

# Efficacy Of Remedial Teaching And Influence On Performance Of Learners In English Language Test Scores In Primary Schools In Nakuru County

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*Abstract: This paper presents the results of a study that investigated the relationship between remedial teaching in*

*Keywords: Academic performance, Efficacy, Low-Achievers, Remedial teaching:*

## I. INTRODUCTION

Since 1990 Primary school enrolment has been on the rise in almost all nations in the developing world, but performance has remained poor (World Bank, 2006). The Widespread Announcement of Human Rights (1948) and The Universal

Declaration of Human Rights (UNCRC, 1989) both assert that instruction may be a right to all children. Usually emphasized by the current Education for All (EFA) activity, which looks for to guarantee that all children, especially young girls, children confronted with disturbing situations and those of

ethnic minorities get to an entirely free and required essential instruction of exceptional quality (UNESCO, 2011).

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

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

Remedial teaching can be defined as “teaching and learning activities that cater for late learners. Remedial teaching accommodates pupils who for one reason or another are left behind the expected achievement levels. It entails analyzing specific challenges and providing the right remedial procedures and support to deter the reoccurrence of the same in future.” Remedial teaching is an intervention program where a child receives diagnosing and treatment till the achievement of productive recovery (Huang, 2010). This means that remedial education is an essential curative measure where learners attain critical knowledge and skills. Once learners with the low mental ability (late learners) fail to receive remedial lessons, they would gradually leave schooling ahead of finishing the compulsory education in the official school program (Burris, 2009). This implies that the late learners require some form of motivation for them to improve their grades to be at the same level with their peers in other learning institution.

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

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

remedial teaching to contribute to improving pupils’ academic performance.

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

The Interim Guidelines on Remedial Teaching and Mock Exams by MOE (2008) directed that teachers should be able to undertake remedial teaching as part and parcel of their regular teaching programs and comfortably handle it without imposing an additional financial strain on the parents. The directive on remedial teaching find support by the Presidential Committee on Student Unrest and Indiscipline in Kenyan Secondary School report also known as The Sagini Report (MoE & HR, 1991). Nevertheless, Sagini Report did not stop paid remedial teaching from being offered to pupils. Wanyama and Njeru (2004) note that this was probably because of the ban imposed on charging a fee for the remedial teaching and not prevent parents from taking their children for remedial classes. It meant that parents were free to take their children for remedial classes as long as they did not pay for the services. There was a significant loop-hole here because nobody would make a follow-up as to what was taking place during these remedial lessons. Parents later made payments for the lessons in the name of “agreement.”

Teachers shall not deny learning materials or remedial teaching services to a learner on account of their natural abilities (Peters, 2015). In some other areas, to cover the full syllabus before the national examinations, some schools have resorted to teaching their classes very early in the morning before the legally stipulated time and at night after official time under cover of remedial teaching (Bray, 1999). Further, one would be expecting teachers to be doing it for free, but not in Kenya. The remuneration paid as a result has been politely referred to as ‘motivation fees’ to hide it from paid remedial teaching.

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

Kenyan children persist on displaying meager fundamental skills in literacy and numeracy (Hoogeveen & Andrew, 2011). An assessment of the primary results reveals that the status quo has remained. The Uwezo 2011 evidence confirms that despite the government outlaw on paid remedial

teaching, the activity has persisted in our public primary schools. Further, the higher the class, the more likely it is that a child will receive remedial teaching. Mugo, Ruto, Nakabugo, and Mgalla, (2015) note that children taking remedial instruction in 2011 was 67.3% while in 2012 were 73.8. In class seven, 7 out of 10 children in public primary schools are subjected to remedial teaching. Further, this is compounded by the grave scenario where 6 out of 100 grade seven learners cannot interpret a standard two story using the English language. Besides, there is a general reduction of learning levels despite the fact that more children are taking remedial teaching in 2012 compared to 2011.

The mounting pressure on teachers and school administrators from the public to improve academic performance has forced schools to implement measures including remedial teaching to enhance performance. However, administration of remedial education as a method of improving performance is not grounded on any scientific research, and remedial instruction has been having proved to be counterproductive (Bray, 2007). In Nakuru County, some school have consistently performed well while others posted poor performance. The study sought to establish the influence of remedial lessons on pupils' academic achievement in the English language in public primary schools in Nakuru County.

