

**FACTORS AFFECTING THE EFFECTIVENESS OF REMEDIAL WORK
POLICY IN SELECTED SECONDARY SCHOOLS IN KASEMPA DISTRICT**

BY

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**A Dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfilment of the requirements for the award
of the Degree of Master of Education in Educational Management.**

The University of Zambia

Lusaka

2019

DECLARATION

I, **Lastone Musongole**, do hereby declare that this dissertation represents my own work; that this work has not previously been submitted by any other person for a degree at the University of Zambia in collaboration with Zimbabwe Open University or indeed any other university, and it does not incorporate any published work or material from another dissertation without being acknowledged.

Signed:

Date:

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APPROVAL

The undersigned certifies that he has read, and recommend to the University of Zambia in collaboration with Zimbabwe Open University for acceptance a dissertation entitled **“Factors Affecting the Effectiveness of Remedial Work Policy in Selected Secondary Schools in Kasempa District”** submitted by Lastone Musongole in partial fulfilment of the requirements for the award of the Degree of Master of Education in Educational Management.

Examiner

Signatures

Date

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DEDICATION

This dissertation is dedicated to the memory of my late beloved son Nasalifya Musongole who always looked forward to attending my graduation ceremony but passed on when this project was at proposal stage.

ACKNOWLEDGEMENT

I wish to acknowledge the Almighty God for granting me the grace to continue working on my research project in spite of the numerous challenges I encountered. I am also indebted to the Ministry of General Education (MoGE), through the District Education Board Secretary (DEBS) in Kasempa, for granting me permission to carry out my research project in selected secondary schools of Kasempa District. To all the school administrators of the participating schools I extend my deepest appreciation for accepting to be part of my project.

I wish to express my profound gratitude to my supervisors Dr Alfred M. Kakanda and Dr Ferdinand M. Chipindi of the University of Zambia, for their technical advice and unwavering efforts in guiding my work. I sincerely thank Dr Gift Masaiti, the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU) Educational Management Programme Coordinator and lecturer for Research Methods for bombarding me with lots of questions, which were necessary to keep me focused on my work. Special appreciation also goes to all the Mentors, who are experienced academicians of the University of Zambia (UNZA), for interrogating my work during the viva voce presentations. Their highly esteemed stern comments resulted in making positive changes to my work before the final report.

Messrs Augustine Moomba, Head of Social Sciences Department at Kasempa Boys Boarding Secondary School and Nicholas Mtetsha of Solwezi in North western Province of Zambia deserve appreciation for reading through my work, making valuable critical comments to ensure the research project was a success.

To my lovely wife Mary Samanjomba Musongole and our three surviving children Lezawankumbu, Kuching'ezha Kundananji and Isubilo, I say thank you for standing by my side and providing the much needed moral and spiritual support and urging me never to give up, especially after the mysterious death of our dearly beloved 15 year old Nasalifya. Pastor Clifford Chibumbu, Brothers Lottie Zimba and Musa Chipeta of the Deeperlife Bible Church in Kasempa also deserve appreciation for their unwavering encouragement and prayers.

May God bless all of them, individually and severally.

ABSTRACT

The aim of the study was to explore the factors affecting the effectiveness of remedial work policy in selected secondary schools in Kasempa District of North western Province of Zambia. Despite the existence of localised remedial work policy in schools and the emphasis on the need for sustained remedial work for learners whose academic achievement fell below acceptable levels, academic achievement remained low in secondary schools of Kasempa District, as evidenced by results in the National Examinations at grades 9 and 12 levels. A descriptive case study design along with qualitative methodology and a bit of quantitative methodology were used to collect and analyse the data.

Through the use of social systems theory, both the external and internal factors affecting the effectiveness of remedial work policy were explored. Among the internal factors that were explored included: Government and school policies on remedial work, teacher preparedness and ability to prepare a variety of teaching and learning activities, and the headteacher characteristics and support to remedial work. On the other hand, external factors explored included parental monitoring of learners' school work, parental guidance and checking on homework, home environment and parental support to learners' education. Other factors explored that affected effectiveness remedial work in schools included heavy teaching loads, lack of coordination and clear policies on remedial work. Teacher commitment, teacher motivation, teacher experience and teacher preparedness were also explored as factors affecting remedial work effectiveness.

The study closed with recommendations to carry out similar studies throughout the country and compare the findings, as well as make further research on how remedial work affected performance in both public and private schools in Zambia..

ACRONYMS AND ABBREVIATIONS

CPD	Continuing Professional Development
DEBS	District Education Board Secretary
KBBSS	Kasempa Boys Boarding Secondary School
M&E-	Monitoring and Evaluation
MoGE	Ministry of General Education
PTA	Parents and Teachers Association
UNZA/ZOU	University of Zambia/Zimbabwe Open University
ZMK	Zambian Kwacha

OPERATIONAL DEFINITIONS OF TERMS

Some terms considered significant to the study have been defined per their contextual application in the research study.

Effectiveness	Refers to the extent to which objectives and goals of remedial work are achieved in school.
Cognitive Development	Refers to child development in terms of information processing, conceptual resources, perceptual skills, language learning and other aspects of the developed adult brain and cognitive psychology.
Diagnostic test	Procedure performed to confirm or determine the presence of learning difficulties in a learner and their level of proficiency in the mastery of academic concepts.
Remediation	Also called remedial work, is the giving of remedial education to slow learners.
Remedial teaching	Part of education which is concerned with the prevention, investigation and treatment of learning difficulties from whatever source they may emanate and which hinder the normal development of the learner (National Association for Remedial Education, 1977).
Slow learner	Refers to a pupil who does not have above average intellectual ability or severe retardation or any other primary handicap and unable to cope with academic work considered normal for their age group (Brennan, 1974).

TABLE OF CONTENT

DECLARATION	i
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
ACRONYMS AND ABBREVIATIONS	viii
OPERATIONAL DEFINITIONS OF TERMS	ix
LIST OF FIGURES	xiv
LIST OF TABLES	xvi
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1.1 Overview	1
1.2 Background to the Study	1
1.3 Statement of the Problem	2
1.4 Research Objective.....	3
1.4.1 Specific Objectives	3
1.6 Significance of the Study	4
1.7 Scope of the Study.....	4
1.8 Limitations of the Study	5
1.9 Conceptual Framework	5
1.10 Conceptual Framework	6
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Overview	8
2.2 General Review: An Overview of Remedial Work	8
2.3 Theoretical Framework	9
2.4 Empirical Review	11
2.4.1 Factors Affecting Effectiveness of Remedial Work.....	11
2.4.2 Remedial Work and Pupil Performance	11

2.4.3 Strategies Employed in the Implementation of Remedial Work.....	12
2.5 Challenges of Implementing Remedial Education.....	15
2.5.1 Recommendations to Challenges in Remedial Education.....	16
2.5.2 The Role of Parents in Remedial Education: A Case of Paired Reading.....	17
2.5.3 Implementation Methodologies/Strategies.....	19
2.6 Conclusion.....	20
CHAPTER THREE	21
RESEARCH METHODOLOGY	21
3.1 Overview	21
3.2 Research Design	21
3.3 Design approach	22
3.4 Population and Sample.....	22
3.4.1 Sampling Methods	22
3.4.2 Sampling frame.....	23
3.4.3 Sample Size Justification.....	23
3.5 Data Collection.....	23
3.5.1 Methods of Primary Data Collection.....	24
3.5.2 Data Collection Procedures	24
3.5.3 Research Instruments	24
3.5.3.1 Semi-Structured Questionnaire/Interview	24
3.5.3.2 Semi-Structured Interview guide.....	25
3.5.3.3 Unstructured Observations	25
3.5.3.4 Focus Group Discussions	25
3.6 Justification Multiple Primary Data Sources	26
3.7 Reliability and Validity of Research Instruments	26
3.7.1 Reliability of the Research Instruments.....	26
3.7.2 Validity of the Research Instrument.....	27

3.8 Ethical Considerations.....	27
3.9 Methods of Secondary Data Collection.....	28
3.9.1 Methods of Data Analysis	28
3.10 Conclusion.....	29
CHAPTER FOUR.....	30
PRESENTATION OF FINDINGS	30
4.1 Overview	30
4.2 Background	30
4.3 Age of Respondents	31
4.4 Respondents by Education Level	33
4.5 Respondents by length of Service	34
4.6 Implementation Strategies.....	35
4.7 Factors Affecting success of Remedial work	39
4.8 Challenges affecting Remedial Education	48
4.9 Summary of Findings	56
CHAPTER FIVE	58
DISCUSSION OF FINDINGS	58
5.1 Overview	58
5.2 Strategies employed in remedial work implementation	58
5.3 Factors Affecting Success of Remedial Work	60
5.4 Challenges Affecting Remedial work	63
5.5 Conclusion.....	64
CHAPTER SIX	71
CONCLUSIONS AND RECOMMENDATIONS.....	71
6.1 Overview	71
6.2 Conclusions	71
6.3 Recommendations	72
6.4 Areas for Future Research.....	73

REFERENCES.....	74
APPENDICES.....	78
Appendix 1: Consent Letter for Questionnaire	78
Appendix 2: Consent form for FDG	79
Appendix 3: FDG Form Enrolment and Appointment form.....	80
Appendix 4: Teacher’s Questionnaire.....	82
Appendix 5: Pupil Questionnaire	90
Appendix 6: Administrator Interview guide	95
Appendix 7: Focus Group Discussion Questions.....	96
Appendix 8: Parent/Guardian interview guide.....	97
Appendix 9: Budget	100
Appendix 10: Activity Timetable.....	101

LIST OF FIGURES

Figure 1: Conceptual Framework	6
Figure 2: Remedial Policy	10
Figure 3: Theoretical Framework	Error! Bookmark not defined.
Figure 4: Remedial Work Practice.....	10
Figure 5: Awareness of Remedial Strategies	35
Figure 6: Whether Rights Protection has been Successful	36
Figure 7: Whether Teacher has Implementation Role	37
Figure 8: Remedial Strategies Employed by teachers	39
Figure 9: Roles that non-implementers should play	40
Figure 10: Multi-Stakeholder Strategy Efficacy.....	43
Figure 11: Curriculum Based Strategy Efficacy.....	43
Figure 12: Carrot and Stick Strategy Efficacy	44
Figure 13: Reinforcement Strategy Efficacy	44
Figure 14: Self-Motivation Efficacy.....	45
Figure 15: Extra Curricular Strategy Efficacy	45
Figure 16: Reading Sessions Efficacy	46
Figure 17: Class Exercise Efficacy.....	46
Figure 18: Homework Efficacy.....	47
Figure 19: Practical Efficacy	47

Figure 20: Whether Teachers have been successful	48
Figure 21: Whether Remedial Policy affects Service Delivery	51
Figure 25: Teaching Method Impact.....	53
Figure 26: Administrative Effectiveness Impact	53
Figure 27: Pupils Participation impact.....	54
Figure 28: Monitoring and Evaluation Impact.....	54
Figure 29: Early Intervention Impact.....	55
Figure 30: School Environment Impact	55
Figure 31: Home Environment Impact	56
Figure 32: Education Curriculum Impact	56

LIST OF TABLES

Table 1: Sex of Teachers.....	30
Table 2 : Sex of Parents	30
Table 3: Sex of Pupils	31
Table 7: Teachers by their highest education Level	33
Table 8: Parents by their highest Education Levels	33
Table 9: Respondents by Grade	34
Table 10: Length of Service.....	34
Table 11: Service in the District	35
Table 12: Teacher's Perception of rights Implementer	36
Table 13: Justification for perceived Failure	37
Table 14: Role Played by Teacher	38
Table 15: Rationale for teacher dominance	40
Table 16: Critical Players.....	41
Table 17: Key Remedial Features	42
Table 18: Teacher Implementation Success Factors.....	48
Table 19: Success Enhancer.....	49
Table 20: Factors Inhibiting Effectiveness of Remedial Education	50

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Overview

This chapter establishes the background to the study and the statement of the problem. The purpose of the study is stated as well as the research objectives and research questions. The significance of the study, the scope of the study, theoretical and conceptual frameworks have been presented to guide the research study. Operational definitions have also been elaborated.

1.2 Background to the Study

Remedial work is a form of cooperative and supportive learning between teachers and learners. Shield and Morgan (1998) have said that it is intended to help learners who fall behind grasping lessons during normal learning time. Arising from this definition, it follows that the task of carrying out remedial work emanates from the teacher's understanding of the learners' low capability to learn. The teacher will have noted that the learners being handled in a subject are not exhibiting the desired and expected learning outcomes, as dictated by the curriculum and syllabus.

Teachers have a responsibility to find means of helping identified slow learners who fail to comprehend lessons during normal time-tabled lessons. As such, teachers must employ remedial work to achieve the teaching and learning goals. It is for this reason that Shield and Morgan (1998) have referred to remedial work as supplementary teaching.

According to Schmitt (2000) and Jangid (2016), it is important that when carrying out remedial work creative teaching strategies be designed to help slow learners to store and retrieve information from long-term memory. According to Swarup-Mehta (2011), research findings in the Manual of Diagnostics Test of Learning Disability show that remedial teaching leads to remarkable positive changes on cognitive and thinking abilities even after a short period of three months. Silva and Capellium (2010) have also recognised that Phonological and Reading Remediation programmes improve learner ability. Both Swarup-Mehta (2011) and Silva & Capellium (2010) asserted that the use of remediation

improves perception, production and manipulation of sounds and syllables by learners, which directly interferes with the reading skills and comprehension of learning materials by learners. Therefore, School Administrators and their teachers must take remedial work very seriously and spend enough time and resources to ensure that it is done appropriately and regularly to improve academic achievement of the slow learners.

According to Levpuscek and Zupancic (2009), instructional quality determines academic achievement of learners; and McEwin and Greene (2010) have also asserted that learner-centred instructions result in higher learner academic achievement than lecture methods. Hence, teachers in highly effective schools use cooperative and inquiry teaching methods more regularly than lecture methods. The focus in teaching, therefore, must be on methods and activities that promote understanding through problem-solving and learner-centred activities. However, there are many teachers in schools that are still largely using the traditional lecture methods which are not effective. According to Gardner (2006), learners possess unique intelligences defined by individual strengths and weakness. Teachers need to employ a variety of teaching strategies because each learner is unique. However, methods and teaching activities employed by teachers in carrying out remedial work in selected secondary schools in Kasempa District are not documented. This creates a gap in the body of knowledge as far as education interventions aimed at enhancing pupil academic performance such as remedial work is concerned. If these interventions were effective in Kasempa District, one would expect satisfactory pupil academic performance in the study area at both local and national examination levels. There is, therefore, need to explore the factors that impacted on effectiveness of remedial work.

Although all schools that participated in the research project reported to carry out remedial work on identified slow learners, the results at Grades 9 and 12 reveal that there has been overall learner academic under-achievement in National Examinations for the past five years in Kasempa District.

1.3 Statement of the Problem

According to MoE (1996), the quality and effectiveness of an educational system depends in part on the quality of instructions offered by teachers to meet the system's goals. Zambia has implemented several educational reforms since independence to enhance the delivery

of quality education in the country. There has been recent adjustments to the national curriculum at various levels of learning, contained in the Zambia Education Curriculum Framework of 2013. All learners are in school as unique individuals. There are fast learners and slow learners. Therefore, all learners found to be underachieving must be given remedial work. Teachers have a responsibility to ensure that all categories of learners score expected academic achievement. So slow learners must receive remedial teaching to ensure reduced drop-out rates and improve effectiveness in the education system. Schools that have well-coordinated remedial work score higher pass rates than those that do not. Hence the government through the 2013 Zambia Education Curriculum Framework sought to introduce and implement remedial work. Although there are many factors that may affect learner academic achievement, remedial work is meant to improve learner performance in schools. However, five years into the implementation of the new Zambia Education Curriculum Framework, with every school claiming to carry out remedial work, the results at Grades 9 and 12 in National Examinations in Kasempa District have remained dismal for many years. This is despite the many frantic efforts and expenses by the ministry of education. This study, therefore, sought to unearth and explore the factors that affect effectiveness of remedial work policy in the selected secondary schools in Kasempa.

1.4 Research Objective

To explore the factors affecting the effectiveness of remedial work policy in selected secondary schools in Kasempa District.

1.4.1 Specific Objectives

The study was guided by the following objectives:

1. To explore the strategies employed in implementing the remedial work policy in selected secondary schools in Kasempa District.
2. To identify the underlying factors affecting the success of remedial work policy implementation in selected secondary schools in Kasempa District.
3. To establish the challenges faced in the implementation of remedial work in selected secondary schools in Kasempa District.

4. To make policy and practice recommendations on enhancing the effectiveness of remedial work in selected secondary schools in Kasempa District.

1.5 Research Questions

The study was guided by the following specific research questions:

1. What are the strategies employed in implementing the remedial work policy in secondary schools of Kasempa District?
2. What are the underlying factors affecting the success of remedial work policy implementation in secondary schools of Kasempa District?
3. What challenges are faced in the implementation of remedial work in secondary schools of Kasempa District?
4. What policy and practice recommendations can be made to enhance the effectiveness of remedial work in secondary schools of Kasempa District?

1.6 Significance of the Study

The findings could help teachers to improve how to carry out remedial work better and improve its effectiveness. Specific challenges brought out in the findings could help the schools, parents, communities, Government and other stakeholders, identify areas where they should render help and improve effectiveness of remedial work. The results of the research could also serve as basis for formulation of school local policies meant to improve learner academic achievement. The study could also provide a platform for further research to improve effectiveness of remedial work in schools.

1.7 Scope of the Study

The study was confined to an exploration of factors affecting the effectiveness of remedial work in selected secondary schools in Kasempa District of North-western province. Head teachers, Heads of Department, subject teachers, pupils and parents were involved as respondents during the study. Kasempa Boys' Boarding School, Kasempa Day School, Lufupa Day School, Kasempa Basic School and Kalusha Basic School, were the schools that participated in the research project.

1.8 Limitations of the Study

According to Gitaka (2014), a limitation is an aspect of the research study that may negatively affect the results of the research but over which the researcher has no control. This study depended on the cooperation of the respondents as it was based on exploring factors affecting effectiveness of remedial work. The researcher appealed to the respondents to be frank, and assured them of utmost confidentiality and that their responses were only to be used in the research study. Three secondary schools and two basic schools with Grades 8 and 9 were involved in the study in Kasempa District. Therefore, the research findings cannot be generalised across the country because of the small sample employed.

1.9 Conceptual Framework

Being a policy, many policy related factors are also at play hence adding up to those in the theoretical conceptual framework. These include the broader Macro Environmental factors such as Political, Economic, Social, Technological and Ecological factors commonly known as the PESTEL factors. In a systems analysis, these factors are often taken as being out of the control of an organisation or implementing agency hence have to be adapted to. Other set of factors reflected in part above are called the Meso Factors which include, regulators (i.e. the Teaching Council of Zambia and Teaching Service Commission), Suppliers (i.e. Government Printers), Customers (i.e. Pupils and Parents), and competitors (i.e. Private Schools). We also have Micro factors where we find the interplay of school administrators, teachers, pupils, work culture, management style, management processes, management functions and organisational hierarchy among others. The systems interplay thus becomes very complex as noted in figure 1 below:

1.10 Conceptual Framework

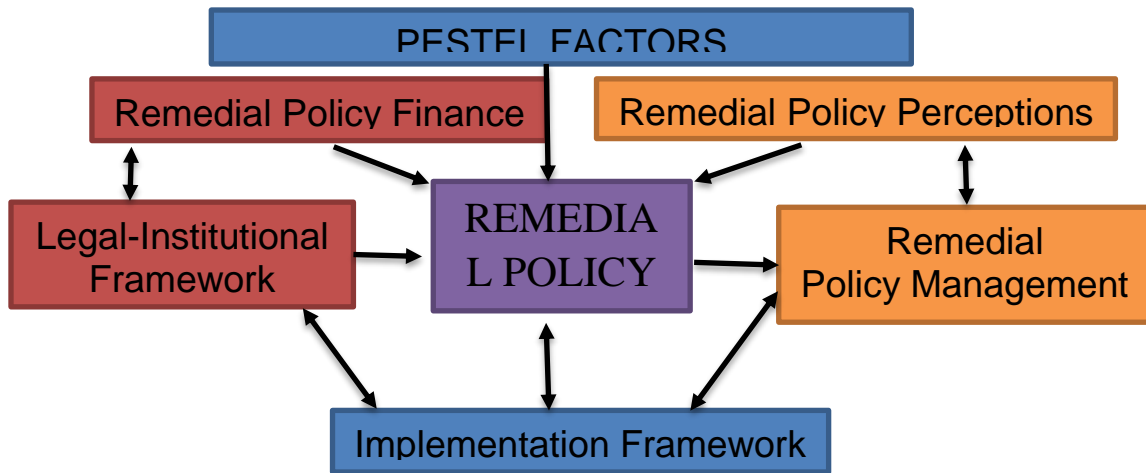


Figure 1: Remedial Policy

Source: Field Data

(Adapted from Decentralisation Policy by Chibbonta, 2018).

