

**REMEDIAL EDUCATION IN THE TEACHING AND
LEARNING OF SOCIAL STUDIES: AN EXAMINATION
OF ITS EFFECTIENESS IN SELECTED JUNIOR
SECONDARY SCHOOLS OF MONGU DISTRICT**

by

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CERTIFICATE OF APPROVAL

This dissertation of Eunice Kangwa has been approved as partial fulfillment of requirements for the award of the degree of Masters of Education in Educational Management.

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ABSTRACT

The major concern of the study was that despite having remedial education programmes in junior secondary schools, the performance in social studies by most pupils is undesirable given the persistence of underperformance in social studies by junior secondary school pupils exposed to remediation in some schools in Mongu. The purpose of this study was to examine the effectiveness of remedial education in the teaching and learning situations of social studies in junior secondary schools as perceived by remedial social studies teachers, social studies HoDs, school administrators and junior secondary school pupils. The study was guided by the following objectives; Examine the effectiveness of remedial education in the teaching and learning of social studies at junior secondary schools; Establish how remedial education program in the teaching and learning of social studies is conducted in junior secondary schools; Investigate the challenges that affect the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools. The study used interview questions to collect data from, social studies teachers, social studies HoDs and school administrators. Focus group discussions were used to collect data from junior secondary school pupils. Qualitative thematic analysis was used to analyze the collected data. The collected Data was clustered into themes in line with the objectives of the study. This study revealed that secondary school social studies teachers in Mongu district had no adequate knowledge and understanding of remedial education. The results also revealed that most of the secondary schools did not significantly benefit from remedial education due to lack of policy for guidelines, student and parental attitude. The study, therefore, concluded that remedial education in the teaching and learning of social studies in secondary schools of Mongu was not very effective. The study recommended that there is need for the government through the Ministry of Education to revise and review the Zambian secondary school remediation policy, train all secondary school teachers on how to administer remedial lessons and provide adequate support to promote effective remedial education.

Key Words: *Education, Remedial, Teaching and Learning*

DEDICATION

This dissertation is a special dedication to my hero, my late father Charles Kangwa Ngandu may his soul continue to rest in peace and my mother Given Mwansa Mwale.

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TABLE OF CONTENTS

COPYRIGHT DECLARATION	i
AUTHOR’S DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	x
LIST OF APPENDICES	xi
ACRONYMS AND ABBREVIATIONS	xii

CHAPTER ONE: INTRODUCTION..... **13**

1.1 Overview	13
1.2 Background	13
1.3 Statement of the Problem.....	15
1.4 Purpose.....	15
1.5 Research Objectives.....	15
1.6 Research Questions	16
1.7 Significance.....	16
1.8 Theoretical Framework.....	16
1.9 Delimitation	21
1.10 Limitations	21
1.11 Operational definition of Terms.....	21
1.12 Organization of the Dissertation	22
1.13 Summary	22

CHAPTER TWO: LITERATURE REVIEW..... **23**

2.1 Overview	23
2.2 Implementation of remedial education programme at schools in developed countries	23
2.3. Implementation of remedial education programme at schools in developing countries	28

2.4 Benefits of remedial education in the teaching and learning situation at secondary schools.....	30
2.5 Challenges that affect the effectiveness of remedial education in schools	34
2.6 Research gap	43
2.7 Summary	44

CHAPTER THREE: METHODOLOGY

3.1 Overview.....	45
3.2 Research Design.....	45
3.3 Location of the study	46
3.4 Study Population.....	46
3.5 Sample size	46
3.6 Sampling procedure	46
3.7 Data collection instruments.....	47
3.7.1 Semi-Structured Interview Guides.....	47
3.8.2 Focus Group Discussion	48
3.9 Credibility and Trustworthiness.....	49
3.10 Triangulation.....	49
3.11 Data collection procedures.....	49
3.12 Data analysis instruments and procedure.....	49
3.13 Ethical Considerations	50
3.14 Summary	50

CHAPTER FOUR: PRESENTATION OF FINDINGS..... 51

4.1 Overview	51
4.2 Biodata of the research participants	51
4.3 Understanding of Remedial teaching and learning	52
4.3.1 Supplementary work given to learners	53
4.3.2 Extra work given to learners	54
4.4 effectiveness of remedial teaching and learning	55
4.4.1 Helpful to Learners.....	55
4.4.2 Teaching Preparations	56
4.5. Implementation of Remedial Education Programme	57

