)*

Table 4.8 shows that the responses indicated a similar trend where an interview schedule administered to the 18 parents indicated that eight who account for slightly less than a half (44.44) indicated the head teachers organized pupils for the remedial lessons, three who account for nearly a fifth (16.67%) indicated teachers, two who account for slightly more than a tenth(11.11%) indicated pupils, four who account for slightly more than a fifth (22.22%) indicated parents while one who account for less than a tenth (5.56%) was undecided. From the findings it can be argued that the decision to have remedial teaching in schools is mainly organized by head teachers assisted by parents. The finding that head teachers are seen to be the key decision makers as regards remedial teaching could be due to the fact that they are accountable when pupils do not perform well. Mboi & Nyambedha (2013) contend that decisions to conduct remedial lessons are made during Parents Teachers Association (PTA) meetings where pupils are not allowed to participate.

To identify the work covered during remedial teaching, teachers’ responses are illustrated in Table 4.9.
Table 4.9: Teachers’ responses regarding work covered during remedial.

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of work covered</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>Syllabus coverage/new work</td>
<td>6</td>
<td>40.00</td>
</tr>
<tr>
<td>Evaluation/tests</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers’ Questionnaires field work (2017)

Table 4.9 shows 15 teachers were interviewed, where seven who account for nearly a half (46.67%) indicated revision of work covered was done during remedial teaching, six who account for more than a third (40.00%) indicated coverage of new work/syllabus while two who account for slightly more than a tenth (13.33%) indicated evaluation/test. This implies that time available for syllabus coverage is inadequate and therefore need for more time. This study finds support with Bereiter (1985) posits that an important aim of remedial teaching is to teach at a faster rate than regular education (mainstream classroom).

It is evident from the findings that remedial teaching helps in revision of more work and syllabus coverage thus increasing individual’s strengths to decrease their weaknesses. This concurs with Ngugi’s (2014) A commentary that is creating more instructions is seen as the handiest way to cowl the syllabus because it's miles too wide and in many colleges, there's maddening strain to finish the curriculum at many ranges. Colleges create instructions out of doors of the normal each day college timetable, and instructors can squeeze in a minimum of four greater lessons daily for the duration of the college period calendar which has enabled instructors to preserve imparting remedial teaching with none detection. This, therefore, puts to question the implementation of different
co-curricular activities. On pointing out the length of time a remedial lesson lasted, pupils’ responses are captured in table 4.10.

Table 4.10: Pupils’ Response on Duration a Remedial Lesson Lasted

<table>
<thead>
<tr>
<th>Time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 minutes</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>35 minutes to 1 hour</td>
<td>6</td>
<td>11.76</td>
</tr>
<tr>
<td>1 hour to 1 hour 35 minutes</td>
<td>33</td>
<td>64.71</td>
</tr>
<tr>
<td>1 hour 35 minutes to 2 hours</td>
<td>10</td>
<td>19.61</td>
</tr>
<tr>
<td>More than 2 hours</td>
<td>2</td>
<td>3.92</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils’ interviews schedules field work (2017)

Table 4.10 shows that out of the 51 pupils interviewed, thirty three who account for nearly two thirds (64.71%) indicated that remedial lessons in their schools lasted for 1 to 1 hour 35 minutes, ten who account for nearly a fifth (19.61%) indicated 1 hour 35 minutes to 2 hours, six who account for slightly more than a tenth (11.76%) indicated 35 minutes to 1 hour, two who account for an insufficient (3.92%) indicated more than 2 hours and none indicated 35 minutes. The findings infer that the time accessible for syllabus covering is insufficient and hence the requirement for additional time. This is in concurrence with Mboi and Nyambedha (2013) who report that 97.2% of the students like therapeutic showing since it finishes syllabus and modify for examinations. This study found that there were increased interactions between teachers and pupils with materials, it was more of collaborative learning where more senses were involved and therefore pupils could acquire more skills and knowledge, thus their performance improved tremendously. This finds further support with Bray et al (1999) concludes that while there have not been many investigations that specifically measure the impacts of
remedial lessons on pupils, there are indications which propose that remedial education accomplishment.

The responses were triangulated with responses from teachers which indicated a similar trend where ten who account for two thirds (66.67%) pointed out that remedial teaching lasted between 1 hour to 1 hour 35 minutes, three who account for a fifth (20%) indicated 1 hour 35 minutes to 2 hours, two who account for slightly more than a tenth (13.33%) indicated 35 minutes to 1 hour, one who account for nearly a tenth (6.67%) indicated more than 2 hours, while none indicated 35 minutes. The findings imply that remedial lessons lasted longer than a normal lesson of 35 minutes in upper primary school. The lessons took too long as teachers spent more time with their pupils in teaching and learning beyond the normal class time while in school.

In an open ended question where teachers were asked to give reasons for conducting remedial classes for class seven, a teacher from Gilgil sub-county narrated that:

‘‘We go for class seven because they are mature and they can take extra strain. We also need to sharpen them for their KCPE examinations otherwise they will fail and bring the school mean grade down.’’

From the analysis, it can be concluded that class seven pupils had covered much of the work in the curriculum and what they now needed was handling examinations. They needed to understand the way to handle examinations exhaustively.

In an interview schedule administered to school head teachers showed that twelve who account for three quarters (75%) indicated that remedial teaching took 1 hour to 1 hour 35 minutes and was offered in their schools outside normal class time. This is in
agreement with Bray (1999) remedial lessons often take place in the evenings, early in the morning and sometimes weekends in the school.

The duration of teaching and learning varies with institutions and the needs of the pupils though it was usually longer than the normal class lesson. This implies that a number of important activities like sports, music drama have little or no place in the life of pupils. In support, Ngugi (2014) concurs that tragically, it is the defenseless pupils who endure the worst part of remedial instruction and are normally denied an opportunity to explore other non-scholastic abilities. More so neglect to create other social aptitudes other than being victimized of their opportunity to be youngsters. The study further, found that teachers and pupils interacted more because of the time created to attend the remedial teaching. There was improved attention to weak pupils, therefore improving the general performance of pupils in English language.

When asked to indicate if they would like remedial teaching to continue being offered in schools or not, pupils’ responses are reported in table 4.11

Table 4.11: Pupils’ response on support for continued remedial.