Many factors affect and are affected by the Remedial Policy. Remedial Policies are implemented in consideration of such factors illustrated as:

- PESTEL Factors, which is the Political, Economic, Social, Technological, Ecological and Legal Context
- Policy Finance
- Legal Institutional Framework
- Policy Perceptions
- Policy Management

Remedial Policy output include the following:

- Legal Institutional Framework
- Public Policy Management
- Implementation Framework

Remedial Policy outcomes include the following:

- High pass rates
- Reduced drop-outs
- Increased academic performance
- High literacy levels

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Many studies have been done to investigate remedial work in schools and these studies provide a great backbone on which this study will add some flesh. The gaps in the research works however necessitate this particular study. This chapter therefore reviews some literature relevant to effectiveness in the implementation of remedial work policy in secondary schools. It undertakes both the empirical and theoretical reviews.

2.2 General Review: An Overview of Remedial Work

The purpose of remedial work is the development of effective techniques for the correction of errors in all types of learning. There must be diagnosis of the learners' levels of competence before remedial work can be used among learners. According to Morgan and Garvin (1988) and McGill and Allington (1990), this could be in many aspects of learning deficiencies such as speech defect, language development, limited vocabulary, verbal abilities, student behaviour, spelling mistakes and interaction with other students. Objectives of remedial work or teaching are: to timely solve doubts of students, to solve problems that arise during teaching, to develop good tendencies among students, to overcome deficiencies in work, study and skills (Shield & Morgan, 1998; Johnson and Afferbach, 1985; Marshal & Weinstein, 1984). Remedial teaching should thus give additional help to the pupil who for one reason or the other has fallen behind the rest of the class in the subjects of study.

To shed more light on remedial work, the role of a remedial teacher would help us better understand how remedial work could be implemented to enhance its effectiveness in secondary schools of Kasempa District and indeed elsewhere where need be. Whereas there is no distinction between a subject teacher and a remedial teacher in the Zambian perspective, Educational Review (1994) indicates that remedial teachers in some cases would be expected as assistant teachers to subject teachers. In the popular existing literature, the remedial teacher is taken to be a teacher originally appointed to supplement

the efforts of the class or subject teacher by providing more intensive tuition to pupils whose attainments in basic literacy and or numeracy are very much below expectation. It is further traditionally expected that teachers charged with responsibility of remediation are appendage to the remainder of the remaining staff. This is supposed to be the ideal situation in places where teachers are not in short supply or where pupil teacher ratios are low. However, in Zambian schools run by government, there tends to be low staffing levels such that the same subject or class teacher will assume the role of the remedial teacher. This situation, however, works to the advantage of the subject teacher as they tend to know their pupils more as they will be spending more time with them. The Tizard Report (1973) is in line with the Zambian perspective on the role of a remedial teacher who is seen to wear two caps of subject teacher as well as remedial teacher. In any case where remedial teachers are different from subject teachers, the report shows that there may arise feelings of isolation as they could be playing marginal role, characterized by lack of precise aims and objectives and physical isolation from the mainstream of education.

Traditionally the role of the remedial teacher has been to attempt to remediate the problems of children who are perceived to be performing at a level which is significantly below that of their colleagues. Remedial education as distinct from special education, is usually seen as being a short-term measure. The aim would be that the recipients of such an education would be able to overcome their difficulties and return to their classrooms where they would make at least, average progress without additional assistance. Remedial education tends to concentrate on reading, writing, spellings and to a lesser extent, mathematical computation. In an ideal situation, remedial education would demand that learners be withdrawn from normal classes and given extra tuition daily in small groups.

2.3 Theoretical Framework

The systems theory as propounded by Paula (1983) argues that no organisation operates in a vacuum and as such faces both internal and external forces. From the view point of Paula (1983), remedial work effectiveness faces a multi-stakeholder influence where there are parents, the government, teachers and school administrators as illustrated in figure 2 below.

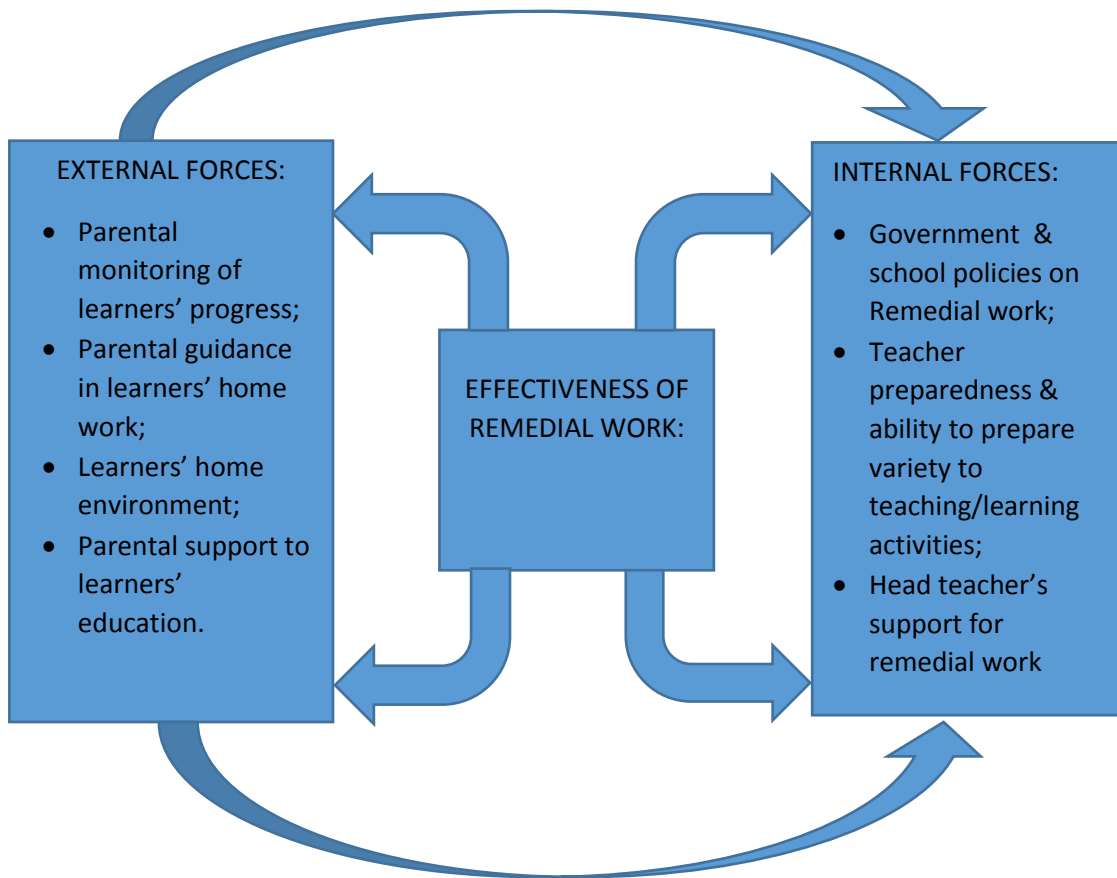


Figure 2: Remedial Work Practice

Source: Field Data

(Adapted from Social Systems Theory by Paula, 1983)

The systems theory thus notes that effective remedial work is a complex phenomenon with multiple stakeholders playing various roles to ensure success. The school environment, the teachers, the school administration have their role on one hand however, the home environment, the parents and the learner themselves also have their part to play. This theory is very important as a means of explaining the policy failures. While school administrators blame either the government or the teachers, teachers also tend to blame either the parents or the school administrators while parents also tend to blame the teacher and the school administrators. The government also tend to blame the school administrators for poor implementation, and the parents for lack of adequate support. The theory thus suggests that all the stakeholders have to work harmoniously to ensure that the policy and practice is

successfully implemented. The theory thus will be useful as it justifies inclusion of teachers, parents, pupils, school administrators and ministry of education officials to ensure all stakeholders are covered.

2.4 Empirical Review

2.4.1 Factors Affecting Effectiveness of Remedial Work

Several factors are at play to determine learning achievement such as school and home factors, personal characteristics of head teachers, teachers and learners. If schools and homes where pupils come from are not conducive environments for learning, learners are not likely to perform as expected. Musungu and Nasongo (2008) have asserted that personal characteristics of the head teacher, teachers and learners themselves are equally important in the teaching and learning process. In as far as remedial work is concerned, head teacher characteristics could also play a critical role affecting effectiveness of remedial work in Kasempa District. One needed to explore as to how these characteristics could affect remedial work implementation either negatively or positively. Equally important are inputs of teachers on what they consider are factors that affect effectiveness in the implementation of remedial work. But this does not complete the equation as pupils themselves could have characteristics that can either positively or negatively impact on the effectiveness of remedial work implementation in Kasempa District. No such work has been documented about Kasempa District with respect to factors that affect effectiveness of remedial work implementation.

2.4.2 Remedial Work and Pupil Performance

In the study of the use of remedial work in Map Skills in Geography among learners by Chikwature and Oyedele (2016), it was established that remediation was crucial in the teaching and learning of map work or any other topic or subject and improves the performance of students. Whereas it is shown that remediation work on Map Skills in Geography improved performance by pupils, factors that affect effectiveness of remedial work in secondary schools are not explored by the study. The input of the teachers regarding factors impacting on effectiveness of remedial work would also need to be explored through a study like this one as conducted in some selected secondary schools of Kasempa District.

2.4.3 Strategies Employed in the Implementation of Remedial Work

Remedial work is systematic and as such requires strategies for successful implementation. Shield and Morgan (1998) revealed that to effectively implement remedial work, teachers are expected to follow the following ten strategies:

Teaching Preparation

Before preparing for their lessons, remedial teachers should have identified pupils' diverse learning needs as soon as possible so that they may design appropriate lesson plans, mobilize teaching and learning aids to facilitate pupils' effective learning.

Devise Various Learning Activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem-solving. It is considered more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified learning activities.

Design Meaningful Learning Solutions

It is expected of remedial teachers to specifically design meaningful learning situations, language environments especially for English subject, games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning. It was imperative during this study that meaningful learning solutions as designed by teachers in Kasempa District be explored.

Teaching Approaches

It is expected that teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching and learning resources available to help pupils understand the main points. There was need to

explore what teaching approaches in secondary schools in Kasempa District would encourage pupils' active participation during remedial work lessons as there was no documented evidence of such strategies.

Provide Clear Instructions

Teachers should try by all means to give clear instructions which remedial learners can easily follow with confidence. Whereas Morgan and Shield (1998) prescribe that teachers need to give clear instructions which learners may follow easily, it is not indicated on how clear instructions should be given to slow learners for them to follow easily during remedial lessons. It would be considered that instructional choices by teachers during remedial lessons be explored.

Summarise the Main Points

At the close of teaching, teachers should always sum up the main points of their lessons and write key phrases on the chalkboard to enhance pupils' audio and visual memories. Teachers need to guide their learners to link up the knowledge they learn from class with their life experiences to enhance the effectiveness of learning. Besides, guiding pupils through making them repeat the lesson's main points in verbal or written form, it can be an effective way of learning on the part of learners. Whereas Morgan and Shield (1998), here state that summarizing the main points by teachers can help guide learners to link what they learn in class to their life, one still contends that instructional objectives in each lesson may not be appropriate for each region, as is the case with Kasempa District which is different from an urban set up such as Lusaka City. One needs to explore more on how teachers in Kasempa District deliver meaningful remedial lessons that are linked to pupils' life.

Enhance Learning Interest and Motivation

As pupils tend to suffer from frequent frustrations in their learning work, pupils who have learning difficulties may be slowly losing their focus and interest in school work. There is thus, need by remedial teachers to adapt the curriculum in such a way as to meet the specific needs of pupils in remedial lessons. Morgan and Shield (1998), here support localisation of the curriculum to meet the specific needs of slow learners. It would be suggested that teachers search and explore what pupils' interests are and would be a source of great motivation to pupils in Kasempa District as they embark on implementation of remedial

lessons. Once pupils are interested and motivated to learn on their own, the teacher's role would then be that of a mere facilitator in active learning by pupils who were identified to be slow learners.

Encourage Pupils' Active Participation in Class Activities

It is advisable that remedial teachers should patiently encourage active participation in class by their learners. If pupils find pleasurable learning experiences, this may help enhance pupils' interest in learning to make remedial work a success.

Focus on Learning Process

Teaching should not only be seen to focus on the transmission of knowledge. It is also important to see that pupils have benefitted from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow these learners to find solutions to problems they encounter using different means possible. Teachers are expected to observe the status of pupil performance to give them appropriate interventions where necessary, feedback and encouragement to assist them get learning skills; can solve their own problems and understand their capacity, thereby boosting pupils' self-image and concept and improve their learning skills.

Show Concern for the Performance of Individual Pupils

Pupils with learning difficulties may encounter different problems in their studies. As such, teachers are advised to carefully observe how each pupil learns as an individual in a class of many. Where need arises, teachers are to provide individualized remedial teaching before and after class, during recess or lunchtime to ensure removing the learning obstacles as early as possible. When doing assessments, remedial teachers are to take note of common errors of pupils and provide the correct concepts and knowledge to the learners promptly.

Whereas Morgan and Shield (1998), have given the above outline of strategies employed in implementing remedial work in secondary schools, there is a different array of strategies employed by schools in Zambian schools. Remedial work may be implemented in various ways by individual teachers and schools. For example, Homework Policy has been institutionalized by schools as a way of enhancing learner achievement. The Homework Policy goes alongside Continuous Professional Development (CPD) programmes among

teachers. According to Zambia's National Assessment Survey Report (2013), schools that implemented Home Work Policy had better learner achievement. This shows that remedial work in any form as employed by teachers plays a critical role in enhancing learner achievement. Though this could be true, teachers' perceptions of remedial work can also affect how Homework Policy as remedial intervention is implemented in schools. Therefore, one needs to unearth factors that affect effectiveness in the implementation of remedial work in secondary schools. This is the gap in the body of knowledge which is why this study set out to fill this gap by conducting an exploratory study in selected secondary schools in Kasempa District of North Western Province. Information needed to be collected as to whether home work was the only strategy that teachers employed in Kasempa District in implementing remedial work to enhance pupil academic performance. This needed to be explored in line with what teachers perceived to be the most effective way of implementing remedial work.

2.5 Challenges of Implementing Remedial Education

The quality of education in terms of learning achievement in Zambia has remained low as shown by test and examinations results. Large increases in enrolments have led to higher pupil teacher ratios and higher pupil classroom ratios which have compromised quality. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) III results of 2007 showed overall pupil performance was poor leading to poor achievement levels. Studies by SACMEQ III (2007) show that the pupils' chronological age is higher by two years of than their academic ages by grade. This means each grade may be expected to be below by two years of their current grade in terms of their achievements. Available evidence also shows that learner achievement at Grade 9 level examination results which have shown that proportion of learners passing in English, Mathematics and Science was averaging at 60 percent in English and Science and 46 percent in Mathematics (Learning Achievement at Junior Secondary School Level, 2013). It is further indicated that though North Western Province had consistently performed well in Grade 5 National Assessment Surveys, the mean performance for the province fell below the national mean in the 2013 Grade 9 National Assessment Baseline Survey. These glaring statistics necessitate the need for remedial work in schools to enhance pupil achievement.

Despite remedial work being implemented in secondary schools, pupil performance still falls below average. What then should be impacting on the effectiveness of the implementation of remedial work in secondary schools? This study set out to explore the factors that could affect effectiveness of implementation of remedial work in secondary schools in Kasempa District.

2.5.1 Recommendations to Challenges in Remedial Education

Collective responsibility in remedial education could be one of the remedies to overcoming challenges in remedial education. According to Education Review (1994), remedial work is seen as collective responsibility among various stakeholders in the education sector. This would mean that among teachers in school, some would help identify slow learners through diagnostic tests, failure to perform as expected in class and help in setting objectives for remedial lessons. Screening is one procedure recommended by educationalists as a method of identifying children who at present, encounter learning difficulties or who may do so in future. In the light of this interpretation, screening can be said to be a preventive procedure leading to workable remedial recommendations. Tansley and Panckhurst (1981), state that the assessment involved should be both functional and prescriptive and, therefore, must be followed by some form of intervention. It would also mean that school administrators should play a proactive role towards remedial work by making the learning environment more conducive to remedial work and in monitoring and supervision.

Testing of children would enable the teacher gauge the child's current level of capability by use of both observation techniques and standardized instruments. The aim should be investigating why the learner is not learning so that the teacher can better develop an individualized plan of instruction in remedial work. The diagnosis should be one that is comprehensive and ongoing and can be revised and modified as more knowledge of the learner is acquired through teaching and as the child changes through the learning process (Educational Review, 1994). This shows that there should be no rigid strategies in implementing remedial work but rather it should be flexible to the specific needs of the learners for whom remediation is intended.

2.5.2 The Role of Parents in Remedial Education: A Case of Paired Reading

Sociological research in education such as that of Douglas (1964), Flood, Hasley and Martin (1956), and the Plowden Report (1967), commissioned study on educational influences, have shown that the school is by no means the sole educator of the child, or by any means the major influence on the child's life. Of great importance is the influence of the home. Several Government reports in England also drew attention to the potential of collaboration between professionals and parents so as to influence children's development and learning (Plowden Report, 1967; Bullock, 1975; Taylor; 1977; Warnock, 1978). These reports covered many aspects of collaboration between teachers and parents in the educational field. Smith (1987) showed further exploration in the dimensions and potential of home-school links.

It is the belief among many educators that parents, therefore, must be involved in the education of their children and this could lead to successful learning achievements when parents are willing to help. Research by Hewison (1982) has indicated that parents are generally actively interested in their children's development and in their educational progress.

Social class or disadvantage does not seem to be an impediment to the willingness of parents to help with their children's reading per Weinberger (1986). It is further indicated that in disadvantaged areas, parents can sustain a high level of involvement in overseeing their children's reading over a long period.

Literature shows that there are many benefits to the child through parental involvement in children's reading. According to Topping and Wolfendale (1985), parental involvement can assist with the: acquisition of reading skills, familiarity with and enjoyment of reading, fostering of such skills as learning, application of inquiry and information search strategies in the home, preparation for adult competences in reading, and sharing of problems in reading and boosting the confidence of individual children.

There has, however, been a popular misconception regarding the teaching of literacy that the success or failure in the learning of reading skills could be entirely attributed to factors within the school. Two basic desires of children are to like and to be liked by their parents;

children can dismiss as insignificant a teacher who figures in their lives for a year or two, but not so the responses of a parent. Aspects of the home environment, which Greaney (1985) found to be more closely related to reading skills than others were verbal interaction between parent and child; parental interest in reading; parental reading and access to reading materials.

Similarly, Hewison and Tizard (1980) found that the factor which emerged as most independent, as well as most strongly related to reading performance, was whether the mother reported that she regularly heard the child read. If all other things remained equal, children who regularly read to their parents at home, were considerably better readers than those who did not. This collective responsibility is also reported by Tizard et al., (1982) who suggest that children who never received extra help in reading in the school environment were less proficient readers compared to those who did so in the home set up. Involving parents, therefore, could have very remarkable positive effects on the child's reading and might be an essential part of any reading or remediation programme.

The main problem, which has been associated with the involvement of parents in helping children to read at home, has been that sometimes unsuitable types of intervention have been employed. For instance, it is indicated that parents may dwell so much on error words and over depend on phonic analysis and synthesis. The correction procedures, when not properly used, can be time consuming and even disastrous, leading to despair and tension in both the child and parent (Educational Review, 1994). What is needed in such a scenario, is a structured scheme to eliminate these problems and ensure the development of reading skills both at home and in the school. This is where paired reading approach would appear to apply. Paired reading was introduced in the mid-1970s as a remedial reading approach applicable to a whole range of reading inadequacies. It is an approach whose application entails minimal specialized instruction and supervision (Educational Review, 1994).

