

**DETERMINANTS OF PROVISION OF REMEDIAL TEACHING IN PUBLIC
PRIMARY SCHOOLS IN VIWANDANI ZONE, MAKADARA SUB-COUNTY**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ABSTRACT

The purpose of this study was to establish the determinants which made remedial lessons be provided in Viwadani zone, Makadara Sub-county public primary schools. The study was guided by four research objectives. The research objective sought to establish the various ways in which remedial lessons were carried out in public secondary schools: find out how overload in the educational curriculum had led to provision of remedial lessons; determine the degree to which prestige among teachers and students influenced provision of remedial teaching and determine how lack of facilities for teaching and learning result to provision of remedial teaching in Viwadani zone, Makadara sub-county. The study adopted a descriptive-survey design. The sample for the study was 18 teachers and 119 pupils who were sampled using systematic sampling method. Data were analysed by use of qualitative and quantitative techniques. Findings revealed that remedial lessons were offered by majority of the schools. Remedial lesson were offered at the evening and they took less than one hour. Majority of teachers indicated that the remedial classes were given to the whole class and were offered to weak students. Remedial classes were an opportunity to cover the syllabus. The study further shows that teachers were serious in teaching during remedial lessons. Remedial lessons allowed students to master areas not mastered before. Teachers disagreed that remedial classes exist due to low level of teachers' salaries. The overloaded curriculum was given as a reason for conducting remedial lessons. Findings further revealed that if teachers were in a position to decide, they would like private tuition to continue being given to students. Teachers added that remedial lessons created reputation to teachers and most often the reputation rests on the academic results they are able to achieve. This makes provision of remedial lessons something that brings some relief and balance. The study lastly concluded that if teachers were in a position to decide, they would like private tuition to continue being given to students. Based on the findings, the study recommended that remedial lessons should be offered by the school and to the whole class as it helps learners remember what they had learnt in the previous lesson and further improve their understanding in class, and it gives teachers and students opportunity to cover the syllabus. Provision of facilities can improve academic performance and hence reduce the need for provision of remedy teaching.