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>82.35</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>17.65</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Pupils’ interview schedules field work (2017)

Table 4.11 shows that out of 51 pupils interviewed forty two who account for more than three quarters (82.35%) would like remedial teaching to continue being offered, while nine who account for nearly a fifth (17.65%) were against. The study found that most pupils supported remedial lessons. The pupils cited coverage of the broad syllabus and
revision as reasons for supporting remedial teaching. The few who did not support remedial teaching indicated that they desired time to relax and advance on their talents; it bored them as they needed time for individual study. These views were consistent with those of Kenyan head teachers who argue that remedial teaching is necessary to complete the syllabus due to overloaded curriculum (KESSHA, 2012). Minority of the pupils who represent 17.50% did not bolster remedial teaching since they felt that they required time to unwind and enhance their talents, it was a wellspring of negative connections amongst educators and students, it increments budgetary weight to guardians and denies them time for singular investigation. Further, the avocation to direct remedial instruction for students depends on the contention that the elementary school educational programmes can't be actualized in full inside the prescribed time (Abagi & Odipo, 2005).

The responses were triangulated with responses from teachers which indicated a similar trend where twelve teachers who account for three fifths (80%) supported remedial teaching to continue being offered, while three who account for a fifth (20%) were not in support. This is an indication that teachers greatly supported remedial teaching. This is because pupils compete for places in secondary schools and this must be accomplished through great performance in national examinations. These discoveries were predictable with an investigation directed in Hong Kong by Yung and Bray (2016) note that educators were sure about remedial instruction for it helped them to distinguish requirements of individual pupils and where the normal tyke in the remedial group scored at the 66th percentile of the understudies in the no therapeutic or control grouping. The responses were triangulated with responses from teachers which
indicated a similar trend where in an open ended question; a teacher from Njoro Sub-County remarked that:

“The best way for a teacher to improve his/her efficiency is through careful examination of their efficacy and staying abreast of new work in English language. There is nothing as good as a teacher knowing that his/her teaching is having a positive impact on a pupils’ academic performance of English language since it was used to interpret other subjects which were also testable using English language in the Kenya national examinations”

From the excerpt it can be concluded that remedial teaching enabled instructors to realize a sense of meaning in their work. This finds support with Ho Nga Hon (2010) noted that remedial teaching providers in Hong Kong regard remedial teaching as a method for self-acknowledgment. Through instructing pupils, educators can understand their possibilities and capacities and thus pick up fulfillment and a feeling of significance. An instructor in a similar report commented that there was a tremendous feeling of fulfillment in redressing his pupils’ awful conduct and state of mind. Being regarded, required, acknowledged, expressed gratitude toward and watched over by the two parents and pupils, enabled instructors to discover a feeling of significance in their work.

Further, another teacher of English language from Nakuru North Sub-County in an open ended question narrated that:

“A number of issues prompted to the loss of time during the 14 weeks of a term like; seminars for teachers on Laptops, Tusome Initiatives, Early Grade Mathematics and teachers’ strikes among others. To solve the problem, teachers
set targets of the year and create time as they work for it. Before the year ends, they have a number of sittings to benchmark what they have covered and what they were not able to cover. Teachers will then give reasons for not covering the work and show how they will cover the work. After three weeks, internal inspection is normally conducted by the head of English language panel to find out about the coverage.”

From the excerpt it implies that there were a number of interruptions during the normal school learning program and that it was vital to create time for the remedial lessons to compensate for the lessons that were lost. This finds support with Kasran et al, (2012) who maintains that the remedial teaching are endeavors in instruction to cover what was not covered well at one point in the learning process and to overcome pupils learning challenges and issues in primary schools, especially centered around the essential aptitudes of perusing, and composing under the protection of extraordinary instructors who have unique preparation in the subject. Further, Olatoye and Ogunkola (2008) posits remedial teaching is a deliberate effort by instructors to cover what was not covered amid normal learning and fortify enhanced scholarly performance and general academic direction and support.

Table 4:12 Head teachers’ responses on support for continued remedial.

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve performance</td>
<td>10</td>
<td>62.50</td>
</tr>
<tr>
<td>For schools’ prestige</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>For individual prestige</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Need to earn extra money</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Head teachers’ Questionnaires field work (2017)
Table 4.12 shows that of the 16 head teachers interviewed, ten who form nearly two thirds (62.50%) pointed out that the head teachers supported remedial teaching to improve performance of English language, while two who form slightly more than a tenth (12.50%) indicated the schools’ prestige, three who form nearly a fifth (18.75%) cited for individual prestige and one who form a scanty (6.25%) indicated the need to earn extra money. This is an indication that the head teachers supported remedial teaching by the fact that English language was tested in KCPE, its curricular requirements and to cover the syllabus to improve its performance. This therefore, implies that head teachers are motivated more by educational demands to conduct remedial lessons. The findings seem to find support from Otieno (2013) who posits that pupils are only taught to pass examinations at the expense of other curricular objectives. Also the findings concur with argument by Ministry of Education (MoE) that pupils are only taught to pass examination and that teachers only concentrate on aspects that are to be examined and skip the core values.

The researcher probed more from the head teachers on whether remedial teaching should continue to be offered or not. A head teacher from Njoro Sub-County indicated that:

“The core point of remedial teaching of English language for pupils in public primary schools is an intervention strategy as it engages pupils through continuous assessment tests. It is only during this time that a teacher takes responsibility of analyzing a pupils’ work through informed
actions that tremendous improvement can be achieved. Therefore remedial teaching will always be there”

From the analysis, the study found that remedial teaching was an intervention strategy to address pupils’ weaknesses in order for them to perform well in examinations. This finds support from Tansley & Panckhurst (1981) who expressed that the appraisal of a tyke's status ought to be trailed by a few types of mediations through remedial teaching. In the territory of best methodologies for intercession, Gallagher (2005) in his "fruitful insight" hypothesis that achievement relies upon centering and expanding person's qualities to diminish their weaknesses.

In an interview schedule administered to parents showed that eighteen who justify all (100%) the parents indicated that they fully supported remedial teaching in schools. They had a number of reasons for their support where, a parent from Kuresoi Sub-County said:

“Teachers intentionally skipped important areas testable in English language in the Kenya national examinations during the normal class lessons only to handle those areas during remedial lessons. We therefore have no otherwise but just to support remedial lessons of English language for pupils in public primary schools to be continued.”

From the narrative, it implies that remedial teaching in schools is a well calculated move by teachers to manipulate money from the parents. It is also hard to stop paid remedial teaching since it found support from head teachers as well as teachers and most parents.
In further support of remedial teaching, a parent from Molo sub-county narrated that:

“I am much more relieved when my children are tied to teachers for remedial lessons. Teachers are a good custodian when we are busy looking for our children’s fees, food and other income generating activities. Teachers are good disciplinarians of our children. I do not wish to experience incidents such as the one where pupils were arrested in a disco because they were away from school during the teachers’ strike.”