Dr. Roger Morgan, who pioneered the Paired Reading approach proposed to develop a flexible reading technique which was both attractive and useful to tutors and learners alike which would enhance reading performance. Morgan outlines steps involved in this technique and explains the rationale behind it. First, Morgan (1989), tuition is normally undertaken by the individual parent/child pairs at home, using a book of the child's choice,

appropriate to their reading age. These sessions are initiated with the parent and the child reading aloud simultaneously, the parent providing a continuous prompt or model for the child's reading. On achieving a significant level of proficiency in reading and confidence for the child to start reading new words or entire passages independently, he signals this by knocking on the table. The parent responds by praising the child, then stops reading with the child and the latter continues reading alone. When the child is reading alone correctly the parent reinforces the correct reading with frequent praise or feedback through use of positive comments suitable for the individual learner. When the child encounters difficult words, or makes errors during independent reading the parent allows approximately four seconds for further attempts. If the child is unable to resolve the difficulty within this set time limit, the parent supplies the correct reading, the child reads it with the parent and simultaneous reading is resumed (Educational Review, 1994).

2.5.3 Implementation Methodologies and Strategies

Three kinds of approaches to remedial education are recommended to meet the diverse needs of children with learning difficulties. These approaches are: adaptive and developmental education, corrective education and remedial education. Adaptive and developmental education is designed to meet the academic, general and permanent needs of slow learners. The term adaptive implies that programs must be devised at appropriate levels to meet the permanent requirements of the child over a wide range of activities. The term developmental suggests that such needs may change over time as the child matures. Corrective education on the other hand, is intended to meet the needs of the child arising from specific limitations to learning mainly with literacy and numeracy; a form of education which is designed to be interventionist and temporal. Remedial education is intended to meet the needs which arise from learning difficulties resulting from the learner's inadequacies or underachievement in basic skills of numeracy and literacy. As in the case of corrective education, remedial intervention is best regarded as a temporary measure, and if successful will facilitate the child in participating in the adaptive or normal curriculum of the school (Educational Review, 1994). In as much as remedial education is being implemented in secondary schools in Zambia, there has not been much documentation of how this is being done. It is through teachers' own convictions of meeting

the set pass targets by percentage that each individual teacher is compelled to carry out remediation activities on those learners that falling behind expectation in terms of their academic performance. One needed to explore whether teachers influenced effectiveness of remedial work, and whether their influence was adequately considered as key input in trying to enhance pupils' academic performance. According to Social Systems Theory as espoused by Paula (1983), effectiveness of a school system is a function of both external and internal factors in a school. Setting pass percentages targets through ministerial circulars are indications of external factors working on the operations of school programmes. Internal factors such as factors that affect effectiveness of remedial education are direct inputs of the teachers themselves to the school system among other internal factors such as school characteristics as well as head teacher characteristics. These needed documentations by conducting such a study as this one in selected secondary schools of Kasempa District.

2.6 Conclusion

Given the above analysis of data, it is clear from the onset that the context of the study is different. This contextual difference renders the results inapplicable as far as generalization to the Zambian set-up is concerned. This is because the educational system, staffing, policies and practices among many other factors differ. Secondly, the differences in methodologies is also apparent none of these studies take up a multi stakeholder approach. Additionally, no study has ever been published that evaluates the current policy and practice on factors affecting the effectiveness of remedial work policy in selected secondary schools in Kasempa District. This research therefore bridges the contextual, methodological and information gaps discussed here. The next chapter presented the methodology of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The validity and reliability of any research has its foundation in the research methodology. This chapter therefore explains the research methodology employed in this research. This includes, the research design, design approaches data collection methods, population and sample determinants and analysis of data. This is by describing the methods employed in data collection and analysis. The justification of the methods used in the study is also done. The detailed descriptions have been done in the relevant subsections below.

3.2 Research Design

This research employed none-experimental research design which does include manipulation and control of variables but studies the phenomenon as it is. This was partly because an experimental design may not be permissible in the given context. Under this design, the study used a case study approach that involved the study of selected secondary schools in Kasempa District in North Western Province. Welman and Kruger (2002) have said that a case study must involve a limited number of units of analysis such as an individual, a group or an institution studied intensively. Mirriam (1988) has said the researcher must explore a single entity or phenomenon bound by time and activity, and data can be collected by a variety of procedures during a sustained period. A case study allows for the collection of in-depth data about a phenomenon, in this case the factors that affect effectiveness of remedial work by in selected secondary schools in Kasempa District. Meanwhile, Yin (2003) argues that the case study method not only facilitates in arriving at an in-depth analysis and logical explanations of contemporary events, nevertheless also helps in yielding qualitative data. The use of a case study method offers the opportunity of collecting as much information across a wide range of dimensions. The study employed a mainly qualitative method but also embraced some quantitative elements to provide balance and more descriptive statistics. In qualitative research, different knowledge claims, enquiry strategies, and data collection methods and analysis are employed (Creswell, 2003). Qualitative data sources include observation and participant observation (fieldwork),

interviews and questionnaires, documents and texts, and the researcher's impressions and reactions (Myers, 2009). Data is derived from direct observation of behaviours, from interviews, from written opinions, or from public documents (Sprinthall, Schmutte, and Surois, 1991). Written descriptions of people, events, opinions, attitudes and environments, or combinations of these can also be sources of data.

3.3 Design approach

The research design employed the use of descriptive and explanatory approaches. The use of these approaches was to ensure that the research results did not only give descriptive features, characteristics, and statistics but further provides explanatory analysis of causes-effect relationship to help ensure that the results could be applied and policy and practice recommendations made.

3.4 Population and Sample

The study involved an exploration of factors that affected effectiveness of remedial work in Kasempa District of North Western Province. To effectively do so, a selection of secondary schools in Kasempa District of North Western Province was done using the purposive sampling method. Five secondary schools were selected from which teachers, pupils, parents and administrators were sampled. From each of the five schools, 6 teachers, 6 pupils, 6 parents and two administrators were selected. Therefore, a total of 30 teachers, 30 pupils, 30 parents and 10 administrators were selected with 3 key informants found at the Debs office. This gives a total of 103 research participants.

3.4.1 Sampling Methods

Several sampling methods were employed to select the respondents, generally, a purpose sampling was done to select the five schools called convenient sampling. Purposive sampling techniques made use of the researcher's extensive knowledge of the area under investigation (Creswell, 1994; Creswell, 2003; Creswell, 2007; Cohen et al., 2000). The criterion which was used for the selection of members was the implementation of remedial work by the teachers themselves in their respective schools. This was done due to resource constraints to cover all the schools. The stratified sampling technique was used to select

the 30 respondents per school. Here stratified sampling technique was used to ensure that all the schools had an equal voice and further that no school was over sampled or under sampled. Simple random stratified simple random sampling method was used to select one class teacher from each grade. It was stratified to ensure that all the grades are covered and simple random because all the respondents were given an equal and none zero chance of being selected. For each selected teacher, a pupil was selected from their class using simple random sampling method and for every selected pupil their parent was automatically selected to be in the sample. Snowball sampling was used to select the ministry of education officials who are aware of the policy as key expert informants.

3.4.2 Sampling frame

The research used two different sampling frames one from the school administration to select the class teachers and the other from the class teacher to select the pupil.

3.4.3 Sample Size Justification

According to Creswell (1994), only guidelines on purposive sample size exist which can range from one to forty or more participants. This means that the methods used in collecting the sample for the study are not as rigorous as those used in selecting a sample through random sampling. The sample size is usually small compared to the population sample sizes used for generalization in quantitative studies that must use parametric statistical techniques. In this study, however, I had a sample size of 103 participants covering all relevant stakeholders to have rich information generated from the study.

3.5 Data Collection

For this study, the researcher used both primary and secondary data. From a conceptual point of view, Kotler (2003:131) stated that, “The researcher can gather secondary data, primary data, or both.” Kotler (2003:131) went on to say that, “Researchers usually start their investigations by examining secondary data to see whether the problem can be partly or wholly solved without collecting costly primary data.” Accordingly, the researcher used both secondary data as reviewed through literature on the research topic as well as primary data as collected from the field which is reported in chapter four.

3.5.1 Methods of Primary Data Collection

The study used multiple sources of data and the underlying principle behind this was that multiple sources of evidence offered the opportunity to address a broader range of issues. Notwithstanding this, the most significant advantage presented using multiple sources of evidence is the “development of converging lines of inquiry” and this increases the validity, quality and reliability of the findings (Yin, 2003). Further reliability and validity of data collected from the field was achieved through conducting a pilot study in the research area to reveal weaknesses in the data collection instruments. A pilot study was done in early May to accord the opportunity to take note of the recent trends in the general way of life in the study areas.

3.5.2 Data Collection Procedures

Data was collected from the field from early May to mid-June, 2018. It was done by using a combination of methods as described above. Permission to conduct research was sought by the researcher before going into the field to collect data. Appointments were made with relevant officials concerning which days would be convenient for them to be interviewed. The reason for prearranging the interview days was because the respondents concerned normally had very busy schedules. A pilot study was conducted before doing the actual research to see if the research instruments would yield intended responses and revise the questions that were not yielding intended results. A pilot study is a mini-version of a full-scale study or trial run done in preparation of the complete study. It can also be referred to as feasibility study. It can also be a specific pretesting of research instruments such as interview schedules (Van Teijlingen & Hudley, 2001).

3.5.3 Research Instruments

The research instruments used in the collection of primary data in the field included a combination of the following:

3.5.3.1 Semi-Structured Questionnaire/Interview

This questionnaire uses both structured and unstructured questions and therefore, uses both closed and open questions. The semi-structure questionnaire was administered to the

teachers as a self-administered questionnaire. This provided them with the time and confidentiality to objectively answer the questions without duress, intimidation or fear.

To be consistent with all participants as far as the pupils were concerned, a semi-structured questionnaire was used. However, the administering of this questionnaire was different such that the pupils were interviewed to ensure they understood the questions. This was also applied to parents, as two of them had to be interviewed by way of phoning them at two separate times.

3.5.3.2 Semi-Structured Interview guide

For the school administrators and Government officials, a set pre-planned core questions were prepared for guidance such that the same areas were covered with each interviewee. As the interview progresses, the interviewee is given opportunity to elaborate or provide more relevant information if he/she opted to do so. A semi-structured interview schedule was used as opposed to a self-administered questionnaire which tends to suffer from high non-response or non-return rates and failure to give appropriate responses due to very busy schedule of administrators and government officials (Cohen et al., 2000). This method also ensured validity of responses as I could clarify some questions which were not understood by the participants.

3.5.3.3 Unstructured Observations

I had to observe activities of physical nature that had been carried out by teachers in their implementation of remedial teaching. A still camera was used to capture appropriate scenes of such activities on the equipment/learning and teaching aids used in implementation of remedial work. Such observations allowed me to make reflective analysis of responses got from the field. A field note-book was used to make recordings of the observations in the field and any additional information from the questions asked.

3.5.3.4 Focus Group Discussions

This allowed for generation of varied responses from the participants in the study area than those anticipated by the researcher in interview schedules. It also allowed for in-field data correction as participants in the groups would correct inappropriate responses by their peers

or colleagues. This method also allowed for collection of a lot of data over a short period. This method was used to collect data from teachers who were put in a FGD of 8 members two from each school with three key informants drawn from the ministry of education. It was planned that the focus group should have seven to eight members to take part in the discussions. The discussions were held at an appropriate venue as agreed by members for their convenience. This allowed for varied responses whilst at the same time allowing for easy moderation of the group as the number is not too large to control by the moderator.

Focus group interview is less structured compared to the other categories of interviews. This is because of the difficulty in bringing structure in a group; however, rich data can emerge through interaction within the group, for example, sensitive issues that could have been missed in individual interviews, may be revealed. In a group, people develop and express ideas they would not have thought about on their own (Preece et al, 2002).

3.6 Justification Multiple Primary Data Sources

A triangulation of data collection instruments was done through using different types of research instruments to reduce weaknesses of only using one form of data collection instrument from the field.

3.7 Reliability and Validity of Research Instruments

3.7.1 Reliability of the Research Instruments

The quality of research is very important in any piece of investigation or scholarly piece of writing. In this study, validity and reliability as means of quality assurance had been taken care of. Cohen, Lawrence and Keith (2007) point out that piloting of instrument has paramount importance in maintaining validity, reliability and practicality of instruments and, therefore, the validity and reliability of results. The study employed the piloting of the research instruments before conducting the actual study. This action enabled the research to revise the questions in the research instruments that were not yielding intended responses. Triangulation of research instrumenting during data collection also ensured that inadequacies of one research instrument were compensated for using other instruments. Moreover, the use of focus group discussions ensured that responses from respondents were

corrected in-field by way of responses made by other respondents correcting the information given by their colleagues.

3.7.2 Validity of the Research Instrument

The validity of a research instrument means its appropriateness for accomplishing the research's purpose (Hernerson et al., 1987). This implies that a research instrument used must be must be appropriate enough to produce valid results. De Vos (2002) argues that it is not the measure that was valid or invalid but the use to which the measure was put. The validity of a measure then depends on how we define the concept it is designed to measure. The process of constructing the data collection instruments with clarifying the concept for theory, developing indicators and evaluating indicators (De Vos, 2002). A research instrument is valid if it measures what it is supposed to measure, and it is reliable if it is consistent in the responses it yields from the questions included in it (Fraser et al., 2000). The concepts of this research were defined as used in the report by way of operational definitions. Concept validity of the research instruments was established to ensure that they reflected the content of the concepts (perceptions) in question. Firstly, intensive literature review was conducted to establish variables under investigation. Secondly, a comparison of research objectives and questions in the research instruments was done to ensure that they contained information addressing the objectives. Expert opinion was sought to scrutinize the relevance of the research instruments items against the objectives of the study.

3.8 Ethical Considerations

Every researcher needs to consider carefully-before, during and after the conduct of a research study the ethical concerns that can affect their research participants. When one understands, and addresses such ethical issues, some of which are embedded in government regulations and institutional rules, researchers show respect and regard for research participants, protect them from avoidable abuse, ridicule and harm and honor their contributions to research body through acknowledgements (Gall, Gall & Borg, 2007).

Before going in the field to collect data, permission was sought from the University of Zambia in collaboration with Zimbabwe Open University (UNZA/ZOU). Then permission

was also sought from the District Education Board Secretary (DEBS) in Kasempa, to allow the researcher to collect data from the participating schools. A letter introducing the researcher to the school head teachers was obtained from DEBS. A consent form for each participating category of teachers and parents was signed by respondents before participating in the study. The data collected from the field was treated with the highest level of efficacy possible, getting the actual responses of respondents. The collected data was treated with due confidentiality, and was used strictly for academic purposes only. Names of all participants have not been disclosed in any way, to maintain strict confidentiality.

3.9 Methods of Secondary Data Collection

“Secondary data provides the starting point for the research and offer the advantages of low cost and ready availability” (Kotler, 2003:131). In the case of this study, the researcher carried out wide reading and consultations with various officials from institutions, reviewed the reports and also statistical information and further went on to review data from various authors on the phenomenon. Sources such as books, reports, theses, dissertations, the internet, journals and news bulletins were consulted.

3.9.1 Methods of Data Analysis

Since both qualitative and quantitative data type were collected, all quantitative data was analyzed using STAA 13 and all qualitative data was analyzed through coding, grouping and extraction.

Bogdan and Biklen (2003) define qualitative data analysis as “working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns”. The aim of analysis of qualitative data is to discover patterns, concepts, themes and meanings. In case study research, Yin (2003) discusses the need for searching the data for “patterns” which may explain or identify causal links in the data base. In the process, the researcher concentrates on the whole data first, then attempts to take it apart and re-constructs it again more meaningfully. Qualitative data from the field was analyzed by using thematic data analysis.

3.10 Conclusion

This chapter presented the methodology used to collect the data for the study. The next chapter presents the findings of the research.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter provides the presentation and interpretation of research findings collected using a triangulation of FGD, questionnaire and interview Strategies, Challenges and Recommendations.

4.2 Background

The chapter presents data related to the background factors, the policy Implementation Respondents by Sex

Table 1: Sex of Teachers

Sex of Respondent	Freq.	Percent	Cum.
Male	14	46.67	46.67
Female	16	53.33	100.00
Total	30	100.00	

The table shows that 53.33% of the teachers interviewed were females. An analysis of the parental statistics interviewed in the research shows that an even greater majority 63.33% of the parents who were available for interview were female, this is shown in table 2 below.

Table 2 : Sex of Parents

Sex of Respondent	Freq.	Percent	Cum.
Male	11	36.67	36.67
Female	19	63.33	100.00
Total	30	100.00	

In contrast however, the majority of the pupils were male constituting 66.33% of the interviewed pupils as shown below.

Table 3: Sex of Pupils

Sex of Respondent	Freq.	Percent	Cum.
Male	19	63.33	63.33
Female	11	36.67	100.00
Total	30	100.00	

4.3 Age of Respondents

Table 4: Teachers by their Age

Age of Respondents	Freq.	Percent	Cum.
16 - 20 Years	4	13.33	13.33
21-25 Years	5	16.67	30.00
26-30 Years	5	16.67	46.67
31-35 Years	3	10.00	56.67
36-40 Years	4	13.33	70.00
41-45 Years	4	13.33	83.33
46-50 Years	2	6.67	90.00
Over 50 Years	3	10.00	100.00
Total	30	100.00	

Majority of the teachers are below the age of 35 who constitute a cumulative 56.67% of the total number of teachers hence are youthful.

Parents on the other hand are of a much older age range such that only 40% are below the age 35 hence 60% are above the age of 35 as shown below

Table 5: Parents by their Age

Age of Parents	Freq.	Percent	Cum.
16-20 Years	3	10.00	10.00
21-25 Years	2	6.67	16.67
26-30 Years	4	13.33	30.00
31-35 Years	3	10.00	40.00
36-40 Years	8	26.67	66.67
41-45 Years	5	16.67	83.33
46-50 Years	3	10.00	93.33
50 and above	2	6.67	100.00
Total	30	100.00	

By age, majority (36.67) of Pupils were aged between 6 and 10 followed by those aged 16-20 constituting 26.67% as shown in the table below.

Table 6: Pupils by Age

Age	Freq.	Percent	Cum.
0-5	1	3.33	3.33
6-10	11	36.67	40.00
11-15	6	20.00	60.00
16-20	8	26.67	86.67
21-25	4	13.33	100.00
Total	30	100.00	

4.4 Respondents by Education Level

Table 7: Teachers by their highest education Level

Education Level	Freq.	Percent	Cum.
Certificate	5	16.67	16.67
Diploma	9	30.00	46.67
Undergraduate Degree	10	33.33	80.00
Master's Degree	5	16.67	96.67
Doctorate	1	3.33	100.00
Total	30	100.00	

Table 7 reveals that the majority (33.33%) of the teachers have undergraduate degrees as the highest education attainment followed by those with Diplomas at 30%. The rest include Certificate holders at 16.67%, Master's degree holders at 16.67% Doctorate holders at 3.33%. Parents on the other hand had Diploma as a majority constituting 30% of the respondents with High School Certificate holders following at 20% followed respectively by Primary, Degree, None Educated, and Master's Degree as shown in the table below.

Table 8: Parents by their highest Education Levels

Education	Freq.	Percent	Cum.
Masters	2	6.67	6.67
Degree	4	13.33	20.00
Diploma	9	30.00	50.00
High School	6	20.00	70.00
Primary	5	16.67	86.67
None	4	13.33	100.00
Total	30	100.00	

Pupils were asked as to which grades they were in and the results are tabulated in table 9 below.

Table 9: Respondents by Grade

Grade			
Taught	Freq.	Percent	Cum.
Grade 8	20	33.33	33.33
Grade 9	14	23.33	56.67
Grade 10	26	43.33	100.00
Total	60	100.00	

As noted above, majority are grade 10s or teach grade 10 who constitute 43.33% of the total respondents followed by grade 8s at 33.33% with grade 9s at 23.33%.

4.5 Respondents by length of Service

A question was posed to the teachers on how long they had worked as teachers and the response was as reported below.