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

#### STATEMENT OF THE PROBLEM

The measure of academic performance in Kenya's context has all along been examinations. In an attempt to minimize the underachievement problem, the remedial lessons in English language have been conducted as a method to stem the underachievement on class seven pupils' performance in primary schools. However, no studies have been done to establish the efficacy of remedial teaching specifically on English language for class seven in public primary schools in Nakuru County using test scores. Therefore, this study was geared to fill the gap on the exact role of remedial teaching in English language by analyzing of test scores for pupils in class seven before and after remedial lessons. The problem of failing to understand the impact of remedial teaching employed by various educational institutions need to be investigated in order to establish the divergent perspectives held by the different stakeholders on the efficacy of remedial teaching in English language.

#### RESEARCH OBJECTIVE

The objective of the study was to ascertain if there were significant differences in test scores of pupils' performance before and after conducting of remedial lessons in English language in public primary schools in Nakuru County.

#### RESEARCH QUESTION

The study was guided by the research question: *Were there significant differences in test scores of pupils' performance in English language before and after conducting of remedial lessons in public primary schools in Nakuru County?*

### II. METHODOLOGY OF THE STUDY

The design that was used in the study was descriptive using an ex-post facto method. The paradigm that was used in the study is the mixed method with a bias on quantitative approach. It was justified on the basis of the fact that this study sought to investigate whether there was any significant difference in test score before and after remedial classes. The current study was further informed by George Z.E. Bereday, Systematic Study Area Approach in the data collection and analysis. The method has five main steps that were adapted to the current study. These were:

- ✓ Description
- ✓ Interpretation
- ✓ Juxtaposition
- ✓ Comparison
- ✓ Suggestions, generalizations and conclusions.

The above steps were adapted in this study with description on the magnitude of the problem of remedial teaching at the background together with the interpretation of the available literature that guided the study. Juxtapositioning was done in data analysis and presentation. This was followed by the comparison of the information that lead to further suggestions and conclusion on how remedial activities do influence the performance of class seven pupils in schools in Nakuru County.

The study site involved public primary schools in Nakuru County which undertook the remedial lessons. The study focused only on eighteen public primary schools. The prevalence of low-performance level in primary school education in Nakuru County necessitated the need for such a study and perhaps raised the prospects of redressing this educational degradation through improvement of knowledge-based interventions. Singleton (1993) posited that, the ideal setting for any study is directly related to the researchers' interest. Nakuru County was best suited for this study because the researcher was concerned with the academic performance level of pupils in public primary schools.

### III. TARGET POPULATION AND SAMPLING

The study targeted all the 670 public primary schools that had reached class seven out of 706 registered in Nakuru

County. The schools had a population of 46,208 standard seven pupils enrolled in 2014 as reported in the 2014 Basic Education Statistical booklet by the Ministry of Education. The primary schools were distributed across the 9 Sub-Counties in Nakuru County. In total, there were 22,763 boys and 23,445 girls respectively. The average number of standard seven pupils per school in Nakuru County was 69 in 2014. Thus, the total number of standard seven pupils in the 18 selected schools was 1,242. There were also 670 class seven teachers of English language.

The researcher identified the schools that conducted remedial teaching through observations and oral interviews with head teachers, class seven teachers of English language, pupils and parents. The researcher reached the pupils and teachers in their respective schools. Parents were targeted for this study because they were providers of any payments and could reach them in their residential areas on request or during school academic days and annual general meetings.

Purposive sampling technique was used to select 18 out of the 670 public primary schools which had reached class seven in Nakuru County to participate in the study. This was because the schools were identified to be conducting remedial classes in the County. The study respondents were categorized into four groups namely head teachers, teachers of English language, parents and pupils. There are nine sub-counties in the County that formed the stratum. The primary schools sampled as target study site are shown in Table 1 below.

Stratum	School location		School type		
	Primary Schools	Urban	Rural	day	Boarding
Kuresoi	A		1	1	
	B	1		1	
Rongai	C	1		1	
	D		1		1
Gilgil	E		1	1	
	F	1			1
Nakuru North	G		1	1	
	H	1			1
Njoro	I	1		1	
	J		1	1	
Molo	K		1	1	
	L	1			1
Naivasha	M		1	1	
	N	1			1
Nakuru	O	1	1		
	P	1			1
Subukia	Q		1	1	
	R	1			1
<b>Total</b>	18	9	9	11	7

Source: Researcher's own field work (2017).