From the analysis it can be concluded that parents felt relieved when the pupils were in the hands of teachers during the remedial lessons. The pupils were kept busy away from their homes as parents got humble time to do other roles for their families.

In further support of remedial teaching, a parent from Naivasha Sub-County posited that:

“Most teachers preoccupy themselves with non-core school activities at the expense of teaching, apparently to cover the lost time during remedial teaching. The thinking behind this, it seems was to ensure that paid remedial teaching gradually became necessity for all children whether they are performers or not. The sacred truth is that remedial teaching, as offered today, is no more than a scheme worked out by teachers with tacit support from their unions to extort cash from parents in utter defiance of government guidelines.”

The excerpt indicates that the support for remedial lessons in English language for pupils in public primary schools, found support from a good number of people and for a good number of reasons. The reasons for their position was that remedial lessons
catered for weak pupils, facilitates revision, remedial compliments normal classes, helps to avoid idleness, facilitates syllabus coverage and improves academic performance in both mean score and individual subjects. The study found that poor family values and upbringing of children was a core basis for the parents’ support for remedial teaching. In concurrence, Orodho (2012) opined that most parents disagreed with the outlaw of paid remedial teaching as most would prefer to have their children away in school than at home so as to have more time for other responsibilities.

4.6. Remedial Teaching Approaches

The third task of the study was based on the third research objective of the study thus: “To determine the extent to which approaches used in delivering remedial lessons in English affect influence pupils’ performance in primary schools in Nakuru County.” The respondents were asked to react to items that sought to establish the various activities of delivering remedial lessons, strategies other than remedial teaching to improve performance of pupils, the extent weak pupils were given individualized attention, preparation of remedial lessons and normal lessons, participated more during remedial lessons than normal classes and the mode teachers were compensated for their time during the remedial lessons. Data is presented in the following sections:

On methods used in remedial teaching, teachers’ responses are illustrated in table 4.13
Table 4.13: Teachers’ response on activities during the remedial.

<table>
<thead>
<tr>
<th>Method</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>7</td>
<td>46.66</td>
</tr>
<tr>
<td>Discussion</td>
<td>3</td>
<td>20.00</td>
</tr>
<tr>
<td>Note taking</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Experiment</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Lecture</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Teachers’ Questionnaires field work (2017)

Table 4.13 shows that of the 16 teachers interviewed, seven who account for nearly a half (46.66%) and three who account for a fifth (20.00%) respectively preferred the activities of revision and discussion in conducting their remedial lessons. The findings reveal that teachers use a combination of teaching techniques that are more collaborative to deliver remedial content. This upholds the earlier findings by Terrence, Kerry, Neville & Ron (2012) that a rich lesson is best delivered through a wide range of teaching and learning activities, with utilization of all the key learning areas. The authors argues that pupils will develop strong sense of how to tackle examinations which is contextualized in real examples, problem solving and with their active participation. These findings are further supported by Diclemente (1992) and Aquilina (2001) who observed that knowledge alone is not enough to change behaviors, values and attitudes. Learning activities that are teacher-centered have proved to be ineffective and the focus should be on learner participation in activities that helps them change behavior using role playing, games and exercises that strengthen their social skills.
When asked to indicate strategies other than remedial teaching that could be used to improve performance of pupils in the English language, teachers’ responses are captured in Table 4.14.

Table 4.14: Teachers’ Responses on strategies other than remedial teaching to improve performance of pupils.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue of revision books to pupils</td>
<td>8</td>
<td>53.33</td>
</tr>
<tr>
<td>Use of group discussion</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td>Recruitment of more teachers</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Pupils to manage their time well</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Teachers’ Questionnaires field work (2017)*

Table 4.14 shows that 15 teachers interviewed eight who account for slightly more than a half (53.33%) preferred to be issued with revision textbooks to improve English language performance, four who account for slightly more than a quarter (26.67%) preferred group discussions, two who account for slightly more than a tenth (13.33%) requested for recruitment of more teachers while one who form slightly less than a tenth (6.67%) said pupils should manage their time well. The study found that the teachers preferred pupils to be issued with revision textbooks so that they could work independently as this could help build their confidence before the examinations. The study finds support with Kremer and Holla (2009) posited separating pupils into groups enable educators to tailor their educational curriculum to weaker pupils, empowering them to learn at their own pace; consequently being favorable circumstances to both high and low performing students.
When asked to indicate the extent weak pupils were given individualized assistance by indicating either, “to a very great extent”, “to a great extent”, “to a moderate extent”, “to a little extent” and “to no extent”, the pupils’ responses are quantified in table 4.15.

Table 4.15: Pupils’ Response on Extent weak pupils were given individualized assistance

<table>
<thead>
<tr>
<th>Extent</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>23</td>
<td>45.10</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>17</td>
<td>33.33</td>
</tr>
<tr>
<td>To a little extent</td>
<td>9</td>
<td>17.65</td>
</tr>
<tr>
<td>To no extent</td>
<td>2</td>
<td>3.92</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Pupils’ interview schedules field work (2017)*

From table 4.15 it is clear that of the 51 pupils who responded, twenty three who account for (45.10%) indicated to a great extent weak pupils were given individualized assistance, seventeen who comprise a third (33.33%) indicated to a moderate extent, nine who comprise nearly a fifth (17.65%) indicated to a little extent, while two who comprise an insignificant (3.92%) indicated to no extent. The study found that remedial teaching assisted pupils to a great extent. This is in line with Becker (2010) who states that the purpose of remedial teaching is to assist weak learners and is analyzed in light of the change on the learning achievement and which is done by appraisal marks. The responses were triangulated with responses from teachers which are illustrated in table 4.16.
Table 4.16: Teachers’ responses on extent weak pupils were given individualized assistance

<table>
<thead>
<tr>
<th>Extent</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>9</td>
<td>53.33</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>6</td>
<td>40.00</td>
</tr>
<tr>
<td>To a little extent</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>To no extent</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Teachers’ Questionnaires field work (2017)*

From table 4.16 it is clear that the responses by teachers indicated a similar trend where nine who account for slightly more than a half (53.33%) indicated to a great extent pupils were given individualized assistance, six who account for slightly more than a third (40.00%) indicated to a moderate extent, while one who account for nearly a tenth (6.67%) indicated to a little extent and none indicated to any extent. Correspondingly Cohen (1990) emphasized that once pupils have figured out how to learn in changing conditions and how to exchange aptitudes and information, they will have an awesome charge over their results and achievement. A teacher of English language from Subukia sub-county pointed out that:

“The classes of remedial teaching in English language for pupils in public primary schools are quite large to about 80. It is therefore quite difficult to cater for individual’s differences thus making remedial teaching to serve its purpose.’’