Table 10: Length of Service

Level of			
Service	Freq.	Percent	Cum.
0-5 Years	4	13.33	13.33
6-10 Years	8	26.67	40.00
11-15 Years	11	36.67	76.67
Over 15 Years	7	23.33	100.00
Total	30	100.00	

As shown in table 11 above, 36.67% constituting the majority have served between 11 and 15 years as teachers followed by 6-10 years, over 15 years, with 0-5 years being the least. Specifically, the respondents were asked how long they had served within the district and their response was as tabulated below.

Table 11: Service in the District

Service in			
the District	Freq.	Percent	Cum.
0-5 Years	13	43.33	43.33
6-10 Years	14	46.67	90.00
11-15 Years	3	10.00	100.00
Total	30	100.00	

Evidently, the table above shows that a cumulative 56.67% have served in the district for over five years.

4.6 Implementation Strategies

Teachers were asked whether they were aware of remedial strategies, and the following Chart tabulates the responses.

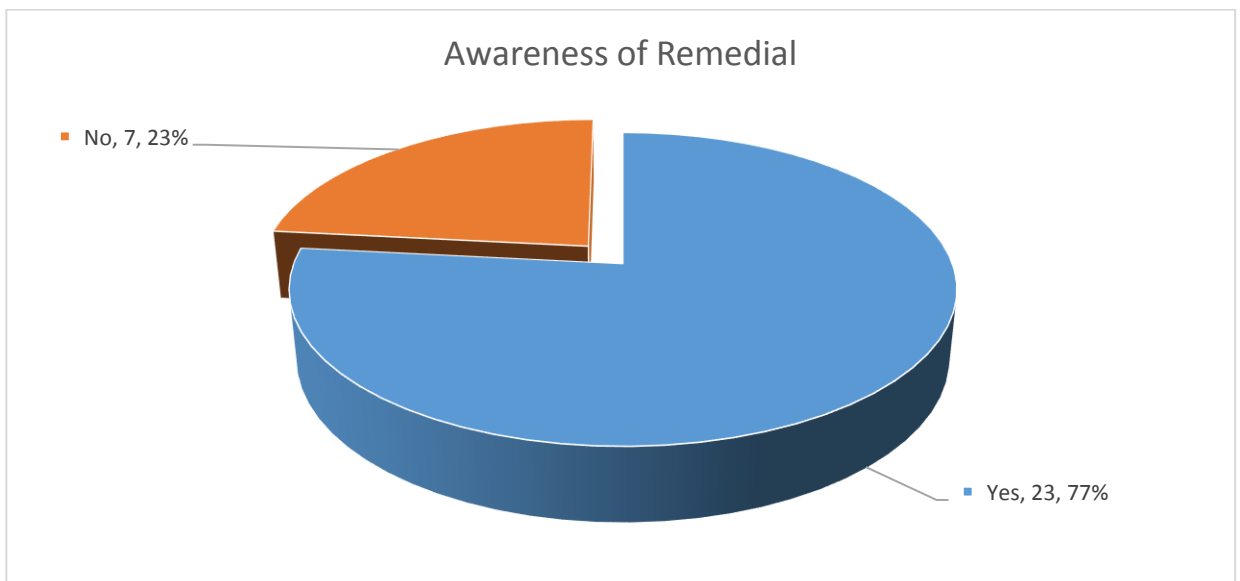


Figure 3: Awareness of Remedial Strategies

As shown in figure 3 above, majority (77%) were aware of the existence of remedial strategies while the minority (23%) are not aware. The high percentage, however, of teachers who were not aware was alarming and might result into poor implementation.

A follow up question was posed to those who were aware on who they believed was responsible for remedial policy implementation in general, and the table below shows the outcome.

Table 12: Teacher's Perception of rights Implementer

Responsibility						
	Ministry	School	Teacher	PTA	Parent	Pupil
Yes	13	12	17	7	10	7
No	9	10	5	15	12	15
Total	22	22	22	22	22	22

Table 12 above shows that the respondents believe that implementation of the policy lies predominantly with the teacher, followed by the ministry and the school respectively. The PTA and the pupils are the least responsible followed by parents.

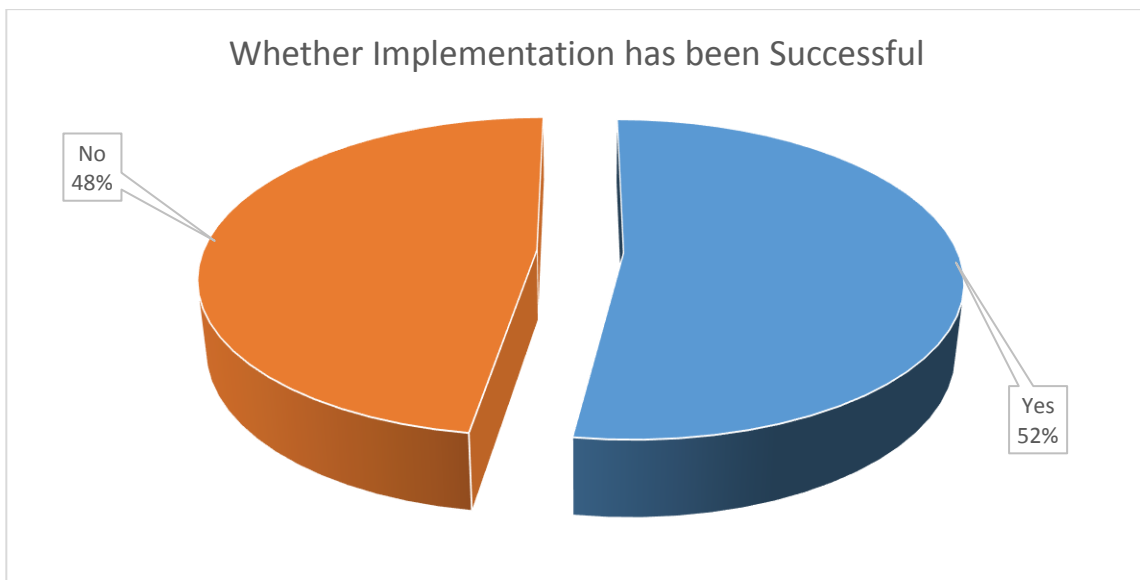


Figure 4: Whether Rights Protection has been Successful

Figure 4 above shows that the majority of those who are aware of the Remedial Policy feel there has been successful. However, 48% still feel there has not been adequate implementation of the policy.

Table 13: Justification for perceived Failure

Justification for perceived			
Failure	Freq.	Percent	Cum.
Lack of T/L Aids	3	14.29	14.29
Lack of Infrastructure	6	28.57	42.86
Lack of Administrative Seriousness	5	23.81	66.67
Lack of implementation Strategy	6	28.57	95.24
Lack of Adequate time	1	4.76	100.00
Total	21	100.00	

As noted above the main justification was the lack of adequate infrastructure and Lack of implementation strategy followed by lack of administrative seriousness/commitment. Other reasons included lack of T/L Aids and Lack of Adequate time.

Asked whether they think the teacher should have an implementation role and the responses are as illustrated in in the chart below.

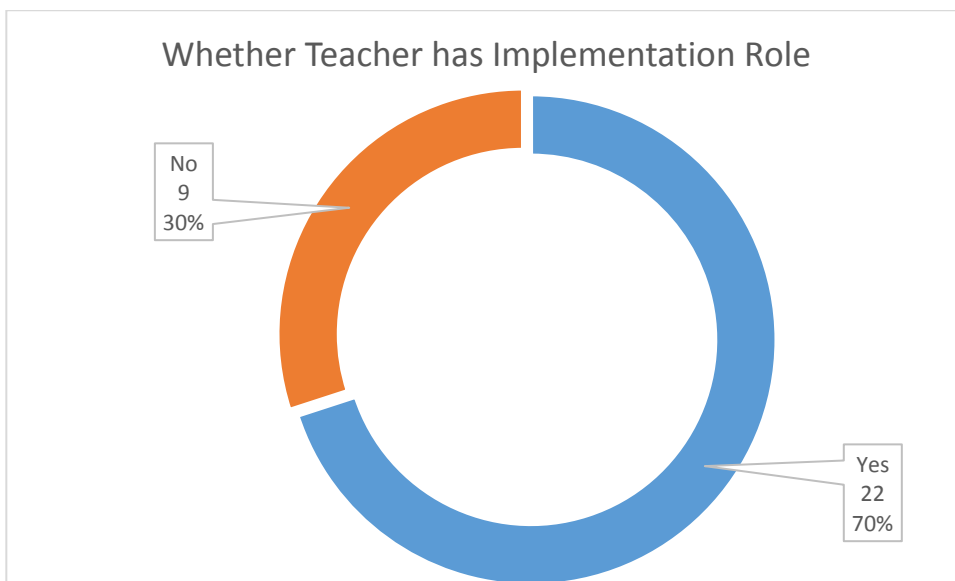


Figure 5: Whether Teacher has Implementation Role

As noted in figure 5 above, 70% of the teachers feel they have a role in the implementation of the remedial work policy. However, 30% felt they had no role in implementation which may be concluded that 30% are more likely to fail at implementation due to lack of knowledge of their role as implementer. The 70% were asked specifically what role they played, the respondents replied and the table below gives the results.

Table 14: Role Played by Teacher

Role Played by teacher	Freq.	Percent	Cum.
Implementation	2	9.09	9.09
Identification of slow learners	2	9.09	18.18
Recommendations to School/Home	2	9.09	27.27
Care and Support	3	18.18	45.45
Liaison and motivation	2	9.09	54.55
Monitoring and Evaluation	4	27.27	81.82
Guidance and Counseling	3	18.18	100.00
Total	22	100.00	

As noted in table 14 above, most of the teachers cited monitoring and evaluation, guidance and counseling and care and support as their main implementation roles. Other roles included implementation, identification of slow learners, recommendation to stakeholders and liaison and motivation. A follow-up question was posed on what specific strategies they employ in their role of implementation of remedial work policy, the teachers stated the following which is illustrated in the chart below.

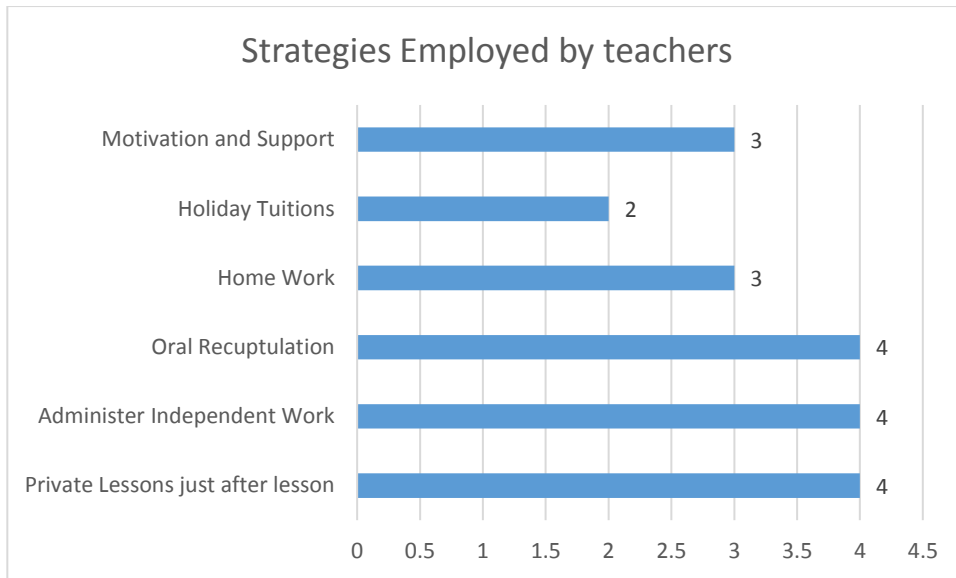


Figure 6: Remedial Strategies Employed by teachers

As evident in the chart above, there were three dominant strategies employed by teachers in remedial education and these included Private Lessons, Independent Work and Oral Recapitulation. These were followed by homework and motivation and support, followed by holiday tuitions respectively.

4.7 Factors Affecting success of Remedial work

A question was posed to those who believed they had no role in the current framework as to what role they should play and their response is illustrated below.

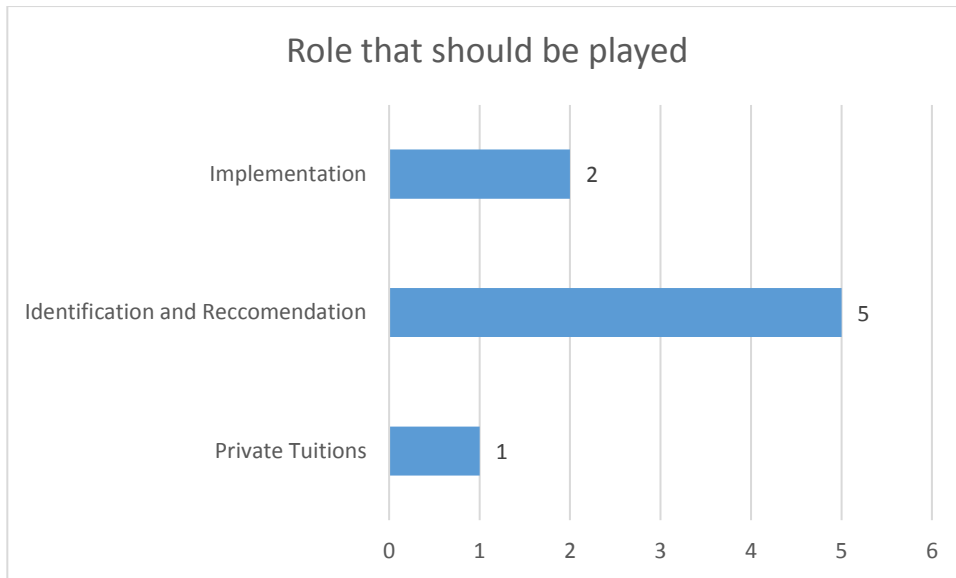


Figure 7: Roles that non-implementers should play

As noted above, majority felt they should be empowered to identify remedial work needs and strategies and make necessary recommendations. One respondent went further to note that “the problem with the current approach was that it was prescriptive with a “one-size-fit-all” approach, forgetting that remedial work needs differed in many different settings and contexts, and that slow learning was caused by different factors; hence the need to “individualize” approaches”.

Asked why it was important for teachers to play a dominant role in the implementation of the remedial education, respondents gave many different responses which were summarized and tabulated in the table below.

Table 15: Rationale for teacher dominance

Rationale for teacher dominance	Freq.	Percent	Cum.
Empowers the Teacher	3	16.67	16.67
Teachers are better placed	5	27.78	44.44
Ensure easy collaboration	4	22.22	66.67
Create Co-Responsibility	4	22.22	88.89
Create Extra Income for Teachers	2	11.11	100.00
Total	18	100.00	

As noted in the table below, most of the teachers felt they were better placed as implementers, followed by those who felt it made collaboration easier and created co-responsibility. Teachers were seen as being better placed by virtue of their role as educators, their direct link to the children and their accessibility to key stakeholders such as administration, parents and peers. The latter point, thus, made co-responsibility easier. Others saw this as a means of empowerment and extra income for the teacher, in the case where private tuitions were conducted. However, empowerment here was also used to refer to granting the teachers enough authority and autonomy to manage remedial education.

Table 16: Critical Players

Three Critical Players	Freq.	Percent	Cum.
Teacher, School, Parent	12	40.00	40.00
Teacher, Parent, Pupil	6	20.00	60.00
School, Pupil, Parent	2	6.67	66.67
PTA, Ministry, Pupil	4	13.33	80.00
Ministry, School, Teacher	4	13.33	93.33
Ministry, School, PTA	2	6.67	100.00
Total	30	100.00	

Asked on who were the three most critical players in successful remedial education, 40% cited the Teacher, the School and the Parent followed by 20% who cited Teachers, parents and pupils. It is worth noting that a cumulative 73.33% cited teachers while 66.67% cited Parents and 66.67% also citing the School followed by 33.33% who cited the ministry of education and another 33.33% who cited pupils and finally 6.67% who cited the PTA being the least cited.

Table 17: Key Remedial Features

Key Remedial Features	%
List of Pupils	33.33%
Remedial Time Table	43.33%
Remedial Policy	13.33%
Partner- Pupils	10%
Partner- Previous Teachers	6.67%
Partner Subject Teacher	13.33%
Partner Parent	20%
Partner Administrator	23.33%

Teachers were asked if they had certain key features which were critical to successful implementation and, unfortunately, as noted above, majority did not have these key factors. Only 33.33% had a list of Pupils needing remedial education, hence only 33.33% identified remedial education needs. Planning was seen through the existence of time table and existence of a policy, and only 43.33% had time tables and only 13.33% had the policy. Hence there was no planning by the majority of teachers for remedial education. Partnerships and collaborations were also a key success feature of successful remedial education however. Only 10% had pupil/peer partners, only 6.67% had previous teachers as partners, only 13.335 had subject teachers as partners, only 20% had parents as partners and only 23.33% had administrators as partners.

Asked as to rate the effectiveness of strategies recommended for effective remedial education, the respondents gave the ratings and the following charts give the outcome ratings:

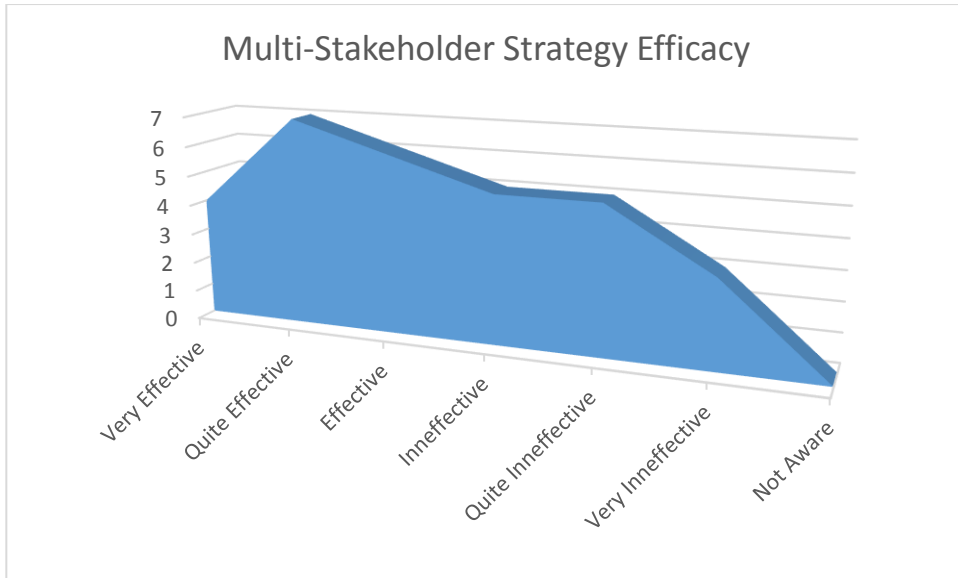


Figure 8: Multi-Stakeholder Strategy Efficacy

The efficacy of the multi-stakeholder strategy rating as noted above is skewed towards effectiveness hence is seen as an effective strategy.

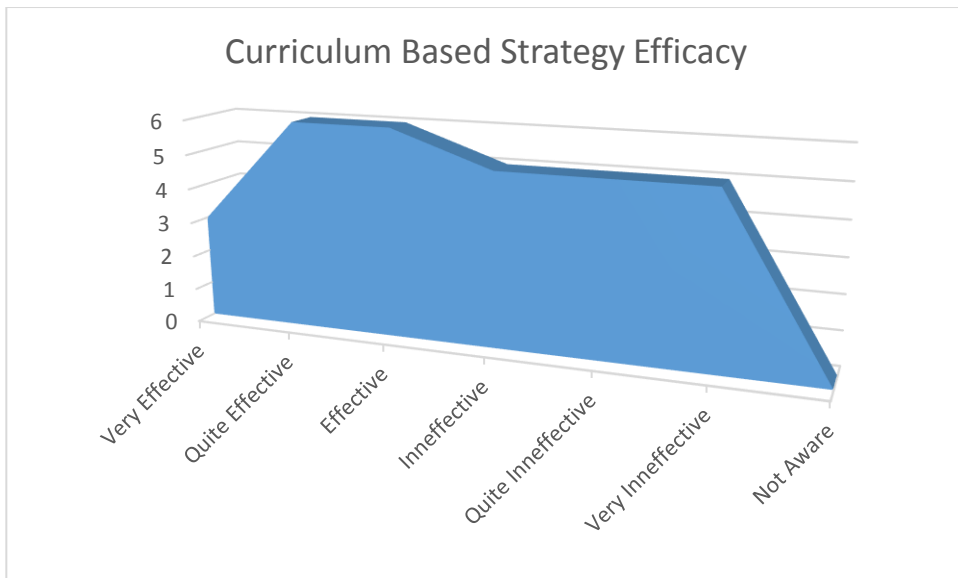


Figure 9: Curriculum Based Strategy Efficacy

The chart above reveals that the ratings are skewed towards effectiveness hence the curriculum based strategy is an effective strategy.