Table 1: Primary schools sampled as target study site

Table 1 indicates that out of the 18 schools for the study, 11 schools were public day schools while 7 were public boarding primary schools respectively. Further, the researcher adopted simple random sampling to select 3 standard seven pupils from each of the 18 schools resulting in a total of 54 pupils. This ensured that each of the 1,242 standard seven pupils had an equal and unbiased chance to be selected in order to participate in the study. Purposive sampling technique was used to select 18 teachers of English from each of the 18 primary schools. There were 18 head teachers and 18 parents were purposively included in the study since their children were attending remedial classes. This was to ensure the study

benefited from a wide variety of views based on the topic under investigation.

According to Kothari (2004), the sample size is the quantity of items to be chosen from the universe or population to constitute a sample for study or research. The sample size comprised of 108 respondents to participate in the study. A total of 54 standard seven pupils, 18 Standard seven teachers of English language, 18 head teachers and 18 parents for both male and female-headed households. Deciding the case estimate for a research is important on the grounds that the span of the populace makes it unfeasible and uneconomical to include all individuals in an exploration extend (Welman, 2001). The minimum sample size for this study was designed to increase precision, confidence, and variability. This is well summarized in the table 2 below.

Category of Respondents	Sample Size
Standard seven pupil	54
Standard seven English Teachers	18
Head Teachers	18
Parents	18
<b>Total</b>	<b>108</b>

Source: Researchers' own field work (2017)

Table 2: Sample Size Distribution

#### DOCUMENT ANALYSIS

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

The researcher took class seven pupils' English language performance of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> periodic assessments which they had taken before and after remedial teaching in the first and third terms of 2015. The scores were then tabulated in the document analysis table. The researcher had two regression models showing the class seven 2015 test scores before and after remedial teaching. Once the scores show higher mean scores after remedial lessons, it can then be concluded that there was noticeable improvement in pupils' academic performance of English language in Nakuru County and vice versa.

#### IV. FINDINGS AND DISCUSSIONS

The research question this paper tended to answer was: *Were there significant differences in test scores of pupils' performance in English language before and after conducting of remedial lessons in public primary schools in Nakuru County?*

The following findings indicate how the schools performed before and after the remedial teaching. The findings are illustrated in table 3 below.

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

Source: Document Analysis field work (2017)

Table 3: Mean scores in English language from the schools sampled for the study

The Table indicates and outlines the three monthly mean scores for class seven pupils captured from each of the 18 sampled schools before and after remedial teaching. From the table, the following schools obtained the highest mean scores before and after remedial education. An average mean of 52.42 was achieved by school L before remedial teaching while after remedial instruction got 65.02 with a mean difference of 12.60. School G recorded a mean score of 48.99 before remedial education while it recorded 60.86 after remedial teaching with a mean difference of 11.87. School O recorded 45.98 before remedial instruction while it recorded 54.23 after remedial teaching with a mean difference of 8.25. School E recorded an average mean of 45.86 while it recorded 58.03 after remedial teaching with a difference of 12.57. The big standard mean differences of 12.20, 11.87, 8.25 and 12.57 respectively for the schools that performed well before and after remedial teaching imply that schools that performed better before remedial instruction performed even much better after remedial teaching. This is in line with Mboi and Nyambetha (2013) observation that the general feeling of

Kenyan teachers is that remedial teaching helps relatively strong pupils to perform better in national examinations because of the extra questions provided for revision.

On the other hand, the following schools recorded the lowest average mean scores before and after remedial teaching. School K had the lowest average mean score of 30.34 before remedial teaching while it recorded 34.70 after remedial teaching with a mean difference of 4.36. School A had a mean score of 30.43 before remedial teaching while it recorded 35.63 after remedial teaching with a difference of 5.2. School B had an average mean score of 33.66 before remedial instruction while it recorded 37.19 after remedial education with a mean difference of 3.53. School R also recorded one of the lowest average mean of 34.75 while it recorded 39.97 after remedial teaching with a mean difference of 5.22. The small standard means differences of 4.36, 5.2, 3.53 and 5.2 respectively for the schools that performed poorly before and after remedial teaching imply that pupils who did not do well before remedial teaching had Minimal improvement after remedial teaching. This further supports the view that remedial teaching helps in improvement of the academic performance of pupils in English language in public primary schools in Nakuru County.

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

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

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

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

The common means of test 1, 2 and 3 after remedial teaching were 44.79, 48.30 and 54.57 respectively. The average mean for the three mean scores after remedial instruction was 49.22 while the average distinction between

the initial and the final assessment was 9.79. This implies that there was a significant improvement in performance from the original test scores towards the final evaluation of remedial teaching.