From the analysis, it can be concluded that remedial teaching is carried out for all pupils in class instead of small groups of underachievers only. This infers a few kids made
next to zero change, and their power and deficiencies were the same regardless of intensive help. This finding is congruent to that of Holland (1989) a few kids gained little ground, and their quality and deficiencies were the same regardless of concentrated help. Students who initially had higher test scores increased more contrasted with less equipped learners.

Further, another teacher from Naivasha Sub-County posited that:

‘‘When delivering remedial lessons, pupils are divided into different ability groups (high, medium and low) and each category is assigned teachers. Teachers can then diagnose areas that require re-teaching and other remedial interventions long before the KCPE. Instituting remedial lessons to assist weak pupils creates a culture of competition and gives pupils confidence’’

From the excerpt, it can be concluded that remedial teaching created serious drilling for competition amongst the pupils. This means that children easily forget what they learned after sitting for their examinations. The findings support Banerjee et al (2007) found that the extensive picks up in test score upgrades were brief, just about a year after programme end, a portion of the impacts held on after some time. This implies that there is rote learning during the remedial lessons. In this regard therefore, a pupil may not make responsible action in the care and protection of quality education.

There are worries that educators will tend to look for high accomplishing pupils if there are motivating forces for pay rewards because of test scores, or basically slight those learners who are too weak, making it impossible to pass (Duflo, Dupas& Kremer 2012). Faultfinders likewise accuse remedial education for troubling pupils with additional
heap in this manner obstructing their general improvement (Chui, 2016). This classification of writing has a tendency to propose that weaker pupils can’t exploit extra physical information sources as a result of their officially low capacity to peruse, compose, and learn (Ulrich et al. 2009). This is an implication that late learners gain very little from the remedial lessons as compared to the quick learners.

In an interview where head teachers were asked to explain what should be done to children who have little or no improvement at all after remedial teaching, they suggested that pupils should be given lessons beyond academic work, counseled and given hope as every child counts. Both, Hunt, Marshall (2002) and Benz et al., (2000) support this finding with their argument that it is possible to extend remedial classes beyond regular coursework to include functional skills and direct work experience. Thus, the teacher involved in remedial lessons should cultivate both social and emotional status of their pupils and ensure they are positively motivated.

When asked to indicate what teachers were given for sparing their time for the extra lessons they conducted, head teachers’ responses shows that of the 16 head teachers interviewed, twelve who account for three quarters (75%) indicated that teachers were given a motivational fee. Four who account for a quarter (25%) indicated presents. The study found that the time teachers spared for the remedial lessons were compensated by a motivational fee agreed upon by the parents and teachers. This finds support with Duflo, Dupas and Kremer (2012) proposals that instructors' performance can be boosted on an esteem included premise, as opposed to in light of end line scores.

The responses from head teachers were triangulated with responses from parents. The responses indicated a similar trend where seventeen who justify majority (94.44%)
indicated motivational fee, while one who justify a scanty (5.56%) indicated presents. Further, some parents who requested anonymity fearing that their children would be victimized however said that:

‘‘We were by no means consulted. We only came to know of the fee when we got the fee structure which indicated Ksh. 2,000 as motivational fee. The fee was not the same in all schools ’’

From the excerpt, the study established that the motivational fee was different from one school to another. To play it safe, the head teachers do not provide parents with receipts once the motivational fee is paid. The study also found that in other instances the motivational fee was arrived at after consultation with parents and such arrangements belonged to particular schools only. However this was contrary to the FPE policy by the ministry of education. Imposition of the levies implies that pupils from low income families risk missing out of primary school education. The findings are supported by Bray (2007) note when some pupils cannot afford to pay fees charged for remedial lessons, the outcome would be inequity in education provision, with the rich being favored by the system

On whether the preparation during remedial teaching was different from that of a normal lesson, teachers’ responses are summarized in table 4.17.
Table 4.17: Teachers’ response on preparation of remedial lessons.

<table>
<thead>
<tr>
<th>Were there differences in preparation during remedial from normal lessons?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Teachers’ Questionnaires field work (2017)*

Table 4.17 shows that out of 15 teachers interviewed, ten who make up two thirds (66.67%) pointed out that teachers of the English language during remedial classes prepare for the lessons while five who make up a third (33.33%) pointed out that teachers of the English language in primary schools’ preparation for remedial lessons were not different from that of the normal lessons. This was an indication that preparations for remedial lessons were different as compared to normal lessons. In conclusion, most of the teachers of the English language prepare well before handling the remedial lessons. This is in line with Duflo, Dupas & Kremer (2011) remedial lessons which just gave information, however not activity based proposals, have by and large neglected to create factually significant enhancements.

Table 4.18: Pupils’ response on the difference of remedial lessons from normal lessons

<table>
<thead>
<tr>
<th>Difference in preparation during remedial from normal lessons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>70.59</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>29.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Pupils’ interview schedules field work (2017)*
Table 4.18 shows 51 pupils were interviewed, where thirty six who represent slightly more than two thirds (70.59%) pointed out that the teachers of English language during remedial classes prepare for the lessons while fifteen who represent nearly a third (29.41%) noted that the preparation for remedial lessons were not different from that of the normal lessons. This was an indication that preparation for remedial lessons was different as compared to normal lessons. In conclusion, most of the teachers of English language prepare well before handling the remedial lessons.

In an open ended question, a pupil from Subukia Sub-County narrated that:

“It is better to miss a normal English language lesson than miss a remedial one. The remedial lessons in English language are so much organized, focused and quite interesting. What teachers teach us during remedial teaching of English language is what we expect in the final Kenya national examinations.”

The excerpt indicates that the pupils had confidence in the remedial lessons in improving their performance. Hardly did the pupils miss the lessons as was the case during the normal lessons. This is in line with Raffick (2004) argues that mostly, remedial teaching is as a result of too much emphasis on national examinations. Many pupils are pressured by both parents and teachers to perform well in the national examinations.

When pupils were asked whether they participated more in class during remedial lessons, they responded as presented in Table 4.19.
Table 4.19: Pupils’ responses on whether they participated more during remedial lessons than normal classes.