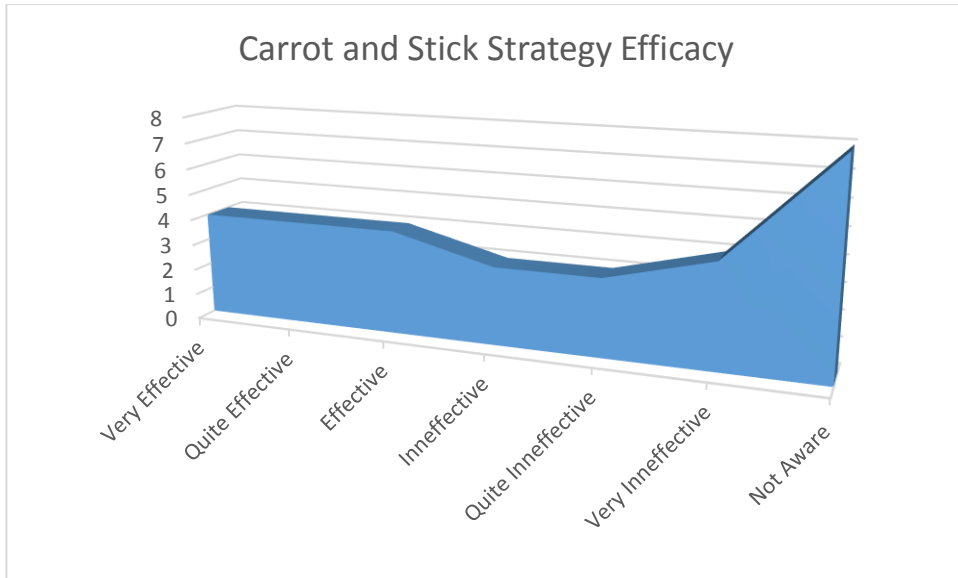


Figure 10: Carrot and Stick Strategy Efficacy

The chart above shows that while the ratings are skewed towards effectiveness, there is a very high level of lack of awareness of the approach.

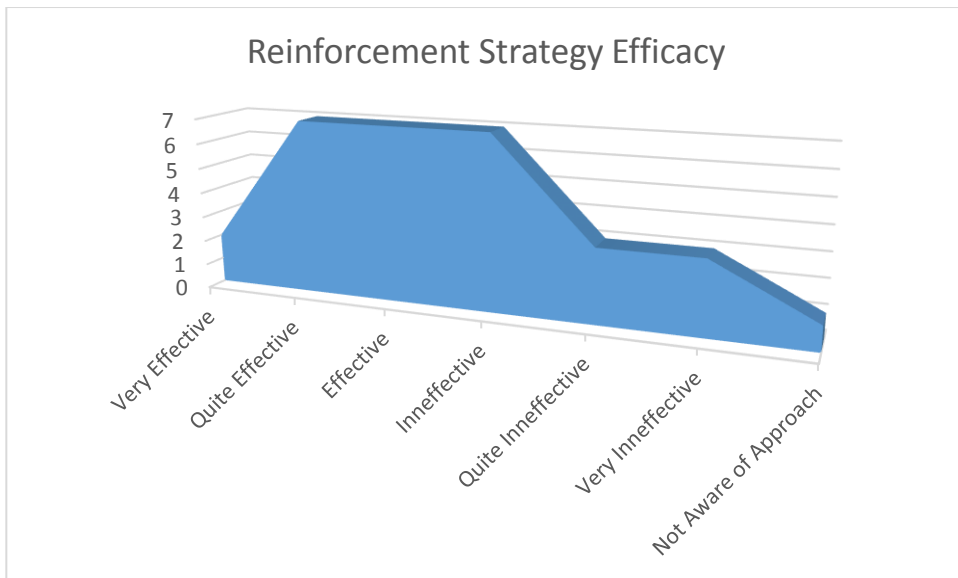


Figure 11: Reinforcement Strategy Efficacy

As noted in the area chart above, the ratings are skewed to effectiveness hence rated very effective.



Figure 12: Self-Motivation Efficacy

The chart above shows the efficacy rating of self-motivation as a remedial education strategy. As noted above, the efficacy rating is more centrally distributed but with a bias towards effectiveness hence can be deemed as an effective approach.

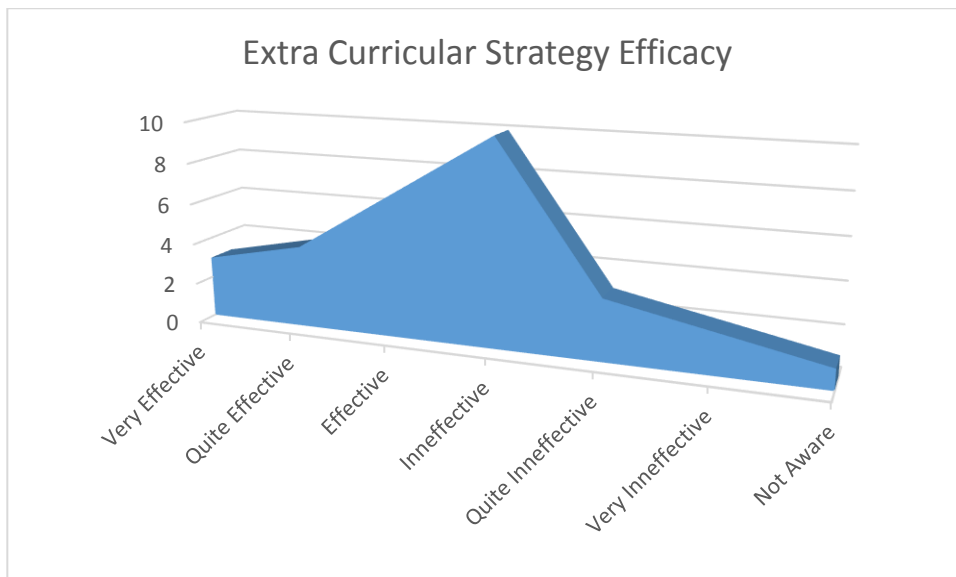


Figure 13: Extra-Curricular Strategy Efficacy

As evidenced in the chart above, extra-Curricular strategy was rated more ineffective than effective. On the other hand, as noted in the chart below, reading sessions have been rated very effective.

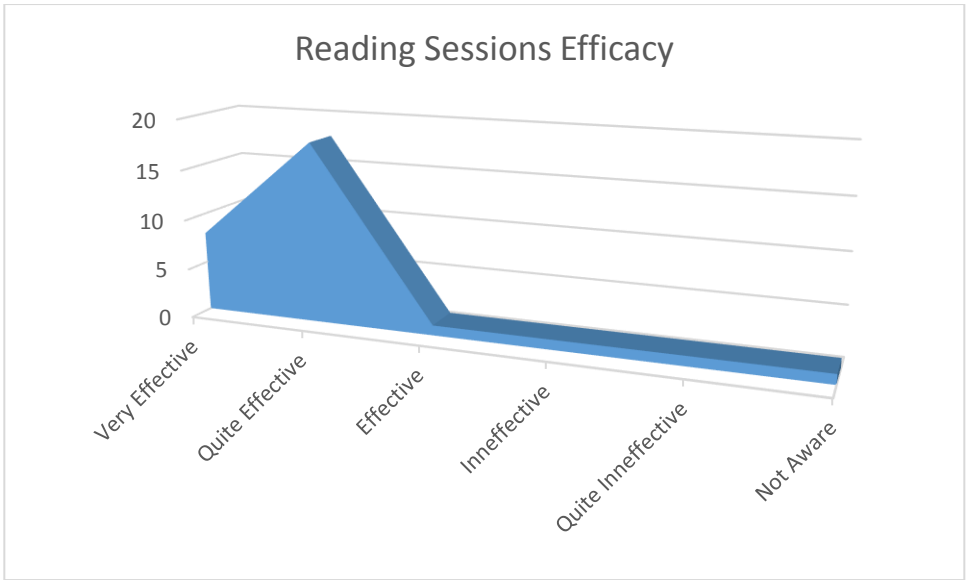


Figure 14: Reading Sessions Efficacy

Another evaluation was done in rating class exercises as a means of remedial education and the chart below gives the outcome.



Figure 15: Class Exercise Efficacy

As clearly noted in the chart above, the ratings are skewed towards effectiveness hence class exercise was rated as an effective remedial strategy.

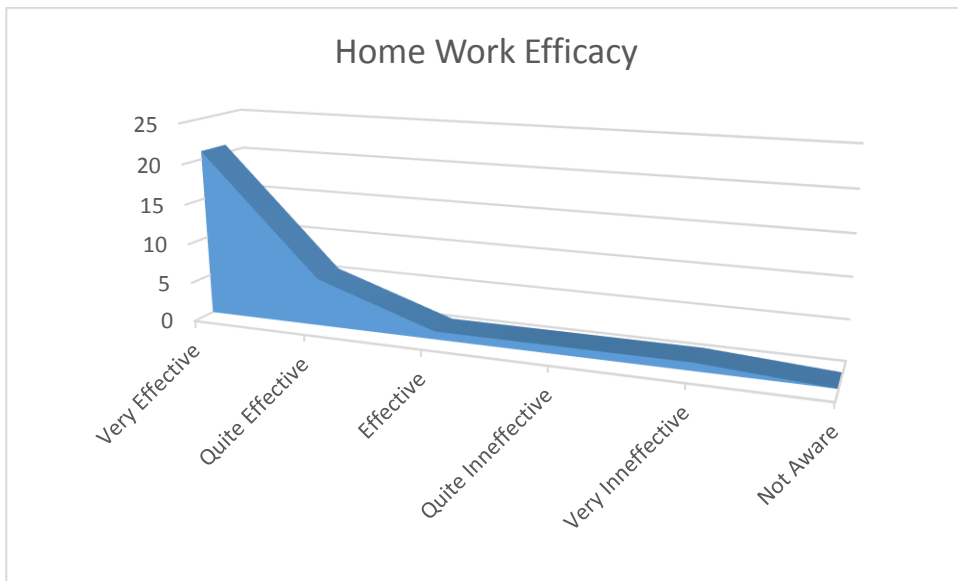


Figure 16: Homework Efficacy

As evident in the chart above, homework was rated as an effective remedial strategy.

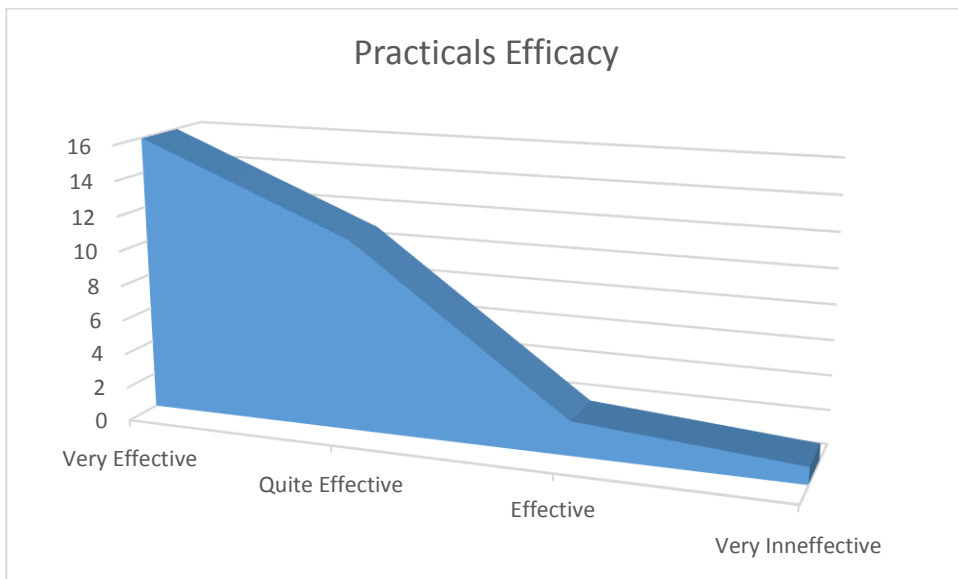


Figure 17: Practical Efficacy

As far as the ratings of the efficacy of Practicals were concerned, an overwhelming majority rated it with greater effectiveness, hence is an effective remedial strategy.

4.8 Challenges affecting Remedial Education

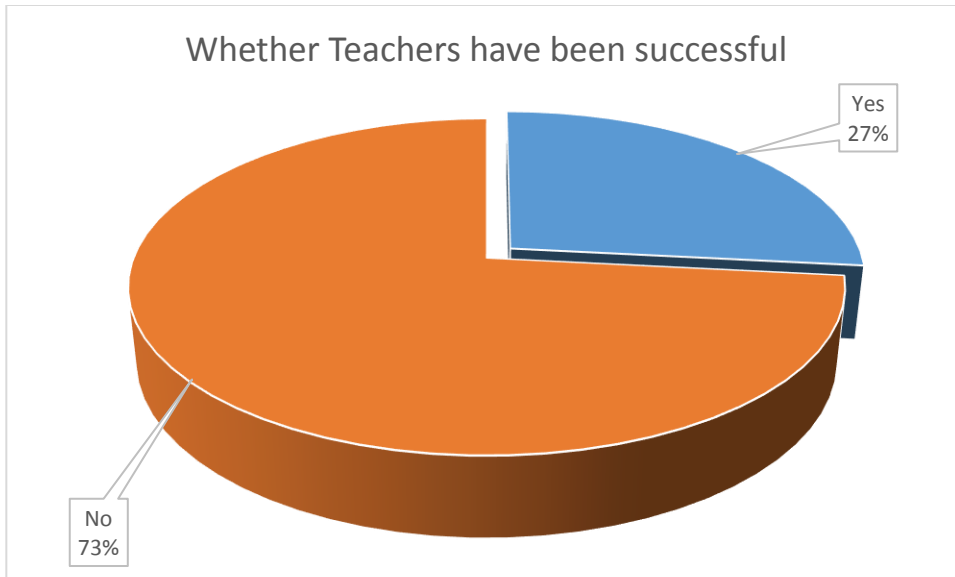


Figure 18: Whether Teachers have been successful

Asked whether they had been successful at implementing remedial education, 73% of the teachers felt they had not been successful while only 27% felt successful. The teachers were asked to give a rationale for their response above and those who were affirmative gave the responses summarized and tabulated below.

Table 18: Teacher Implementation Success Factors

Success Factors	Freq.	Percent	Cum.
Relationship With Pupil	3	37.50	37.50
Consistency	1	12.50	50.00
Support from other Stakeholders	2	25.00	75.00
Strategies Employed	2	25.00	100.00
Total	8	100.00	

As noted in the table above, relationship building with affected pupils had been a success factor, followed by, stakeholder support and strategies employed and consistency in implementation. A follow-up question was posed to find out if anything was needed to enhance this success and the table below records the outcome:

Table 19: Success Enhancer

Enhancer	Freq.	Percent	Cum.
Training	1	12.50	12.50
Socialization	3	37.50	50.00
Provide Teacher Incentives	2	25.00	75.00
Multi Stakeholder	1	12.50	87.50
Contextualization	1	12.50	100.00
Total	8	100.00	

The table above shows that socialization is needed to make remedial education part of the social responsibility of parents and guardians. This was because the lack of support from the home is a problem faced by many teachers. Secondly, lack of incentive and motivation for provision of remedial education was another challenge faced by teachers. Other challenges included lack of adequate training, poor participation by other stakeholders, and lack of contextualization of the policy to the Zambian setting:

Table 20: Factors Inhibiting Effectiveness of Remedial Education

Factors Inhibiting Effectiveness of			
Remedial Education	Freq.	Percent	Cum.
Poor Legal Policy Framework	2	9.09	9.09
Lack of Stakeholder Support	4	18.18	27.27
Poor Implementation Strategy	2	9.09	36.36
Administrative Failure	4	18.18	54.55
Lack of Institutional Adequacy	3	13.64	68.18
Poor M&E systems	3	13.64	81.82
Poor Socialization and Contextualization	4	18.18	100.00
Total	22	100.00	

A follow-up question was also posed to those who felt they had not been successful and the reasons given are tabulated and reported above. It is clear that administrative failures and lack of stakeholder support were the most cited reasons, with each constituting 18.18%. These were followed by poor M&E systems and Lack of Institutional Adequacy, each constituting 13.64%, and poor implementation Strategy and poor legal policy Framework were the other factors, each constituting 9.09%.

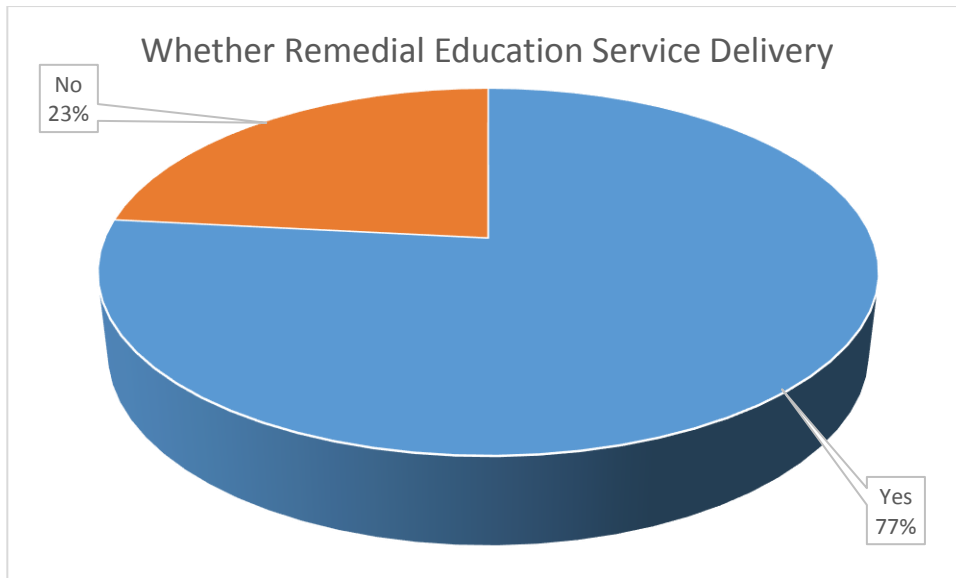


Figure 19: Whether Remedial Policy affects Service Delivery

Teachers were asked to rate how much a certain set of factors affected their ability to successfully implement the policies and programmes of Remedial Education. And the following set of factors were rated by the teachers:

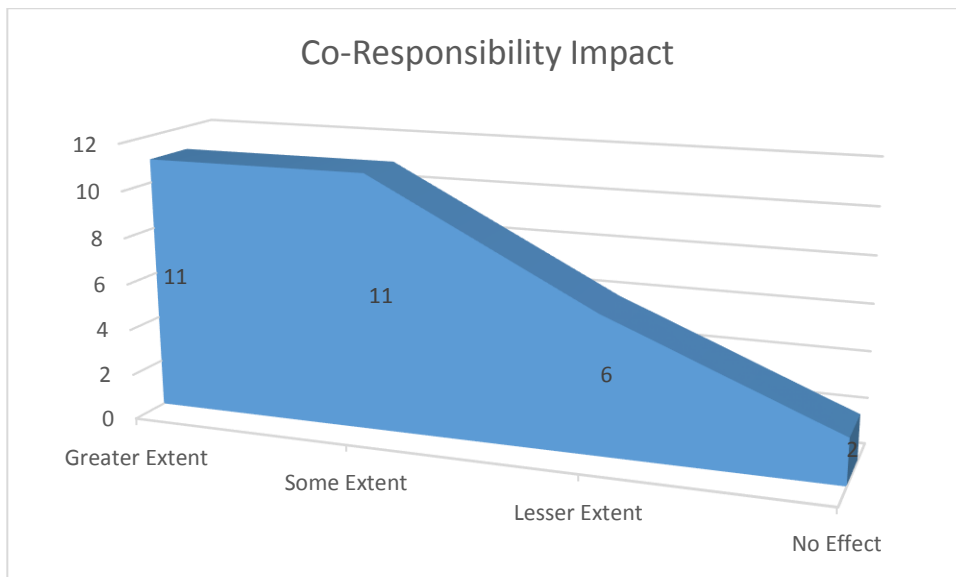


Figure 20 : Co-Responsibility Impact

The figure above shows that a greater majority of the teachers felt Co-responsibility of institutions and persons affected the child disciplinary issues, hence their ability to effectively implement.