4.5.2 Referrals by social studies teachers	58
4.5.3. Teachers assessments	59
4.5 Challenges affecting effective implementation of remedial education	60
4.5.1 Increased workload.....	61
4.5.2 Negative attitudes of the learners	62
4.5.3 Lack of CPDs and workshops on remedial teaching and learning.....	62
4.5.4 Timetabling of remedial education in schools	64
4.5.6 Quality of the learners	65
4.5.8 Lack of infrastructure	66
4.5.12 Teacher – pupil ratio.....	67
4.8 Summary	70
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	71
5.1 Overview.....	71
5.2 The effectiveness of remedial education.....	71
5.3 Conducting of remedial education program	72
5.4 Challenges that affect the effectiveness implementation of remedial education.....	77
5.5. Relationship with the Theory.....	81
5.6. Summary	83
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	84
6.1 Overview.....	84
6.2 Conclusions.....	84
6.3 Recommendations.....	85
6.4. Suggestions for Further Research	86
6.5 Summary	86
REFERENCES.....	87
APPENDICES	99

LIST OF TABLES

Table 3.1: Sampling Procedures.....	47
Table 4.1: Biodata of the secondary school social studies teachers, administrators, HoDs and pupils in this study.....	53

LIST OF APPENDICES

APPENDIX A: Questionnaire for Teachers.....	76
APPENDIX B: Questionnaire for HoD's and Head Teachers.....	78
APPENDIX C: Questionnaire for Pupils.....	79
APPENDIX D: Check list.....	80

ACRONYMS AND ABBREVIATIONS

HoD	Head of Department
FGD	Focus Group Discussion
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZREP	Zambian Remedial Education Programme

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the research objectives and questions, the significance of the study, the theoretical framework, limitation and delimitation of the study, definition of operational terms and the organization of the remaining chapters.

1.2 Background

There is a new conversation in the education sector about inclusive education revealing the paradox of needing remedial education to save academically underprepared pupils while simultaneously arguing over its appropriateness or effectiveness in the teaching and learning situation in junior secondary schools. The formal provision of remedial education in Zambian junior secondary schools fits the child centered philosophy of education announced by the Salamanca Statement of 1994 (Stuck,2004). A shift towards an increasing emphasis on individual needs and the optimizations of the learning process for all students implies that Zambian remedial education has now to respond to some of the demands such as a clear assessment and description of its effectiveness in the teaching and learning situation in junior secondary schools.

Remedial education programmes are directed at students who are considered to be at risk of attaining weak terminal performance in standardized examinations (MOE, 1992). The establishment of the Zambian Remedial Education Programme (ZREP) was first introduced through the Education Circular Number14 of 1974 as a draft (Chileshe, 2002) with an objective of correcting learning problems among students and improving the pass rate in public examinations. The implementation of ZREP at primary school level was then officially declared by the Ministry of Education in 1996. The Ministry of Education in 1996 announced that remedial education programmes are designed to assist pupils who struggle in certain subjects to catch up. In a positive learning environment, students should experience minimum learning difficulties in a subject area or skill and should score an average mark or above average in any standardized intelligence test applied on the students (Gutierrez, 2011). In addition, remediation ensures that teachers empower their students with college and university readiness study skills that will help them become productive citizens of the country (Smith and Wallace, 2011). In its true spirit, remedial education

attempts to assist students who might not otherwise achieve their full potential at ‘O’ Level if there is no early detection and intervention (Kerry, 2002).

The official implementation of the remedial education programme in Zambian junior secondary schools was communicated out in the *Focus on Learning* document of 1992. The document provided guidelines for the implementation of remedial work in schools. However, the document did not provide a comprehensive definition of the programme and was silent on how it ensures pupils’ success during the implementation process; hence this study focuses on the effectiveness of remedial education in the teaching and learning situation in junior secondary schools. *Educating Our Future* 1996 document also placed on every school the responsibility of providing remediation to all students under its jurisdiction. From 1992 to date, it is important to note that no mention whatsoever was made of the assessment and description of the effectiveness of remedial education in the teaching and learning situation in junior secondary schools, hence the study.