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To no extent</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Small extent</td>
<td>7</td>
<td>13.73</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>18</td>
<td>35.29</td>
</tr>
<tr>
<td>Large extent</td>
<td>26</td>
<td>50.98</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Pupils’ interview schedules field work (2017)*

Data on table 4.19 shows that of the 51 pupils interviewed, twenty six who constitute slightly more than half (50.98%) revealed that their teachers were serious to a large extent in teaching during remedial lessons while eighteen who constitute slightly more than a third (35.29%) said teachers were serious at a moderate extent and seven who constitute slightly more than a tenth (13.73%) said teachers were serious at a small extent and none (0.00%) said teachers were serious at no extent. The data implies that teachers were much more committed when conducting remedial teaching than the normal lessons. This shows that remedial teaching was a significant component in teaching and learning process. The study discovers bolster with Mburugu (2012) who discovered that most educator respondents observed that remedial instruction gave extra help to under-accomplishing pupils, empowered both instructors and pupils to improve utilization of their out-of-educational time, complimented the typical classes and enhanced learners' learning.
4.7. Remedial Teaching Challenges

The fourth task of this study was based on the fourth research objective of the study thus: “To determine the challenges encountered in remedial teaching of English language in public primary schools in Nakuru County.” The study sought to address challenges facing the use of remedial teaching in public primary schools in Nakuru County. The respondents were asked to react to items that sought to identify the challenges in communicating remedial teaching content. Pupils’ responses are captured in table 4.20

Table 4.20: Pupils’ responses on challenges encountered in remedial teaching

<table>
<thead>
<tr>
<th>Challenge</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate time</td>
<td>22</td>
<td>43.13</td>
</tr>
<tr>
<td>Motivational fee</td>
<td>11</td>
<td>21.57</td>
</tr>
<tr>
<td>The wide syllabus</td>
<td>9</td>
<td>17.65</td>
</tr>
<tr>
<td>IT tool</td>
<td>7</td>
<td>13.73</td>
</tr>
<tr>
<td>Any other</td>
<td>2</td>
<td>3.92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Pupils’ interview schedules field work (2017)*

The findings on table 4.20 shows that of the 51 pupils interviewed, twenty two who account for 43.13% cited that inadequate time was a serious challenge encountered in remedial teaching, eleven who justify slightly more than a tenth (21.57%) indicated the motivational fee for remedial lessons, nine who account for nearly (17.65%) indicated the wide syllabus, while seven who account for slightly more than a tenth (13.73%) indicated IT tools while two who account for a meager (3.92%) indicated any other. Hence the study found that inadequate time and motivational fee were the greatest challenges.
To further support the finding, a pupil from Njoro sub-county in an open ended question said:

“We sometimes found no time to wash our uniforms and you can imagine how horrible it is when it comes to Mondays with dirty uniforms. Remedial teaching was a big bother to our free moments with friends. We wondered whether our teachers and parents were at all mindful of us. We were not happy about their decisions on remedial classes, we were afraid of them. We wanted to sing songs, play games like soccer and also talk about our families and love lessons in our villages.”

From the analysis, it can be concluded that remedial teaching had unique and diversified challenges in line with different stakeholders and that is why the nature of problems is that they do not have easy solutions as to how best to address the educational needs. The 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 pupils, examination skills were the leading need and therefore in almost all the remedial lessons, pupils sought to cope with examination pressure especially in upper primary level. Social significance of some popular remedial lesson subjects like Mathematics and English are important for pupils’ future careers.

The study finds that not all teachers and pupils are willing to extend beyond the normal class time of 35 minutes per lesson. The unwillingness by some teachers not to go for remedial lessons was attributed to other roles they have at home. There is need to involve all the stake holders on issues of remedial teaching decisions. This discov
bolster from the Guidelines on remedial showing issues by the department of training in Ireland in (1988), pronounced that "a powerful medicinal showing project is a group of endeavors in which the head educator, instructors works with each other, with guardians and with different experts towards the understanding of particular points. Such collaboration must be intentionally and particularly arranged and the obligation of each included must be unmistakably portrayed and concurred on." Teachers’ responses are quantified in Table 4.21

Table 4.21: Teachers’ response on Challenges encountered in remedial teaching

<table>
<thead>
<tr>
<th>Challenge</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>8</td>
<td>53.33</td>
</tr>
<tr>
<td>Motivational fee</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>The wide syllabus</td>
<td>3</td>
<td>20.00</td>
</tr>
<tr>
<td>IT tools</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Teachers’ Questionnaires field work (2017)*

The findings on Table 4.21 show that of the 15 teachers interviewed. Eight who account for slightly more than a half (53.33%) cited that time was a serious challenge, two who account for slightly more than a tenth (13.33%) indicated the motivational fee for remedial lessons, three who account for a fifth (20.00%) indicated the extensive syllabus, while one who account for nearly a tenth (6.67%) indicated IT tools and one who account for nearly a tenth (6.67%) mentioned any other. Hence time and the extensive curriculum were the greatest challenges since the two had the highest percentages. The study found time as the biggest challenge. This concurs with Ngugi (2012) who reports that schools have turned to making extra lessons outside the
customary day by day school timetable and educators can press in some more lessons. When probed further, a teacher of English language from Gilgil sub-county in an open-ended question remarked that:

“In a situation where the syllabus of English language has not been strictly followed, teachers tend to under teach thus leaving out important sections. During the transition, the teacher who takes over is left with a significant burden trying to cover whatever that was not taught. Some teachers follow the course books chapter by chapter avoiding the use of what is in the syllabus. In most cases, this situation is partially corrected in class seven and eight when the damage has already taken toll of the pupils. In that scenario, the pupil is likely to be overburdened and is likely to lose interest and may become language deficient.”

From the analysis, there was poor coverage of the syllabus leading to a lot of pressure in class seven. This is an indication that the pupils did more of academic work at this point avoiding very important co-curriculum activities like sports and music as they learn beyond the required time by the Ministry of Education. The situation may force some pupils to drop out of school.

A teacher of English language from Molo sub-county narrated that:

“Teaching is quite hectic since we are on duty even when school hours are over and to organize ourselves for other important roles in the society is a big snag. We usually conducted remedial teaching from Mondays to Fridays as early as 7.00 am to 8.20 am when the official lessons start. In the evenings, we carried remedial teaching from 4.00 pm to 5.30 pm and again running through the
weekends where on Saturdays it starts from 8.00 am until noon, and on Sundays, it starts after church till 4.00 pm. we even find no time to share with our families.”