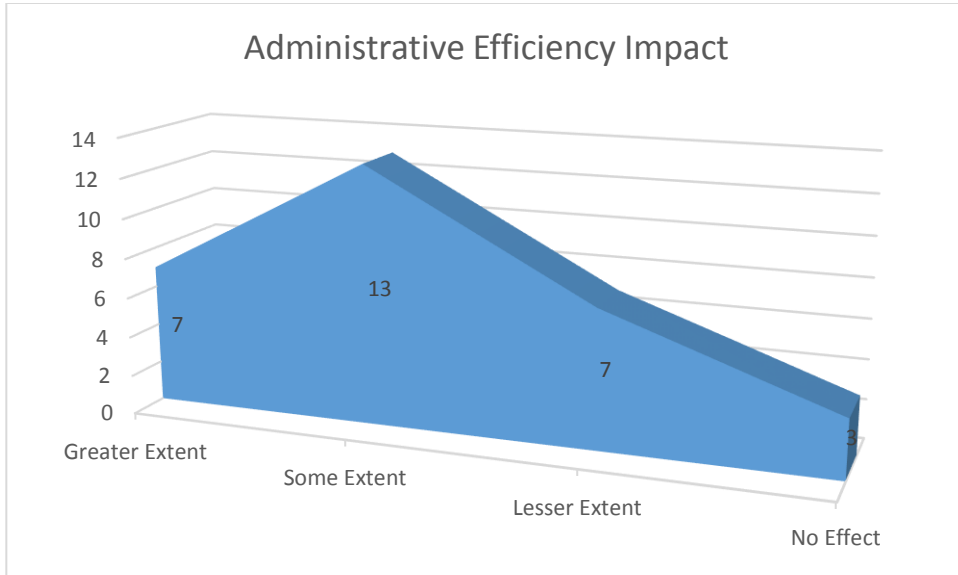


Figure 21: Administrative Efficiency Impact

As far as administrative efficiency is concerned, it also had a higher impact on remedial work implementation.

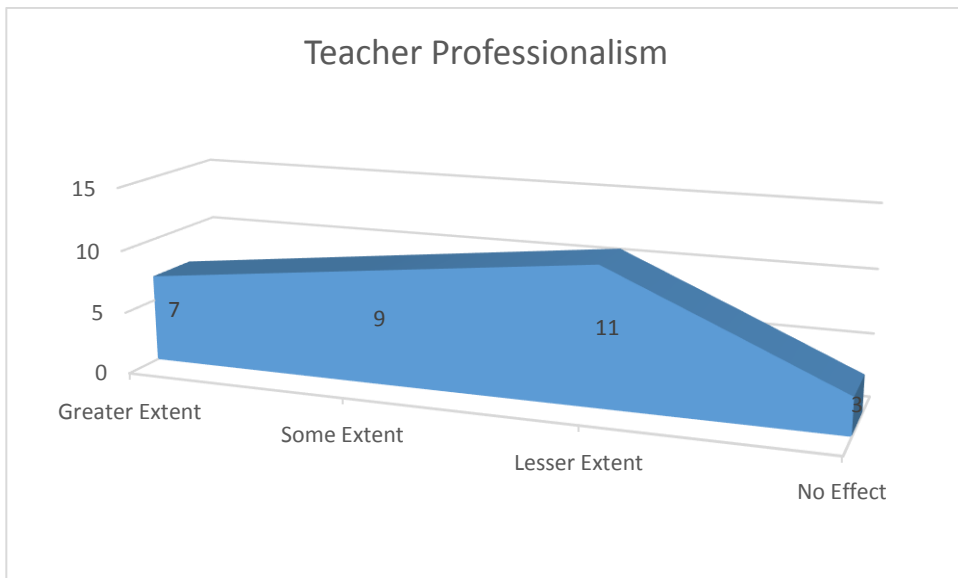


Figure 22: Teacher Professionalism Impact

As far as teacher professionalism is concerned, there is a more even distribution which is skewed towards a lesser extent.

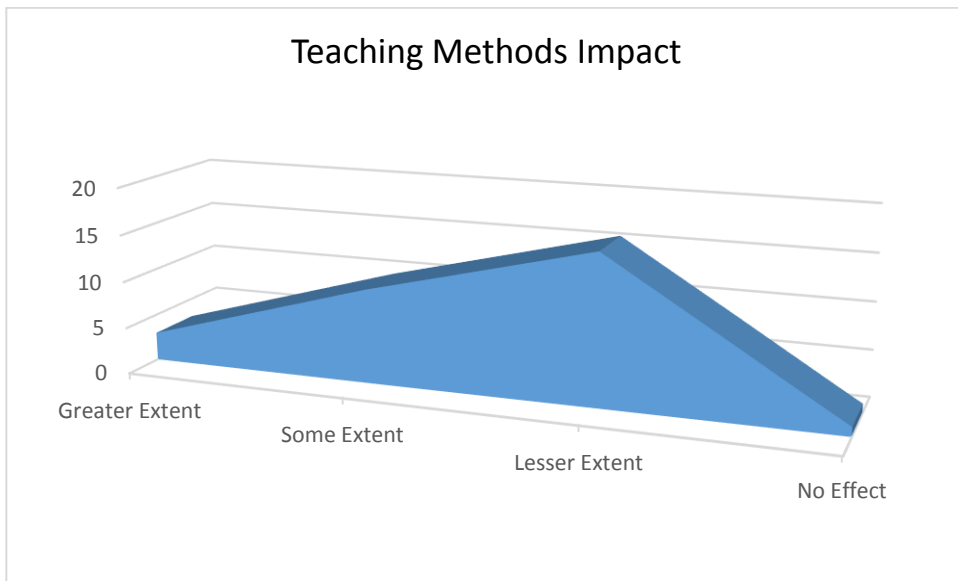


Figure 23: Teaching Method Impact

Majority of the teachers feel like the teaching methods have a lesser impact on implementation of Remedial Education.

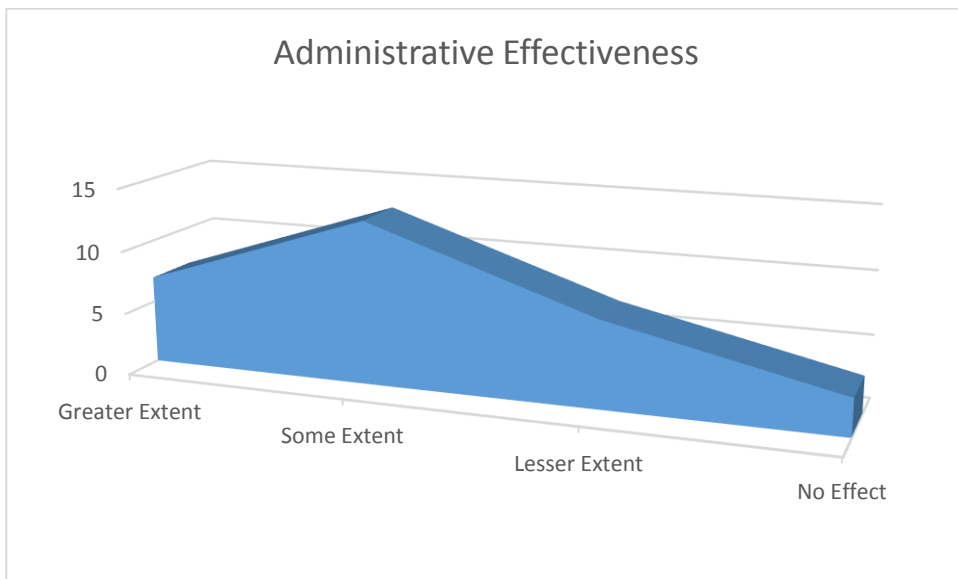


Figure 24: Administrative Effectiveness Impact

Administrative effectiveness is rated as having a greater impact on implementation.

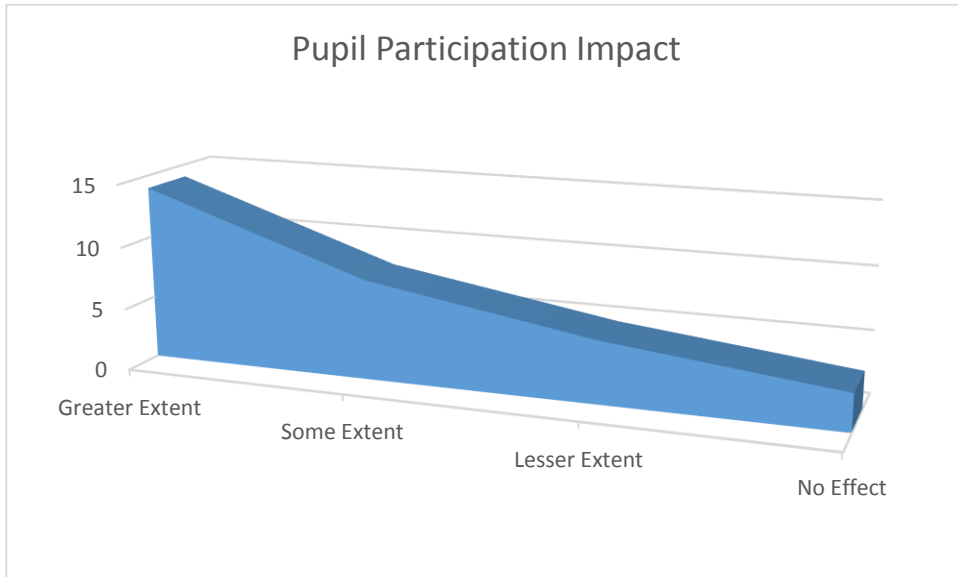


Figure 25: Pupils Participation impact

Pupil involvement has been rated as a high impact factor.

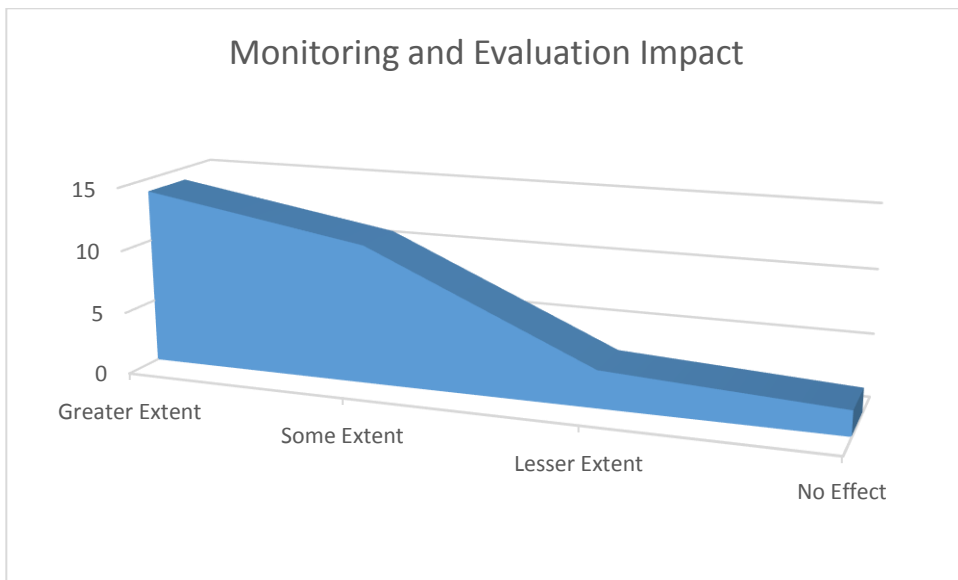


Figure 26: Monitoring and Evaluation Impact

Monitoring and Evaluation as noted above was also rated as a high impact factor.

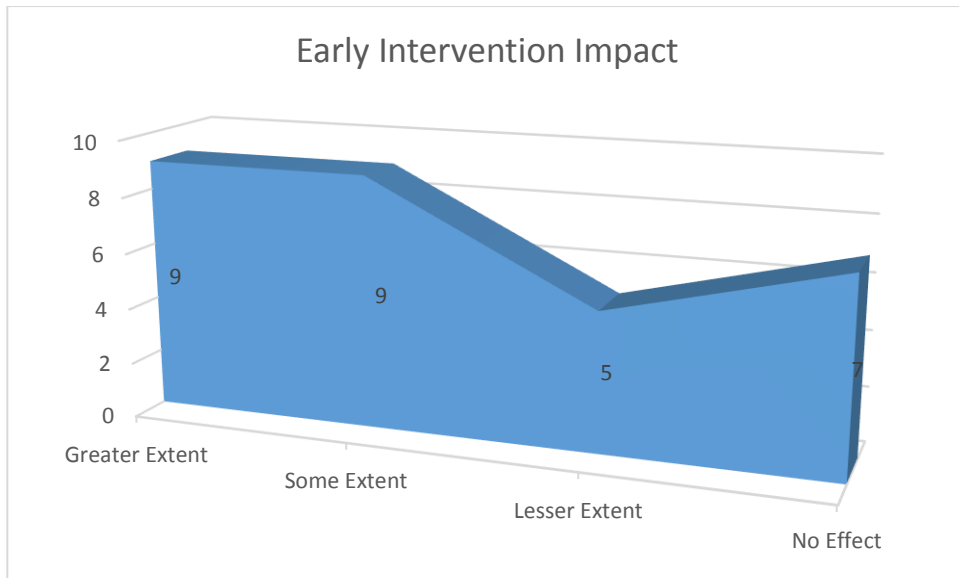


Figure 27: Early Intervention Impact

Early Intervention is also rated as a high impact factor.

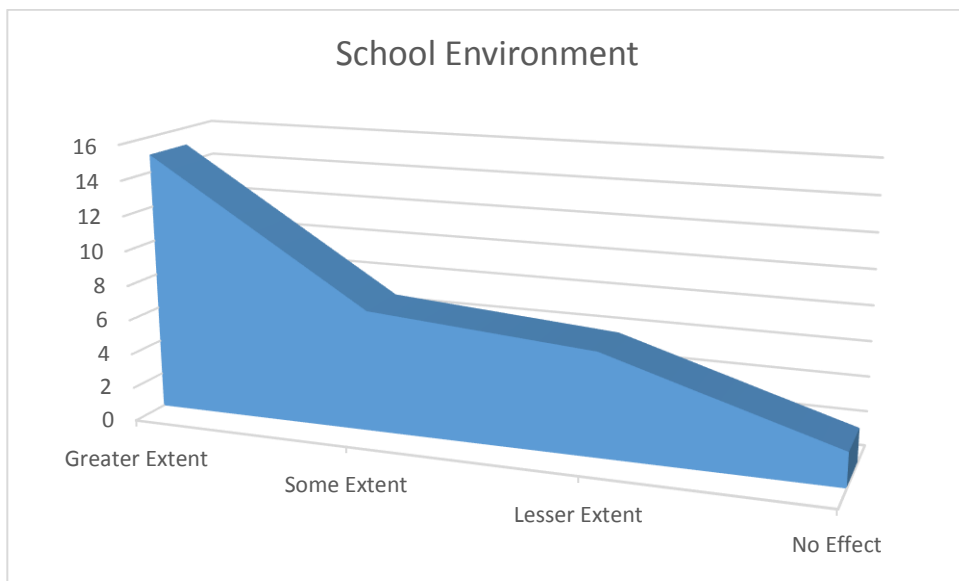


Figure 28: School Environment Impact

School environment has been rated as a high impact factor.

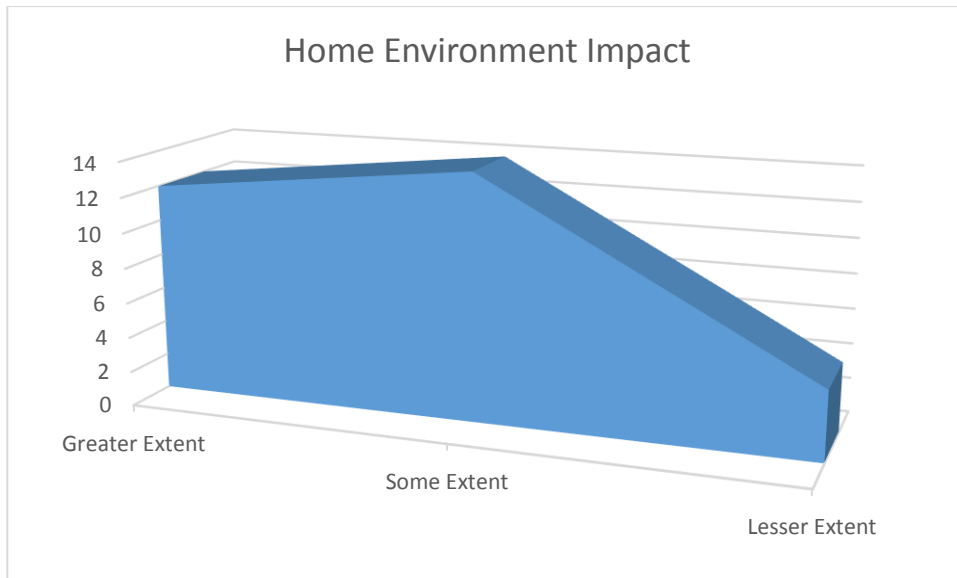


Figure 29: Home Environment Impact

Home Environment Impact was also rated as a high impact factor.

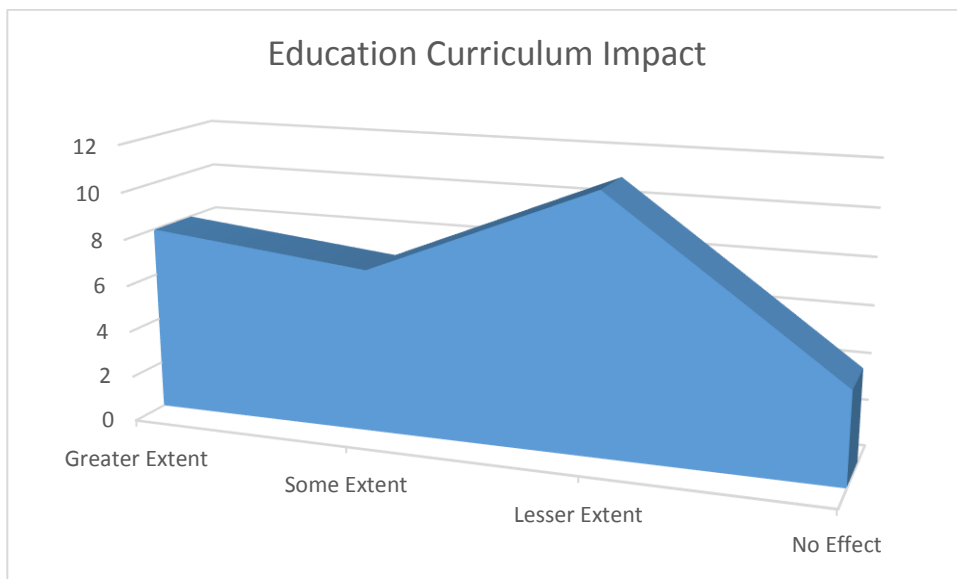


Figure 30: Education Curriculum Impact

Education Curriculum Impact has been rated as a low impact factor.

4.9 Summary of Findings

This chapter presented the findings of the study. The research showed that 23% of the teachers were not aware of the Remedial work policy, in spite of the implementation of the

policy depending predominantly on them. 48 % of the teachers who knew about the policy said it was not adequately implemented, because of lack of implementation strategy, inadequate infrastructure and lack of administrative commitment. Some teachers (30%) felt they had no role to play in the implementation of remedial policy, meaning these were likely to fail at implementation stage due to lack of knowledge of their role.