According to *Focus on Learning*, remedial education in Zambia is wide, and extends to include Mathematics and reading at all primary schools. Initially, the programme was targeted only at primary school pupils but the new *Educating Our Future* document of 1996 now included other grades and educational levels including secondary school students (Chileshe, 2002). Assessment of the remedial programme indicates that there are still large numbers of students who slip through the net at primary schools to secondary school level and still exhibit underdeveloped skills in key-learning areas. These learners are only discovered at secondary school level, missing some basic skills or concepts in reading or Mathematics and English language (Chileshe, 2002). My own observation and experiences as a teacher at secondary school reveal that identified remedial students are hardly benefiting from the remedial programme at secondary school level, hence the motivation for this study to examine its effectiveness in the teaching and learning of social studies situation.

Most common, when remedial education comes up in the context of secondary education, it is designed to provide students with basic skills which they might have missed in primary school or missed during their specific secondary school lessons (Smith and Wallace, 2011). According to the MoE (1992), reasons a student might need remedial education include that: student may have been exposed to sub-standard primary school teaching methods, and may not have received adequate grounding in specific subjects like Mathematics and English language to prepare them

for secondary education. High mobility due to recent new resettlements has caused students to transfer in and out of schools or missed school a lot while on transit creating gaps in their learning processes which may contribute to them missing important knowledge, skills and attitudes in core subjects (Chileshe and Mapfumo, 2002). Students placed in remedial education are later promoted into the regular classes once they are able to cope with the demands of the official curriculum (Perry, 2013). In view of the current movement towards remedial education in secondary schools, it is therefore imperative to examine the effectiveness of remedial education in the teaching and learning situation in junior secondary schools in Mongu district of Zambia.

1.3 Statement of the Problem

Remedial education is considered useful for correcting learning problems among pupils and may improve the pass rate in public examinations with an objective to produce pupils empowered with skills, attitudes and knowledge for participating in college and university education. The programme provides effective education that alleviates the learning difficulties of pupils in secondary schools. Despite having remedial education programs in junior secondary schools, the performance in social studies by most pupils is undesirable given the persistence of underperformance in social studies by junior secondary school pupils exposed to remediation, it is important to examine the effectiveness of remedial education in the teaching and learning situation of social studies at junior secondary in Mongu district so that interventions can be evidence based.

1.4 Purpose

The purpose of this study was to examine the effectiveness of remedial education in the teaching and learning situations of social studies in junior secondary schools as perceived by remedial social studies teachers, social studies HoDs, school administrators and junior secondary school pupils

1.5 Research Objectives

The objectives of the study are to:

1. Examine the effectiveness of remedial education in the teaching and learning of social studies at junior secondary schools.
2. Establish how remedial education program in the teaching and learning of social studies is conducted in junior secondary schools.

3. Investigate the challenges that affect the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools.

1.6 Research Questions

1. How effective is the implementation of remedial education in the teaching and learning of social studies in junior secondary schools?
2. How is remedial education programme implemented in junior secondary schools of Mongu district?
3. What challenges affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?

1.7 Significance

Results from this study might benefit secondary school social studies teachers, researchers, policymakers and administrators in Ministry of General and Higher Education, in Zambia in the following ways:

Social studies Teachers: These groups might use the results as a set of criteria to evaluate their remedial education programme. Such information when used effectively might help decision making regarding who receives which remedial education and through which strategies. In other words, results from this study might help secondary school remedial teachers to continue to improve remedial work delivery.

Ministry of Education Officials: The current study might help increase awareness of challenges associated with the implementation of the remedial education programme in secondary schools.

Policymakers: This study has the potential to add to the current body of literature in Zambia on the effectiveness of remedial education in junior secondary schools. Furthermore, the study might also provide researchers with baseline information that could be useful for future studies in remedial education. Policy makers and administrators might find opportunities to improve future policies related to remediation.

To me the researcher: This study will equip me with new knowledge on the strategies that can be used to make remedial education at secondary school level effective.

1.8 Theoretical Framework

A theoretical framework positions the research in the discipline or subject in which the researcher is working (Henning, Van Rensburg and Smit, 2004) enabling him to theorize about the research

and make clear the assumptions of the researcher about the interconnectedness of remedial education in the teaching and learning situation in secondary schools. In this study, the evaluation of remedial education in the teaching and learning situations in secondary schools in Mongu district will be guided by the theoretical framework of Vygotsky's psychological view of remedial education.