The head teachers of the 18 schools were interviewed to give the challenges faced in communicating the remedial teaching content in schools. The study established that communication of remedial education content requires a combination of effective methods and right attitudes among the teachers. The Schools’ administrators revealed that among the challenges facing remedial teaching is the broad content teachers have to cover; rarely do they have enough time to cover the syllabus as required. In fact, they were in agreement with the teachers that time to complete the program was not sufficient. This implies that time is hardly enough to cover the syllabus, forcing them to focus on the areas relevant to the examinations. Also, teachers are more concerned to finish the program to enable pupils to perform well in KCPE confirming Otieno (2013) argument that pupils are only taught to pass an examination at the expense of their holistic educational development.

The study further established that the challenges in remedial teaching included criticism on interviewing head teachers of the 18 schools. However, that did not hinder the provision of remedial instruction in schools. More so, there are concerns that teachers tend to seek high achieving pupils if there are incentives for pay bonuses due to test scores, or just disregard those pupils who are too weak to pass (Duflo, Dupas & Kremer, 2012). Remedial teaching requires a combination of effective methods and right attitude among the stakeholders.
When probed further majority of the head teachers referred to information technology related such as the computer and the internet as one of the head teachers from Elburgon said:

‘‘Our major handicap is the lack of IT tools’’.

From the excerpt, the indication that IT tools were not enough in schools making learning difficult as the influx of new pupils following the FPE policy with varying levels of academic preparation. This confirms the study by Kivuva (2002) that indicated that factors leading to the effectiveness of innovation are the use of the correct method of instruction. Another challenge was the extensive syllabus. Also, teachers are more concerned to finish the program to enable pupils to perform well in KCPE.

In an interview with the parents, revealed that among the challenges facing remedial teaching were that it did not cater for other important talents like music, drama, sports and art. This finds support from Cross (1976), explained that remedial teaching ‘aims to remediate skill deficiencies rather than geared towards developing the diverse talents of pupils.

A parent from Kuresoi North Sub-County narrated that:

‘‘Teachers keep fleecing parents through paid remedial lessons and demanding several books for their subjects after the liberalization of the local book industry and yet their main aim is to live large from such schemes against parents. Teachers are great schemers when it comes to swindling from the parents.’’
From the excerpt, it can be concluded that parents were not in full agreement about the remedial lessons. Parents, being aware of the free primary education knew that their responsibility was just to avail their children in school.

4.8. Summary

In chapter four the researcher presented the results related to the tools of the study, (document analysis, questionnaires, and interviews). Tables that explained and assured the results of the survey questions which showed the visible effect for the remedial lessons on improving pupils’ level of the English language in the group after remedial teaching for pupils compared to pupils’ degree in the group before remedial teaching. The next chapter is the summary, conclusions and recommendations of the study.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction
The chapter presents the summary, conclusions, and recommendations of the findings by research objectives of the study both for policy and further research.

5.2. Summary of the Findings
The outcome that relates to objective one on pupils’ performance before and after remedial teaching indicated a significant difference in the performance of class seven pupils in the English language before and after remedial teaching. The findings indicate that remedial teaching improves the mean mark performance by the class seven pupils in the English language due to the better choice of education methods and stronger incentives faced by teachers.
In the second objective the concern was on the basis of remedial lessons in the English language in public primary schools and influence on pupils’ performance. The study established that remedial teaching was an intercession approach to address pupils’ weaknesses to perform well in examinations. The findings indicated that remedial teaching was offered in schools outside regular class time. It is evident from the findings that remedial teaching helps in covering the work load and revision. Contrary, those opposed to remedial lessons have the opinion that children required time for relaxation and talent improvement. Remedial teaching was negatively affecting the relationship among parents, teachers, and pupils, since it burdened parents financially, commits more of the teachers’ time beyond mainstream learning and denies pupils time
for individual study. Overall, the study has pointed out that remedial teaching has led to significant improvement in pupils’ performance by teaching at a faster rate than the regular class time, covering the syllabus promptly as well as revision of work done.

In the third objective the issues were on the influence remedial teaching approaches in the English language had on the pupils’ performance. The findings have revealed that the approaches significantly influence pupils’ performance in the English language. The study found that teachers give priority to the examinable parts of the English language during remedial teaching. The motivational fee was arrived at after discussion with parents, and such provision belonged to particular schools only. This study added that preparation for remedial lessons was different as compared to regular lessons where the teachers of the English language prepared well before handling the remedial lessons thus, making them very attractive and much focused.

In the fourth objective the focus was on the remedial teaching challenges in English language and their influence on pupils’ performance. The study established that remedial education had unique and diversified challenges lined up with different stakeholders and that is why the nature of problems is that they do not have easy solutions as to how best to address the educational needs. The study found that the primary challenge, however, facing the remedial teaching of the English language is the complete content the teachers have to cover. There is hardly enough time to cover the curriculum as required; therefore, teachers are more concerned with covering the syllabus and that part of the curriculum that will enable pupils to perform well in the national examinations. This is an indication that some important concepts may not be acquired by the pupils during the learning process.
5.3. Conclusion

From the findings, the study concluded that remedial lessons were good predictors of academic achievement in English language performance in primary schools. It has the capacity to bring about change in values, skills and attitudes among pupils’ performance so that a platform for championing remedial teaching and protection strategies is provided.

The study uncovered helpful experiences utilized as a part of remedial instruction which is an essential piece of educating and learning process. Its outcomes demonstrated that remedial classes' arrangement, procedure, and strategies positively affected moving forward class seven pupils’ performances in the English language. This improvement pushed up learners’ performance level on the one hand and raised their motivation towards learning the English language on the contrary.

The results observed that there was a visible effect for the remedial classes on improving students’ overall performance in the English language in all areas for the remedial training as emphasized by head instructors’ responses to the interview questions. Also, this application helped in shielding students from losing out. Research locating indicated the development of learner’s performance saved on enhancing now and again with the utility of higher remedial instructions. This result emphasized the suitability and effectiveness of behaviorist based teaching for scholars in this observe.

From the findings of the analysis of variance at $\alpha = 0.05$ level of significance, it can be concluded that, in comparing pupils’ performance before and after remedial teaching, indeed the remedial lessons do represent enhancements in academic accomplishment in
primary schools. Top performing schools were putting more accentuation on remedial education, with extremely noteworthy upgrades.

5.4. Recommendations

Based on the findings of the study, recommendations were made about remedial teaching in the educational process aimed at suggesting answers to the issues that rose in the study as follows:

The study has been able to bring out the influence, provision, approaches and challenges in communicating remedial lessons. However, the purpose of remedial teaching is to enrich pupils with skills and knowledge to improve their performance. Therefore, it is important to monitor the actual behavioral changes among pupils to ascertain that remedial teaching results in the desired performance.