Teachers cited monitoring and evaluation, guidance and counselling, care and support as their main implementation roles. Three dominant strategies used were private lessons, independent work and oral recapitulation. There was poor preparedness of the teachers and poor partnerships among stakeholders. Most teachers did not have lists of pupils in need of remedial work, and they had no time tables for remedial work. There was poor socialisation on the social responsibility of parents and guardians, lack of learner support from home and lack of incentives for provision of remedial education. Remedial policy needed to be contextualised to the Zambian situation. Institutional and practice factors affecting remedial policy implementation included administrative ineffectiveness and inefficiency, poor monitoring and evaluation, school and home environments as well as lack of teacher professionalism. The next chapter discusses the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the research findings of the study in relation to the research questions. This chapter discusses the research findings on the factors affecting the effectiveness of remedial work in selected secondary schools in Kasempa District. The discussion is presented in accordance with the research objectives which were as follows:

1. Strategies employed in remedial work implementation.
2. Factors affecting success of remedial work.
3. Challenges affecting remedial work

5.2 Strategies employed in remedial work implementation

In response to the question as to whether the teachers were aware of the strategies for implementing remedial work, the study revealed that only 77% of them were aware and 23% were not. The follow up question to the teachers who were aware of remedial strategies sought to find out who was responsible for implementation of remedial policy. Teachers were found to be the key implementers of the remedial policy, followed by the Ministry of General Education. Thus, to have 23% of them not being aware of the remedial work implementation policy was rather too alarming.

The schools were also identified as playing an important role in the implementation of remedial policy as they were critical in the provision of a conducive environment and the necessary materials required for effective remedial work. The Parents and Teachers Association (PTA) as stakeholders needed to render massive support to the school system in order for the teachers to be able to effectively implement remedial policy using various strategies. Kasempa being a rural District, schools have challenges with resource mobilisation including collection of school fees and availability of enough classroom space. The PTA needed to play a critical role in supporting the schools to mobilise the resources in order for them to acquire the much needed teaching and learning materials. The parents and learners were important in ensuring that the strategies employed in the implementation

of remedial policy were successful. Learners needed to be regularly available for remedial work and the parents needed to support their children in their quest to learn. It is only through effective collaboration with the PTA that schools could successfully curb learner absenteeism.

The research results showed that schools in Kasempa had oral recapitulation, independent work and private lessons as the dominant strategies used in remedial work implementation, followed by homework and motivation and support. Holiday tuition was the least used strategy. Although Zambia's National Assessment Survey Report (2013) records that schools with effective and well-coordinated Homework policy performed better, for example the grant-aided schools, the schools in Kasempa District did not have Homework as a dominant strategy for remedial work implementation. This was in spite of every school claiming that Homework policy was institutionalised, and schedules were available. But physical inspection on Teachers' files and Learners' books revealed that Homework was mostly uncoordinated and infrequently administered.

Private lessons, recapitulation and independent work were prominent strategies in the implementation of remedial work in Kasempa District. However, there was also need to establish whether the learning needs of the pupils were being adequately met through preparation of appropriate lesson plans based on identified learner needs. According to Morgan (1998), effective implementation of remedial work requires teachers to identify various needs of learners and that they should develop appropriate lesson plans to meet the needs.

Although there were many learners in need of remedial work in the secondary schools of Kasempa, the poor economy of the district did not favour most learners to attend private lessons which teachers offered at a fee. This effectively made it difficult for the majority of needy learners to derive substantial benefit from private lessons as a strategy for remedial work implementation. However, private lessons were more preferred by teachers as they presented an opportunity for them to get extra income for what they termed extra work to be done.

Independent work demanded that learners be given individualised attention. This strategy requires the learners to be able to direct and supervise their own learning. It requires

teachers to localise the curriculum in order to meet the needs of individual learners. This is in line with Shield and Morgan (1998) who have asserted that localisation of the curriculum is critical in meeting the needs of learners as well as motivating them to learn. Although this strategy would be very beneficial to the learners of Kasempa District, only the lucky few were able to access it. Most teachers in the district were too overloaded with teaching periods to effectively implement independent work for a large group of learners. Thus, the most dominant remedial work implementation strategies in Kasempa District were unable to cater for the majority of the learners in need of remediation.

Asked as to whether the implementation of the remedial policy was successful in the secondary schools of Kasempa, 48% of the teacher respondents said it was not, and they attributed the failure mostly to inadequate infrastructure and lack of commitment on the part of school administrators. Most schools did not have enough classroom space, and the schools did not have capacity to solve their infrastructure challenges through the School Development Committees. As to whether teachers felt they had a critical role to play in the implementation of remedial policy, 70% answered in the affirmative. Teachers cited monitoring and evaluation, guidance and counselling, strategy implementation and identification of slow learners, in that order. However, to have 30% of the teachers say they had no role to play in remedial policy implementation was bad enough as it meant that they would fail at implementation as they lacked knowledge about their role. This result was an important explanation for lack of effectiveness of remedial work in the secondary schools in Kasempa District.

5.3 Factors Affecting Success of Remedial Work

Teachers who believed they had no role to play in the current framework were asked what role they should play and the majority of them emphasised that they needed to be equipped with knowledge and skills on how to identify remedial work needs and they also needed to possess strategies to make relevant recommendations. This is in agreement with Shield and Morgan (1998) who emphasise the need for the remedial teachers to possess strategies in order for them to effectively conduct remedial work. Although teachers were better placed to successfully implement remedial work in schools, their emphasis on empowerment was based on private tuitions where they would make extra money. The motivation here was

personal gain rather than the benefit of the learners. Therefore, given the socio-economic status of Kasempa District, only a few learners in need of remedial work in Kasempa could afford to pay for private tuitions. This practice negatively affected the effectiveness of remedial work in the schools of the district.

The success of remedial work in schools require concerted efforts of all stakeholders. There are critical players that must work together to ensure that the learners get maximum benefits from the school activities, including remedial work. This is in line with the Social systems theory by Paula (1983) which acknowledges remedial work as a complex phenomenon requiring multiple stakeholders to play various roles to ensure success. The findings revealed that teachers were the most critical players in ensuring the success of remedial work implementation, followed by the parents and then the school. However, it is important that the critical players realise their various and respective roles in the implementation of remedial work. The interaction of the external and internal forces is important in the success of any policy. The parents must play a supportive role to their children and the school in ensuring that they are able to learn without any hindrance. The school must provide a conducive learner environment, plan and coordinate well all academic programmes including remedial work. The teacher needs to be at the centre of remedial work and employ various strategies to ensure successful remedial work implementation (Shield and Morgan, 1998).

In Kasempa, however, schools do not have adequate classroom accommodation and furniture, and a large number of learners rent huts from surrounding villages and have to fend for themselves by doing piece-works after school. There is no parental guidance. Many parents are peasant farmers who are either semi-literate or illiterate and poor, unable to provide financial and academic support to their own children. This is contrary to Topping and Wolfendale (1985), who assert that parental involvement is necessary in their children's education. The evident lack of interaction among the key stakeholders like the teachers, parents and the school environment have created challenges for the effective implementation of remedial education.

It is important to also note that the most critical players, the teachers, are not just expected to employ various strategies in remedial work, but they must have certain important

features. The key features teachers needed to possess to show that they were working towards the successful implementation of remedial work in their schools include list of learners in need of remedial education, remedial time table, Remedial policy, partner pupils, partner previous teachers, partner subject teachers, partner parent and partner administrators. However, the findings of the study revealed that the secondary school teachers of Kasempa were not ready for the implementation of remedial education as the majority of them did not even have lists of identified learners in need of remedial lessons. Less than half the number of teacher respondents had time tables for remedial lessons on their Teachers' files, while only about 13% had the remedial policy. The results showed that most teachers did not plan for remedial education, and this affected the effectiveness of remedial work as it was done haphazardly. Furthermore, partnerships and collaborations which are critical to the success of remedial policy implementation was seriously neglected, as the findings revealed. The majority of the teachers did not collaborate with learners' previous teachers, with the school administrators and this had a negative effect on the effectiveness of remedial work. The success of remedial education required the partnership and collaboration of all stakeholders within and outside of the school, as suggested by the Social Systems theory (Paula, 1983).

To have strategies in place is one thing, and to have the effective strategies that yield desired results is another. The employed strategies are factors that have the capacity to influence the effectiveness of remedial work in schools. Some of the recommended strategies for remedial work were multi-stakeholder strategy, curriculum based strategy, carrot and stick strategy and the reinforcement strategy. When the respondent teachers were asked to rate the effectiveness of the various recommended strategies, the findings showed that the effectiveness of multi-stakeholder was skewed towards effectiveness. Partnership and collaboration is necessary in ensuring that remedial work succeeded. This is in line with Plowden (1967), who said the education of a child was not only the responsibility of the school but that collaboration of stakeholders was required to influence the child's life. This showed that multi-stakeholder was an effective strategy. However, in Kasempa there was very little collaboration between the teachers and the other important stakeholders. The lack of collaboration and partnership has impacted negatively on the effectiveness of remedial work in the secondary schools in Kasempa.

Motivation learner to learn and to want to continue learning must be provide by the remedial teacher is necessary for the successful implementation of remedial education. Learners who have learning challenges suffer a lot of frustrations and slowly lose focus and interest in school work. Remedial teachers need to adapt the curriculum in the manner that meet the identified specific needs of the learners in need of remedial lessons. According to Shield and Morgan (1998), localisation of the curriculum is necessary to meet the specific needs of learners. Therefore, the teachers are required to search and explore the interests of learners that could serve as motivation for learners. The motivated learners would then be expected to learn on their own, with the teacher's facilitation. However, the findings in Kasempa revealed that most teachers did not plan for remedial work as shown by the lack of lists of identified learners in need of remedial lessons. The lack of planning was also seen by lack of remedial time tables on most Teachers' files. These negative factors affected the successful implementation of remedial work in the secondary schools of Kasempa.

The research findings showed that the Carrot and Stick strategy rating was skewed towards effectiveness. This strategy uses the reward and punishment as forms of motivation. Teachers could plan on appropriate rewards for the learners who are committed to remedial lessons and also punishment for those not committed to the programme. If the strategy was appropriately used in remedial education it would be highly beneficial to the learners and it would contribute to the success of remedial work implementation in the district. However, there was a high level of lack of awareness of the approach among the teachers, and this means greatly affected the successful implementation of remedial education in the secondary schools of Kasempa. The findings of not having lists of learners in need of remedial work also made it impossible for teachers to know which learners needed rewards and who needed to be punished. Thus the ignorance on how to use carrot and stick approach and general lack of preparedness by the majority of teachers negatively affected the implementation of remedial work in Kasempa.

5.4 Challenges Affecting Remedial work

A myriad challenges affect remedial education, including challenges linked to the teacher, the learner, the parents, the school administrators, the school environment, the strategies

used and other stakeholders. The unsuccessful implementation of remedial education in Kasempa is evident and could be attributed to many factors. When asked whether they had been successful at implementing remedial education, only 27% of secondary school teachers in Kasempa responded in the affirmative and they were able to give a list of what they considered implementation success factors. The success factors included the relationship with learners, the consistency in implementing remedial work, support from stakeholders and the strategies employed in remedial work. The findings showed that the teacher's relationship with learners was the most prominent success factor, followed by the support from the stakeholders and the strategies used in remedial work. A warm relationship between the teacher and the learners creates a good rapport between them. The teacher is able to understand the learners better, getting to know factors underlying the learners' learning challenges. This helps the teacher to plan teaching activities that will meet the learning needs of the pupils.

On the other hand, there is no teacher who can work in isolation. Support from stakeholders is important in ensuring remedial education is implemented. In line with Plowden Report (1967) and Warnock (1978), collaboration between the teacher and other stakeholders was important in the children's education and their general preparation for future life. Teachers are the principal facilitators of learning in the school set up, but learning continues to take place even when children have gone out of school bounds. This is also in agreement with Paula (1983) who emphasised that there are many forces that influence learning. Some of these forces are found within school while others are from outside the school. This, therefore, underscores the importance of collaboration with various stakeholders to bring about effective learning.

The fewer secondary school teachers implementing remedial education in Kasempa suggested that more could be done to enhance the success of remedial education. The findings were that prominent among the success enhancers were socialisation and teacher incentives. In most cases the majority of parents decide not be deeply involved with their children's education. The situation in Kasempa is such that most learners do not receive a lot of support from their parents or guardians. In certain instances even when parents are summoned to school over their own children's education the parents never show up. Thus,

socialisation is needed in order to make remedial education part of the social responsibility of parents, to make the parents more supportive to the education of their children. Such development would be in line with Hewison (1982), who indicated that parents be involved in their children's development and educational progress. In most cases teachers are left alone to struggle with the learning challenges of children when the challenges could better be solved in collaboration with parents.

There is no motivation for teachers in conducting remedial work. Teachers in Kasempa generally have large classes and are overloaded with teaching periods. To have to teach even more lessons in remedial work sessions is like getting on extra work for nothing. The findings showed that there was a general lack of incentives and motivation for provision of remedial work. This was a challenge faced by teachers. It was up to school administrators and their respective Education Boards, PTA and other stakeholders to provide some incentives and motivate the few teachers involved in remedial work to continue.

A large proportion of the teacher respondents (73%) revealed that the implementation of remedial work in Kasempa was unsuccessful. Prominent among the cited factors inhibiting effectiveness of remedial education included lack of stakeholder support, administrative failures, poor socialisation and contextualisation, lack of institutional adequacy and poor monitoring and evaluation. While the study showed that the majority of teachers were lacking in many areas in spearheading the effective implementation of remedial work in Kasempa, the teachers also lacked the support of the parents and other stakeholders. During School Open Days majority of parents did not come to collect progress report forms and meet their children's teachers. There was no platform where parents met teachers to discuss the learners' academic life. Most parents only came in school during the PTA Annual General Meeting to argue against increasing of school fees. As to what should be done to enhance their children's academic performance was entirely left in the teachers' hands. This was contrary to what Topping and Wolfendale (1985) asserted, that parental involvement was critical in the education of children and their preparation for adult life.

Most secondary schools in Kasempa had insufficient classroom space, posing a real challenge in finding space where to conduct remedial lesson. The school authorities mostly remained detached from what the teachers were doing in the implementation of remedial

work. This could be seen by the lack of key features like time tables, list of learners in need of remedial lessons, and general lack of preparedness for remedial work in the majority of teachers. The findings showed that most school administrators did not actually take interest in the implementation of remedial work. Monitoring and Evaluation (M & E) by school administrators were not planned and were inadequate, revealing that the school authorities attached very little importance to the implementation of remedial education in Kasempa. Headteachers and others administrators needed draw schedules for monitoring the implementation of remedial education. There was need for school administrators to closely collaborate with the teachers and provide the moral, professional and material support needed for the successful implementation of remedial work in schools.

There are many factors that affect the successful implementation of remedial work in secondary schools of Kasempa. The research findings revealed that administrative efficiency had a very high impact on the implementation of remedial work. The higher the administrative efficiency present in the school, the higher the effectiveness of the implementation of remedial education. Administrative efficiency is necessary for successful implementation of any programme because it entails prudent utilisation of resources in order to achieve the set goals. The opposite was also the case: administrative inefficiency was a factor that resulted in unsuccessful implementation of programmes. Although remedial education is critical in raising the academic performance of schools, school authorities did not prioritise the apportionment of the meagre resources to it. This negatively affected the successful implementation of remedial work in Kasempa.

The other important factor influencing successful implementation of remedial education in secondary schools of Kasempa was administrative effectiveness. While administrative efficiency deals with school authorities' ability to achieve maximum results from minimal resources, administrative effectiveness tackles the school authorities' capacity to actualise the set goals. The findings in Kasempa showed that there was administrative ineffectiveness in the secondary schools to the effect that the school authorities did not monitor and evaluate remedial work implementation. Teachers felt unsupported by their respective school administrators who seemed detached from remedial work activities. The lack of collaboration with teachers and failure to support and monitor what the teachers were doing

was typical administrative ineffectiveness which negatively affected remedial work implementation.

The pupil was at the centre of remedial education, and in their absence there cannot be a successful remedial work implementation. The findings revealed that the involvement of learners in remedial work implementation was a high impact factor. It was, therefore, a matter of necessity that learners be made aware that remediation was meant for their benefit. Teachers, school authorities, parents and other stakeholders need to work together to make learners realise the importance of remedial work to them. Motivation is critical to keep the learners present for remedial work, according to Shield and Morgan (1998). However, the majority of the learners identified to be in need of remedial education did not make themselves available for remedial lessons but left for home immediately after the normal school routine or even sneaked out before the last period. Most learners were not able to attend remedial lessons offered during weekends and the holiday, even when the lessons were offered free of charge. Therefore, concerted effort from stakeholders was needed to change the learners' attitude towards education.

Any programme implementation that lacks regular monitoring and evaluation may not succeed. The respondent teachers indicated that monitoring and evaluation was a high impact factor in the implementation of remedial work. All stakeholders need to be involved in the monitoring and evaluation of remedial education. Both internal and external monitors must be involved, as remedial education is too critical to the raising of school performance rates to be left to teachers alone. The Heads of Department, the Deputy Headteachers and the Headteachers must all routinely monitor remedial work activities in schools. In fact there should be a Coordinator of remedial work in school to help the school authorities in coordinating remedial education. The Education Standard officers, the PTA and Board members must all be involved in monitoring and evaluating the success of remedial work implementation in schools. However, the findings in Kasempa showed that the school authorities did not monitor the remedial teachers and remedial work, as observed from the missing key features on Teachers' files, and there was little interaction with parents and other stakeholders in as far as remedial education was concerned. This negatively affected successful implementation of the remedial education in the secondary schools of Kasempa.

Remedial education was about identifying learning deficiencies in pupils, correcting them and building the learners' capacities to learn better. Thus, for remedial work implementation to succeed there was need to provide early intervention to the learners in order to correct the identified learning deficiencies. The findings were in line with Marshal and Weinstein (1984) and Johnson and Afferbach (1985), who have said that the objectives of remedial work is to timely solve doubts of students, to solve problems that arise during teaching, to develop good tendencies among students to overcome deficiencies in work. The results of the research showed that early intervention was a high impact factor in the implementation of remedial work. But the fact that teachers were not having on their files key features like lists of learners in need of remediation, remedial time tables was enough revelation that there was little intervention be planned for the deficient learners in secondary schools of Kasempa. The majority of the learners in need of remedial lessons were missing remedial work, and so no intervention was taking place in most of them. This negatively affected the effectiveness of remedial work in secondary schools of Kasempa.

The school environment was critical in motivating the learners to attend school. The school infrastructure must be supportive to all types of learners, and furniture should be enough for everyone in order for learners to lean better. There must be enough classroom space to accommodate remedial classes, and the general school surroundings must be clean. School environment also takes into consideration the characteristics of the learners, the teachers and the headteacher, who can very much contribute in making the school environment conducive for learning. According to Musungu and Nasongo (2008), personal characteristics of the headteacher, the teachers and learners are critical in providing a conducive teaching-learning environment in school. The level of commitment of all of them to the programmes of the school has the capacity to influence the attitude of the learners towards education. The study revealed that the school environment was a high impact factor in the implementation of effective remedial work in schools. However, the findings also showed that there was general lack of commitment to remedial work by the headteachers, the majority of teachers and learners, as could be seen by lack of monitoring by the headteacher, inadequate preparedness by majority of teachers and absent from remedial lesson by the majority of learners in need of remedial work. This disadvantaged the effective implementation of remedial work.

Another important factor is the home environment. The study established that the home environment was a high impact factor in the implementation of remedial education. A home that has parents and other relatives who are able to provide academic support to the learners makes remedial work much easier. This is because the success of remedial education requires collective responsibility, as the school is not the only educator of the child. Parents who guide their children to do homework, for example, show their children that they care and are concerned with their school work. This agrees with Education Review (1994) which sees remedial work as a collective responsibility among stakeholders, including parents at home. A child coming from a home where people value education and are supportive to the learners will feel encouraged to work harder and achieve much. The verbal interaction that parents and their children have at home has an impact on the learners' academic performance. According to Topping and Wolfendale (1985), parental involvement in the education of their children has the capacity to boost individual children's confidence, fostering such skills as learning and application of inquiry and search strategies. This also shows that the home environment is critical in successful implementation of remedial work.