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

The analysis of variance (ANOVA) was applied to confirm if there were significant mean differences on the academic performance of pupils before and after remedial teaching in public primary schools in Nakuru County. The critical F-value at  $\alpha = 0.05$  level of significance is  $F_{0.05, 2, 51} = 3.18$ .

The data analysis before remedial teaching F-test calculated was 0.7003 is less than the critical F-value 3.18 level of significance; the null hypothesis was accepted and concluded that there were no statistically significant mean differences or variations before the remedial teaching both between and within the groups. This implies that there was no difference in the low mark performance of the standard seven pupils in English language before remedial teaching in the first term both between and within the groups of pupils who participated in this study. This further, implies that the performance of the standard seven pupils was relatively the same on average before the remedial teaching was conducted. The issues of the inconsistency of performance before the effect of remedial instruction is explained in the pupils' assessment marks of English language. This high equivalent is critical before applying the remedial lessons.

After remedial teaching, the F-test statistic 7.556 is greater than the critical F value at  $\alpha = 0.05 = 3.18$  level of significance. Therefore, the null hypothesis was rejected and concludes that there are significant differences in the mean performance by the standard seven pupils in English language both between and within the groups after the remedial lessons in the third term of the year. The superior performance of English language for pupils after remedial lessons was potentially due to a better choice of teaching methods and the stronger incentives faced by teachers. Thus, the results of the analysis demonstrate that there was an improved average performance of the standard seven pupils after the remedial teaching. It then shows the less complexity of the milieu where the effect of remedial education is robust enough to recover all the pupils to around average and above performers. The findings get support by Boylan et al. (1999) agreed that remedial teaching was the overall movement to assisting pupils so that they can better their grades.

Tests after remedial teaching signified advancement which implies that late learners who did not get any form of

incentive to induce learning were now interested in learning English dialectal through acting and performing and playing many roles which can engage and motivate them into meaningful situations and activities. The result concurs with those of Humphrey et al. (2013) which also established that remedial teaching improved pupil's performance. This improvement at later stages facilitates learning.

The comparative analysis also explains the differences of pupils in achieving essential learning competencies in English language. This, therefore, implies that remedial teaching techniques had a substantial effect on improving skills in English language for pupils in public primary schools in Nakuru County. The responses were triangulated with responses from teachers where in an open-ended question they gave their opinion on whether remedial lessons improve pupils' performance of English language or not. A teacher from Subukia Sub-County School Q opined that:

*"A teacher can teach at a slower pace and involves reinforcement and repetition, especially where children are not well prepared. Further, the teacher will be forced to create several quality assignments and also engage a group of high achieving pupils to increase the pace of learning."*

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

Further, another teacher from Molo Sub-County School L narrated that:

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

The analysis from the excerpt indicates that in the remedial lessons, learning was better coordinated, real and improved pupils' retention of learned facts. In that way, remedial lessons are vital in assisting pupils so that they could better their grades.

In an open-ended question on the influence of remedial lessons in improving pupils' academic performance of English language, one of the head teachers from Njoro Sub-County School J too, posited that:

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

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

choice of teaching methods and the stronger incentives faced by teachers.

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

*“When I attended an interview for headship in the public primary schools, the first question I was asked was to give my subject means scores for the last three years. I was told to go and improve on the average mean scores since they were not good before I could go for another interview. They did not ask me further questions. I then realized that it was important to post good grades for my pupils as this could also boost me during interviews in future.”*

Therefore, it is worth noting that pupils’ good performance for a teacher was also linked to professional advancement as it was taken as a stepping-stone to a tenured civil service position or promotion to an administrative post within or without the teaching profession.

## V. CONCLUSION AND RECOMMENDATIONS

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

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

It is highly recommended that the Government of Kenya particularly needs to have a change of policy by spelling out clearly the guidelines on remedial teaching and strengthen it in schools in order to improve pupils’ academic performance. There should be the development of a practical model on the implementation of remedial teaching in schools that is acceptable by all stakeholders. This is by way of giving teachers refresher courses on remedial teaching so as to be able to play a bigger role in remedial teaching. Make direct connection and supervision of education officials to the remedial teacher’s work inside the class. Supervision of learning in schools by the Directorate of Quality Assurance and Standards ought to be improved to make educators more responsible. This will make it more uniform; limit time wastage and teachers will have the capacity to cover the syllabus content on time.

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