Teachers should be aware of the size of their pupil’s problems of achievements at an early stage and attend to them in small groups. At the same time, teachers should concentrate on pupils’ performance in basic skills (literacy skills) which are crucial at this stage of development.

In line with the challenges facing remedial teaching, the Ministry of Education should; organize regular development capacity programs for teachers on remedial concepts and skills and strengthening the transfer mechanism to find the solution. Ensure the sustainability of the recovery of pupils’ performance to average and above are strongly recommended. Make a direct connection and supervision of education officials to the remedial teacher’s work inside the class. Supervision of learning in schools by the Directorate of Quality Assurance and Standards ought to be improved to make
educators more responsible. This will limit time wastage, and educators will have the capacity to cover syllabus content on time.

The Ministry of Education should revise the exam-oriented curriculum to lay more emphasis on the development of skills and other talents other than academic like sports drama and music, among others. This will enhance syllabus coverage as only relevant topics will be covered. Increase the number of teachers to ensure reasonable pupil-teacher ratio. This will facilitate curriculum coverage and give teachers time to cater for the weak pupils.

The government needs to employ additional teachers to raise teacher-pupil ratio in an effort of helping each individual learner’s need to be well addressed on time thus allowing pupil more leisure time and for talent development. Schools should endeavor to give satisfactory education resources like reading material to upgrade syllabus coverage.

5.5. Areas for Further Research

From the recommendations, regarding, the first objective of the survey on the difference in performance before and after remedial teaching. The study recommends that; a longitudinal research to establish the real improvement is therefore suggested.

In line with the second objective on the basis of remedial lessons in primary schools, the study suggests: Conducting an evaluative study for the whole remedial classes program which has been worked since 2016.

This study was only carried out in one county on public primary schools. It is, therefore, important that other studies be conducted in other counties to cover both public as well
as private schools to find out the relationship between the prevalence of remedial teaching and the improvement of academic performance.

Further, other studies should be made to investigate the effect of remedial teaching in other subjects and conduct an evaluative study for the whole remedial classes.
REFERENCES


Gallagher, G. (2005). Underachievement-How do we define, analyze, and address it in schools?


Holland, N. (1989). Reading delay and WISC-R subtest patterns in Irish children whose IQ is (a) average or above and (b) dull normal or below. The Irish Journal of Psychology, 10(4), 639-646.


Kate, T.Chen. (2007). “Understanding students’ improvement in remedial program of primary English as a foreign language.” Ming Dao, University of Taiwan. Available at www.ir.lid.cyut.edu.tw


108


APPENDICES

Appendix I: Letter of Introduction

KENYATTA UNIVERSITY

DEPARTMENT OF EDUCATIONAL FOUNDATIONS,

P.O. BOX 43844,

NAIROBI

Dear respondent,

RE: RESEARCH INSTRUMENTS ON EFFICACY OF REMEDIAL TEACHING AND INFLUENCE ON PERFORMANCE OF LEARNERS IN ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN NAKURU COUNTY, KENYA

I am a postgraduate student at Kenyatta University pursuing a master degree in education. I am carrying out a research on Efficacy of Remedial Teaching of English language on pupils’ performance in Public Primary Schools in Nakuru County, Kenya. The attached questions are aimed at gathering relevant information about your school in connection to the area under research. Your response will be held in strict confidence. Please complete all the sections as objectively as possible. Your co-operation will be highly appreciated. All information that is collected in this study will be treated confidentially. Participation in this study is voluntary and any individual may withdraw at any time.

Yours faithfully

Mogeni Nyamweya Benjamin

E55/CE/22462/2011
Appendix II: Document Analysis

Serial number…………………………..The pupils’ marks from sampled schools

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Mean</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Head teachers’ Questionnaire

This questionnaire is aimed at researching on the efficacy of remedial lessons of English language on pupils’ performance in public primary schools in Nakuru County. 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 your answer in the blanks provided. You do not need to write your name or name of your school in this questionnaire.

Section A: Contextual and Personal Data

1. School type: Boys [ ] Girls [ ] Mixed [ ]
2. School status: Boarding [ ] Day [ ]
3. Category: national [ ] County [ ] Sub-County
4. School location: Urban [ ] Rural [ ]
5. Indicate your Gender? Male [ ] Female [ ]
6. What is your highest academic qualification?
7. What is your highest professional qualification?
8. What is your experience in teaching? KCPE/CPE [ ] KJSCE [ ] KCSE/KCE [..] KACE [ ] Any other [ ]
9. What is your highest professional qualification? Certificate [ ] Diploma [ ]
   Degree [ ] Masters [ ] PhD [ ]
10. What is your experience in teaching? 0-4 [ ] 5-9 [ ] 10-14 [ ] over 15 years
Section B: - Differences in pupils’ performance before and after remedial teaching

11. Are there significant differences in performance of English language for pupils before and after remedial teaching? Yes [ ] No [ ]

Section C: - Why remedial lessons of English language are provided in primary schools

12. Who asks pupils to attend remedial teaching? Head teachers [ ], teachers [ ], parents, [ ] pupils [ ] undecided [ ]

13. What work was covered during remedial lessons? Revision of work covered [ ], syllabus coverage/new work, evaluation/tests [ ] or any other, specify………..

14. How long was a remedial lesson? 35 minutes [ ], 35 minutes to 1 hour [ ], 1 hour 35 minutes to 2 hours [ ] or more than 2 hours [ ]

15. Which classes were involved in remedial teaching? 1-3 [ ], 4-6 [ ] or 7&8 [ ]

16. In your own opinion, would you like remedial teaching to continue being offered in schools? Yes [ ] No [ ]. Please explain your answer………..

Section D: - Extent approaches used in delivering remedial lessons of English language in public primary schools were effective

17. Which methods of instruction were used during remedial lessons? Discussion [ ], note taking [ ] experiment [ ] lecture [ ] question and answer method [ ] direct instructional method [ ] any other…………………………………………………………………………………………..
18. To what extent were weak pupils given individualized assistance? To a great extent [ ] to a moderate extent [ ] to a little extent [ ] or to no extent [ ]

19. What could be done to pupils who have little or no improvement at all after the remedial lessons? ..............................................................

..........................................................................................................................

..........................................................................................................................

20. How were teachers compensated for their time during the remedial lessons?
..........................................................................................................................

..........................................................................................................................

21. How different were the remedial lessons from the normal ones?..............

..........................................................................................................................

..........................................................................................................................