Most parents in Kasempa were not deeply involved in the education of their children as revealed by the study. A large number of pupils lacked parental guidance and involvement in their education as learners stayed in rented huts far away from their parents. The failure by parents to interact with teachers and resolve teachers' concerns about the pupils when summoned also shows that the learners do not receive support from the parents. Teachers reported that when summoned for either money or any other school-related issues, most parents don't go to meet school authorities to resolve the observed challenges. A large number of parents did not pay fees for their children, making the learners look for piece-work to raise funds for their school. Thus, many learners are just by themselves and lack parental involvement in their education.

5.5. Conclusion.

This chapter discussed the findings of the study. There are numerous factors that negatively affected the effective implementation of Remedial work policy in Kasempa. These factors

were from either within or outside the school environment. The next chapter presents the conclusion of the study and the recommendations.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings of the study. This chapter presents the conclusion drawn from the study, the recommendations made and the suggestions for further studies.

6.2 Conclusions

The study discovered that there were many factors that negatively affected the effectiveness of remedial work policy in the secondary schools of Kasempa. The factors could be categorized as being both internal and external to the school environment. The internal factors included teacher awareness of the Remedial policy, remedial methods used by teachers, teacher preparedness, headteachers' support for remedial education and school infrastructure. The external factors included parental monitoring of learners' school work, parental guidance, learners' home environment and parental support to learners' education.

The study revealed that not all teachers understood remedial policy, and as a result they were unable to successfully implement it. The majority of the teachers who were aware of the remedial policy did not adequately prepare for its effective implementation. The findings showed that the most used method for remedial work was private tuition, which most learners in need of remedial education could not attend as they had no money which they were asked to pay. Lack of adequate teacher preparedness was revealed by absence of remedial time tables and lists of the identified learners in need of remediation.

Effective implementation of remedial work required the involvement of various stakeholders. The study showed that there was no close collaboration between the school authorities, teachers, and the PTAs. This impacted negatively on the successful implementation of remedial education as the schools faced poor resource mobilisation, poor and inadequate infrastructure, poor learner support and guidance by parents, which are all significant to successful implementation of remedial work policy. Teachers did not receive

as much support from school headteachers as they had expected. This was administrative ineffectiveness, and it negatively affected remedial work in schools.

The study showed that there was poor monitoring and evaluation of remedial education by school administrators and other stakeholders. This was cited as one reason why school authorities and stakeholders did not appear to prioritise the provision of resources towards remedial education. The other consequence of poor monitoring and evaluation was observed in the late intervention in the academic challenges of learners.

Of the several remedial work implementation strategies, three were found to be dominant. These were private lessons, independent work and oral recapitulation. But the most preferred by teachers was private tuition, which empowered teachers with extra income. However, many learners were not able to bear the cost. Independent work required a lot of support from both teachers and parents, but the study showed that majority of learners in need of remedial work did not have a supportive home environment.

6.3 Recommendations

In the light of the study findings, result analysis, discussion and conclusion, this study made recommendations for action and suggestions for further research.

1. The Government must socialize all stakeholders in education in order to improve support for the learners, especially in rural areas.
2. The Government must improve school infrastructure in rural areas by renovating old schools and adding to classroom space so that schools can have space for remedial education.
3. Government and Education Boards must take practical measures to make it mandatory for teachers to conduct remedial work in all public schools.
4. The Government must intentionally create conducive working conditions for teachers by providing reasonably good salaries so that the teachers can focus on providing free remedial work instead of asking learners to pay for private tuitions.

6.4 Areas for Future Research

For further research, it is recommended that a similar study be conducted throughout the country so as to come up with comparative findings that would provide a clear picture of effectiveness of remedial policy implementation in Zambia. Similarly, since the study dealt with factors affecting remedial work implementation, it is further recommended that thorough studies be conducted to find out how remedial work relate to learner performance in other public and private secondary schools rather than limiting the study to rural public secondary schools of Kasempa.

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APPENDICES

Appendix 1: Consent Letter for Questionnaire

THE UNIVERSITY OF ZAMBIA
In collaboration with
ZIMBABWE OPEN UNIVERSITY

**EXPLORING THE FACTORS AFFECTING THE EFFECTIVENESS OF
REMEDIAL WORK POLICY IN SELECTED SECONDARY SCHOOLS IN
KASEMPA DISTRICT**

Dear respondent,

My name is Lastone Musongole, a Student of the University of Zambia pursuing a Masters in Educational management. I am undertaking a research project on the “Factors affecting the Effectiveness of Remedial work Policy implementation in selected secondary schools in Kasempa District”. I am pleased to inform you that you have been selected to take part in this study by answering the questionnaire/interview. This is purely an academic exercise. All the information you will give in this questionnaire will be treated confidential, therefore, you are advised to answer the questions as objectively as possible. There are no right or wrong answers. Your participation is completely voluntary but your experiences could help improve the quality of education delivery in the district.

Do you consent participate in the research?

<input type="checkbox"/>	Yes
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<input type="checkbox"/>	No
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Appendix 2: Consent form for FDG

THE UNIVERSITY OF ZAMBIA
In collaboration with
ZIMBABWE OPEN UNIVERSITY

**EXPLORING THE FACTORS AFFECTING THE EFFECTIVENESS OF
REMEDIAL WORK POLICY IN SELECTED SECONDARY SCHOOLS IN
KASEMPA DISTRICT**

Dear respondent,

My name is Lastone Musongole, a Student of the University of Zambia pursuing a Masters in educational management. I am undertaking a research project on the “Factors affecting the Effectiveness of Remedial work Policy implementation in selected secondary schools in Kasempa District”.

I am pleased to inform you that you have been purposively selected to take part in this study by participating in a focus group discussion. This is purely an academic exercise. All the information you will give in the discussion will be treated confidential, therefore, you are advised to discuss the questions as objectively and comprehensively as possible. Your participation is completely voluntary.

You can express in advance your opinions on the questions and see them prior to the discussion and make prior notes before the discussion dates even consult with other officials for information you may currently lack. Your experiences could be very help improve the service delivery and planning.

Do you consent participate in the research?

<input type="checkbox"/>	Yes
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<input type="checkbox"/>	No
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If yes please fill in the form attached to this consent form

Appendix 3: FDG Form Enrolment and Appointment form

PARTICULARS OF PARTICIPANT		
NAME OF STRUCTURE OF OPERATION _____		
RURAL/ URBAN:	Urban	
	Peri-Urban	
	Rural	
TYPE OF FACILITY:	Technical School	
	Co-education institution	
	Special Education Institution	
	Boys Institution	
	Girls Institution	
PROFESSIONAL QUALIFICATION OF PARTICIPANT:	PHD	
	Master's Degree	
	Post Graduate Diploma	
	Undergraduate Degree	
	Advanced Diploma	
	Diploma	
	Advanced Certificate	
	Certificate	
	Grade Twelve Certificate	

GENDER OF PARTICIPANT:	Female	
	Male	
B. NAME OF DISCUSSION LEADER _____		
VENUE _____ DATE _____ TIME _____		
RECOMMENDATION OF ANOTHER FOCUS GROUP PARTICIPANT		
Name _____ Facility _____ Contact Number _____		
Name _____ Facility _____ Contact Number _____		
Name _____ Facility _____ Contact Number _____		

Appendix 4: Teacher's Questionnaire

For Official Use Only

QUESTIONNAIRE IDENTIFICATION _____			
02	SCHOOL _____ CODE: ____ _		
03	GRADE OF CLASS TAUGHT	GRADE 8	1
		GRADE 9	2
		GRADE 10	3
		GRADE 11	4
		GRADE 12	5
04	PHASE OF IMPLEMENTATION:	PHASE I	1
		PHASE II	2
		PHASE III	3

Instructions:

1. Do not indicate your name on the questionnaire.
2. Mark the answer that expresses your view with an X.
3. Write answers where required in blank spaces provided.
4. You are advised to answer the questions objectively and honestly

<u>SECTION A</u>			
<u>BACKGROUND</u>			
<u>1.</u> Sex.			
	Male		Female
<u>2.</u> How old were you on your last birthday?			
	16 - 20 years		21 - 25 years
	26- 30 years		31- 35 years
	36 – 40 years		41 – 45 years
	46 – 50 years		Above 50 years
<u>3.</u> What is your highest level of education?			
	Primary		Secondary
	Certificate		Diploma
	Undergraduate degree		Master’s Degree
	Doctorate		No Formal Education
<u>4.</u> How long have you worked as a teacher?			
	0-5 year		5-10 years
	10-15 years		More than 15 years

5. How long ago have you worked within this District?

<input type="checkbox"/>	0-5 year	<input type="checkbox"/>	5-10 years
<input type="checkbox"/>	10-15 years	<input type="checkbox"/>	More than 15 years

SECTION B

POLICY AWARENESS AND IMPLEMENTATION STRATEGIES

6. Are you aware of the existence of the Remedial Work policy? (if your answer is Yes for this question, answer questions 7 and 8, if your answer is No, skip to question 9)

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--------------------------	-----	--------------------------	----

7. If yes to question 5 above, who is responsible for the implementation of this policy?

<input type="checkbox"/>	Ministry of General Education	<input type="checkbox"/>	PTA
<input type="checkbox"/>	School Administration	<input type="checkbox"/>	Parents
<input type="checkbox"/>	Teachers	<input type="checkbox"/>	Pupils

8. Do you think the above stated implementers have successfully implemented the policy?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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Please justify your answer

9. Do you have a role to play in remedial education implementation? (*if your answer is Yes for this question, answer questions 10 and 11, if your answer is No, skip to question 12*)

	Yes
--	-----

	No
--	----

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10. If yes to question 9 above, what role do you play?

11. If yes to question 9 above, what strategies do you employ to ensure successful implementation of remedial education?

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12. If your answer was No to question 9 above, what role do you feel you should be playing as a teacher and why?

Role:

Why the role?

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13. Do you have any of the following?

	List of Pupils needing remedial work
	Remedial Work time table
	Remedial Work Policy information
	Remedial Work Partners (Pupils)
	Remedial Work Partner (Previous Teacher/Primary Teacher)
	Remedial Work Partners (Subject Teachers)
	Remedial Work Partners (Parents)
	Remedial Work Partners (Administrators)

14. How would you rate the effectiveness of the existing strategies in the implementation of the remedial work policy?

	Rate of Risk						
Strategies	1= Very Effective 2= Quite Effective 3= Effective 4= Ineffective, 5= Quite Ineffective, 6=Very Ineffective 0= Not conversant with the strategy						
	0	1	2	3	4	5	6
1. Multi-Stakeholder Strategy							
2. Curriculum based Strategy							
3. Carrot and Stick Strategy							
4. Reinforcement Strategy							
5. Self-Motivation Strategy							
6. Extra-Curricular Strategy							
7. Reading Sessions							
8. Revision Lessons							
9. Class Exercises							
10. Home Work							
11. Practicals							

SECTION D

FACTORS AND CHALLENGES AFFECTING THE SUCCESSFUL IMPLEMENTATION

15. Do you feel you are successfully providing remedial work for your pupils? (*if your answer is Yes for this question, answer questions 16 and 17, if your answer is No, skip to question 18*)

<input type="checkbox"/>	Yes
--------------------------	-----

<input type="checkbox"/>	No
--------------------------	----

16. if your answer in yes to Question 15, what factors can be attributed to your success?

<input type="checkbox"/>

17. If yes to question 15 what else do you feel would help you in enhance the success of the program?

18. If no to question 15, what factors can be attributed to your inability to deliver remedial work successfully? (*kindy state whether they are temporal or permanent*)

<input type="checkbox"/>

19. Has the current implementation of the program at your school significantly impacted your ability to serve better?

	Yes		No
--	-----	--	----

20. To what extent do you feel the following factors have affected the implementation of the remedial work program:

	Greater Extent	Some Extent	Lesser Extent	No Effect
Co-Responsibility (Teacher-Parent)				
Administration Efficiency				
Teacher Professionalism				
Teaching Methods				
Administrative Effectiveness				
Pupil Participation				
M&E of the program				
Early Intervention Programs				
School Environment				
Home Environment				
Education Curriculum				

21. Can anything ever be done to improve the program?

	Yes		No
--	-----	--	----

22. If yes to question 24, what do you feel should be done?

23. If no, to question 24 why do think nothing can be done about it?

THANK YOU FOR YOUR CO-OPERATION...

Appendix 5: Pupil Questionnaire

For Official Use Only

QUESTIONNAIRE IDENTIFICATION _____			
02	SCHOOL _____ CODE: ____ _		
03	SCHOOL LOCATION _____ CODE: ____ _		
04	GRADE	GRADE 8	1
		GRADE 9	2
		GRADE 10	3
		GRADE 11	4
		GRADE 12	5
05	EVALUATION OF LEARNER ABILITY:	VERY QUICK	1
		QUICK LEARNER	2
		SLOW LEARNER	3
		VERY SLOW LEARNER	4

Instructions:

1. Do not indicate your name on the questionnaire.
2. Mark the answer that expresses your view with an X.
3. Write answers where required in blank spaces provided.
4. You are advised to answer the questions objectively and honestly

SECTION A

BACKGROUND FACTORS

1. Sex

<input type="checkbox"/> Male	<input type="checkbox"/> Female
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2. Age

<input type="checkbox"/> Below 10 Years	<input type="checkbox"/> 11-15 years
<input type="checkbox"/> 16-20 years	<input type="checkbox"/> More than 20 years

3. Residential Area

4. Highest Level of education of Parent/Guardian

<input type="checkbox"/> Primary	<input type="checkbox"/> Secondary
<input type="checkbox"/> Certificate	<input type="checkbox"/> Diploma
<input type="checkbox"/> Undergraduate degree	<input type="checkbox"/> Master's Degree
<input type="checkbox"/> Doctorate	<input type="checkbox"/> No Formal Education

SECTION B

PROVISION AND STRATEGIES OF REMEDIAL WORK

5. Do you have extra lessons/extra school work?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. If yes to question 5, who organises the lessons?	
<input type="checkbox"/>	<input type="checkbox"/> Pupil(s) organized privately with teacher(s)
<input type="checkbox"/>	<input type="checkbox"/> Teacher(s) organized privately with pupil(s)
<input type="checkbox"/>	<input type="checkbox"/> Teacher organized publicly with pupil(s)
<input type="checkbox"/>	<input type="checkbox"/> Pupil(s) organized Publicly with teacher(s)
<input type="checkbox"/>	<input type="checkbox"/> Organized by the school
<input type="checkbox"/>	<input type="checkbox"/> Organized by Parents
7. When do these lessons occur?	
<input type="checkbox"/> During School Hours	<input type="checkbox"/> Weekends
<input type="checkbox"/> After School Hours	<input type="checkbox"/> Holidays
8. Are the lessons free?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Are you ever given home work/extra work?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. If yes, who helps you with the home or extra work?	
<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Friends/Peers
<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Other Specify _____
11. Do you have study groups?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. If yes, who organized these study groups?	
<input type="checkbox"/>	<input type="checkbox"/> Pupils
<input type="checkbox"/>	<input type="checkbox"/> Teacher
<input type="checkbox"/>	<input type="checkbox"/> Parent
<input type="checkbox"/>	<input type="checkbox"/> School Administration



SECTION C

REFORMS, CHALLENGES AND RECOMMENDATIONS

13. Do you have challenges with certain subjects?

	Yes		No	
--	-----	--	----	--

14. If yes name the subjects?

15. Who among the following tried to help you in any of the stated subjects?

	Fellow Pupils
	Class Teacher
	Subject Teacher
	Parent/Guardian
	School Administration

16. What do you feel the following can do to help you?

1. Fellow Pupils

2. Class Teacher

3. Subject Teacher

<hr/> <hr/> <hr/>
<u>4.</u> Parent/Guardian
<hr/> <hr/> <hr/> <hr/>
<u>5.</u> School Administrator
<hr/> <hr/> <hr/> <hr/>
<u>6.</u> Government/Ministry of Education
<hr/> <hr/> <hr/> <hr/>
<hr/>

Appendix 6: Administrator Interview guide

SECTION A: REMEDIAL WORK IMPLEMENTATION AND STRATEGIES

1. How do you understand remedial work?
2. Give more information on how it is implemented by your school
3. If you are not implementing it in your school why is are you not implementing it?
4. What do you think is the status of remedial work implementation in your school currently?
5. What is your perception of remedial work as a strategy to enhancing learner performance in schools?
6. What has been the usual practice of identifying slow learners that have to receive remediation in various subjects they are not doing well?
7. What is your perception over motivating teachers with some kind of incentives to enhance effectiveness in the implementation of remedial work?

SECTION B: CHALLENGES AND RECOMMENDATIONS

8. Do you think there are challenges encountered by your school in the implementation of remedial work? Support your answer.
9. What factors do you think affect the implementation of remedial work among slow learners in your school?
- 10.
11. What form of support do you think should be offered to schools in their implementation of remedial work?
12. What do you think should be done to enhance implementation of remedial work in secondary schools in Kasempa?
13. How do you get to know whether or not remedial work is improving learner performance?
14. What head teacher characteristics do you think would make remedial work a success in secondary schools?
15. What school characteristics affect effectiveness of remedial work in secondary schools?
16. **End of interview. Thank you so much for your time!**

Appendix 7: Focus Group Discussion Questions

1. What is Remedial work/education and is it a program, policy or practice?
2. What are some of the strategies currently being employed and evaluate their efficacy? Discuss alternative strategies.
3. Discuss the adequacy of the each of the following in the implementation of remedial education:
 - a. Infrastructure
 - b. Finances
 - c. Human Resource
 - d. Political Will
4. What factors are affecting the implementation of remedial education? What is their impact and how can they be dealt with?

Appendix 8: Parent/Guardian interview guide

SECTION A

BACKGROUND FACTORS

1. Sex

2. Age

3. Residential Area

4. Highest Level

SECTION B

PROVISION AND STRATEGIES OF REMEDIAL WORK

5. Does your child have extra lessons/extra school work?

<input type="checkbox"/>	Yes
--------------------------	-----

<input type="checkbox"/>	No
--------------------------	----

6. If yes to question 5, who organises the lessons?

SECTION C

REFORMS, CHALLENGES AND RECOMMENDATIONS

7. Do you monitor the academic performance of your child?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
--------------------------	-----	--------------------------	----

8. If yes what subjects is your child having challenges with?

9. What have you done to help you child in that subject?

10. How do you feel the following affects your child's performance in the subject you mentioned?

1. Friends

2. Fellow Pupils

3. Class Teacher

4. Subject Teacher

5. Home environment

6. School environment

11. What do you feel can be done to improve extra lessons provision for your child?

THANK YOU FOR YOUR PARTICIPATION

Appendix 9: Budget

1. Preparation of Research Proposal

<i>Activity/items (ZMK)</i>	<i>Cost</i>
a. Internet browsing	K300
b. Transport for research purposes	K150
c. Food during secondary data collection and analysis	K150
d. Plain Paper x3 reams	K90
e. Pens x16	K15
f. Writing pads x4	K16
g. Typing and Printing of draft proposal	K120
h. Printing and binding of final research proposal	K60
<i>Subtotal</i>	<u>K1,001</u>

2. Preparation of research Instruments and Data Collection

<i>Activity/Items</i>	<i>Cost (ZMK)</i>
Typing and printing of questionnaires	K140
Pre-test of Questionnaires	K70
Food during pre-test	K150
Photocopying x50 questionnaires	K280
Food during data collection	K150
<i>Subtotal</i>	<i>K790</i>

3. Report Writing

<i>Activity/Items</i>	<i>Cost (ZMK)</i>
Typing and colour printing of the draft research report	K210
Colour printing and binding of final Research Report	K150
<i>Subtotal</i>	<i>K470</i>
Miscellaneous	<i>K500</i>
<i>Grand Total</i>	<u>K2,761</u>

Appendix 10: Activity Timetable

Academic Week number	Activity
	Verification of research topic
	Compilation of Preliminary proposal
	Defending of research topics and proposal
	Approval/confirmation if research topics
	Literature review
	Compilation of research proposal
	Developing Research tools
	Editing/submitting of final proposal
	Assessment of research proposal
	Pre-Testing of Research tools
	Data collection
	Data editing/coding and entry
	Data Analysis and interpretation
	Report writing
	Submission of draft research report
	Presentation of Report
	Final Report editing and submission