22. To what extent were the teachers serious during remedial lessons? To no extent [..] to small extent [ ] to moderate extent [ ] to a large extent [ ]

Section E: - Challenges in communicating remedial teaching content

23. What are the challenges in communicating remedial teaching content in your school? Time

[ ] motivational fee [ ] the wide syllabus [ ] IT tools [ ] or any other.............

..........................................................................................................................

Thank you once again for your cooperation
Appendix IV: Teachers’ Questionnaire

This questionnaire is aimed at researching on the efficacy of remedial lessons of English language on pupils’ performance in public primary schools in Nakuru County. 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 your answer in the blanks provided. You do not need to write your name or name of your school in this questionnaire.

Section A: Contextual and Personal Data

1. School type: Boys [ ] Girls [ ] Mixed [ ]
2. School status: Boarding [ ] Day [ ]
3. Category: national [ ] County [ ] Sub-County
4. School location: Urban [ ] Rural [ ]
5. Indicate your Gender? Male [ ] Female [ ]
6. What is your highest academic qualification?
7. What is your highest professional qualification?
8. What is your experience in teaching? KCPE/CPE [ ] KJSCE [ ] KCSE/KCE [ ]
   KACE [ ]
9. What is your highest professional qualification? Certificate [ ] Diploma.[ ]
   Degree [ ] Masters [ ] PhD [ ]
10. What is your experience in teaching? 0-4 [ ] 5-9 [ ] 10-14 [ ] over 15 years
Section B: - Differences in pupils’ performance before and after remedial teaching

11. Are there significant differences in performance of English language for pupils before and after remedial teaching? Yes [ ] No [ ]

Section C: - Why remedial lessons of English language are provided in primary schools

12. Who asks pupils to attend remedial teaching? Head teachers [ ], teachers [ ], parents, [ ] pupils [ ] undecided [ ]

13. What work was covered during remedial lessons? Revision of work covered [ ], syllabus coverage/new work, evaluation/tests [ ] or any other, specify………..

14. How long was a remedial lesson? 35 minutes [ ], 35 minutes to 1 hour [ ].
1 hour 35 minutes to 2 hours [ ] or more than 2 hours [ ].

15. Which classes were involved in remedial teaching? 1-3 [ ], 4-6 [ ] or 7&8 [ ]

16. In your own opinion, would you like remedial teaching to continue being offered in schools? Yes [ ] No [ ]. Please explain your answer………………..

Section D: - Extent approaches used in delivering remedial lessons of English language in public primary schools were effective

17. Which methods of instruction were used during remedial? Discussion [ ], note taking [ ] experiment [ ] lecture [ ] question and answer method [ ] direct instructional method [ ] any other………………………………………..

18. To what extent were weak pupils given individualized assistance? To a great extent [ ] to a moderate extent [ ] to a little extent [ ] or to no extent [ ]
19. What could be done to pupils who have little or no improvement at all after the remedial lessons? .................................................................

20. How were teachers compensated for their time during the remedial lessons?

21. How different were the remedial lessons from the normal ones? ..................

........................................................................................................

22. To what extent were the teachers serious during remedial lessons? ............

........................................................................................................

Section E: - Challenges in communicating remedial teaching content

23. What are the challenges in communicating remedial teaching content in your school? ...........................................................................................

Thank you once again for your cooperation
Appendix V: Interview Schedule for Parents.

Section A: Differences in pupils’ performance before and after remedial teaching

1. Are there significant differences in performance of English language for pupils before and after remedial teaching?

Section B: Why remedial lessons of English language are provided in primary schools

2. Who asks pupils to attend remedial teaching?

3. Which classes were involved in remedial teaching?

4. In your own opinion, would you like remedial teaching to continue being offered in schools? Yes [ ] No [ ]. Please explain your answer……………………………

Section C: Extent approaches used in delivering remedial lessons of English language in public primary schools were effective

5. To what extent were weak pupils given individualized assistance?

6. What could be done to pupils who have little or no improvement at all after the remedial lessons?

7. How were teachers compensated for their time during the remedial lessons?

Section D: Challenges in communicating remedial teaching content

8. What are the challenges in communicating remedial teaching content in your school?

Thank you once again for your cooperation
Appendix VI: Interview Schedule for the Pupils

This questionnaire is aimed at researching on efficacy of remedial teaching and influence on performance of learners in English language in primary schools in Nakuru County, Kenya. 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 your answer in the blanks provided. You do not need to write your name or name of your school in this questionnaire.

Section A: Contextual and Personal Data

1. School type: Boys [ ] Girls [ ] Mixed [ ]
2. School status: Boarding [ ] Day [ ]
3. Category: National [ ] County [ ] Sub-County
4. School location: Urban [ ] Rural [ ]
5. Indicate your Gender? Male [ ] Female [ ]

Section B - Differences in pupils’ performance before and after remedial teaching

6. Are there significant differences in performance of English language for pupils before and after remedial teaching?

Section C - Why remedial lessons of English language are provided in primary schools

7. Who asks pupils to attend remedial teaching?......................................................
8. What work was covered during remedial lessons?..............................................
9. How long was a remedial lesson?.................................................................
10. Which classes were involved in remedial teaching?

11. In your own opinion, would you like remedial teaching to continue being offered in schools? Yes [ ] No [ ]. Please explain your answer……………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

Section D: - Extent approaches used in delivering remedial lessons of English language in public primary schools were effective

12. How different were the remedial lessons from the normal ones?

13. To what extent were the teachers serious during remedial lessons?

Section E: - Challenges in communicating remedial teaching content

14. What are the challenges in communicating remedial teaching content in your school?

Thank you once again for your cooperation.
Appendix VII: Map of the Study Area
Appendix VIII: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No. NACOSTI/P/16/35116/9043

7th March, 2016

Benjamin Nyamweya Mogeni
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Efficacy of remedial teaching on pupils’ performance of English language in public primary schools in Nakuru County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 4th March, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Nakuru County 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. S.K. LANJAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.
Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:
MR. BENJAMIN NYAMWEYA MOGENI
of KENYATTA UNIVERSITY, 177-26100
Molo, has been permitted to conduct
research in Nakuru County

on the topic: Efficacy of Remedial
Teaching on Pupils’ Performance
of English Language in Public
Primary Schools in Nakuru County,
Kenya

for the period ending:
4th March, 2017

Applicant’s
Signature

Permit No: NACOSTI/P/16/35116/9043
Date Of Issue: 7th March, 2016
Fee Received: Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, mining and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE
PERMIT

Serial No. A. 8085

CONDITIONS: see back page.