Vygotsky proved that the education entails development, but remedial education determines development (Perry, 2013). From the point of view of Vygotsky, the main aim of general education is to acquire knowledge but remediation is focused on forming new functional organs or a new functional system that make it possible for the remedial student to perform a mental process. The task of the educational psychologist or remedial teacher is to help the student to realize the positive changes in him/her after remediation and to accept him/herself as a new functional system. The help of the remedial teacher must be interactive and adjusted in accordance with the student's achievement. In other words, the remedial teacher always works in a zone of the remedial student's proximal development until the student is able to work on his own.

According to Vygotskian psychology, remedial teaching methods are based on student-centered instruction accord with constructivism learning theory (Jarrar,2014). Thus, remedial students' learning experiences are influenced by not only the remedial classroom (brain friendly classroom) but by interactive social remediation until they are able to perform the missed skill on their own. In the area of constructive based remedial education, Vygotskian psychology perceived that effective remedial education is a collection of educational practices that are student focused, meaning-based, process-centered, interactive and responsive to remedial students' personal interests and needs (Jarrar, 2014). Thus, remedial class is characterized by authenticity; focus on students and brain-friendly classroom in which learning is functional (Jarrar, 2014). Therefore, Vygotskian remedial education is experiential in that remedial students construct missed knowledge and draw meaning through their interactive experiences. Thus, remedial education should be based on real life situations to become meaningful. Vygotsky defined the remedial student's Zone of Proximal Development (ZPD) as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under the remedial teacher or in collaboration with more

capable peer (Shabani, Khatib and Ebadi, 2010). In remediation, the ZPD was understood by Vygotsky to describe the current or actual level of development of the student and the next level attainable through the use of mediating semiotic and environmental tools as well as effective remedial teacher facilitation. The idea is that remedial students learn best when working together with others during joint collaboration.

Roosevelt (2008) holds that the main goal of remedial education from Vygotskian perspective is to keep remedial students in their own ZPDs as often as possible by giving them interesting and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they can do alone, such that they will need to work together either with another or remedial teacher to finish the task. The fact is that after completing the task jointly, the remedial student will likely be able to complete the same task individually next time. Moll (1990) states two remedial educational implications of Vygotsky's concept of ZPD that: Effective remedial teaching must be prospective. Remediation must be aimed at a remedial student's proximal level of development. Vygotsky suggested that remedial teachers must orient their work "... not on yesterday's development in the child but on tomorrow's ..." (Moll, 1990: 211).

Vygotsky was suggesting that in creating a ZPD, we are helping to define the remedial student's immediate and future learning. He indicated that the same remediation means (means of assistance or scaffolding) used interpersonally would be internalized and transformed by the student and used intrapersonal (Moll, 1990). Basing on the remedial student's zone of proximal development, remedial teachers need to discuss some related ideas that are already familiar to the student in order to facilitate effective scaffolding until students discover their missed skills (Steele, 2005). This concurs with Ken (2006) that Vygotskian remedial teacher should be a facilitator and provide opportunities, through scaffolding, for individual remedial students to acquire missed knowledge.

Therefore, remedial students should be active imitators during remedial process and this reflects the importance of scaffolding. Basing on Vygotsky's point of view, new basic functional systems formed during remediation through scaffolding make independent learning of the student possible in future. According to (Perry, 2013). Vygotsky believes that the main task of remediation is to create the means of compensation together with a student and to overcome underdevelopment of

some mental functions, with the 'strong' components of mentality compensating the weak ones. In the Vygotskian psychology, remedial students are capable of far more competent performance when they have proper assistance (scaffold learning) from remedial teachers. Vygotsky observed that with the proper assistance from remedial teacher, a student is capable of much more learning than on his/her own (Gindis, 1999). Vygotsky perceives that the process of scaffolding brings about abilities that have been missed during mainstream instruction (Moll, 1990). In fact, Vygotsky believes that it is the "collective" that has the most promising remedial potential for a student with mental retardation.

Vygotskian remediation provides that the remedial student becomes a subject not an object of remediation (Perry, 2013). The researcher further explains that Vygotskian remediation favors emotional involvement and motivation of the remedial student in the remediation process.

Thus, the proposed remedial tasks should be interesting and accessible to the remedial student, and appropriate to the remedial student's age and life experience. According to Vygotsky psychology, the most important in remedial education is to teach something but to stimulate the remedial student's desire to learn or discover the missed concept. (Perry, 2013). Presents that if a child is a subject of own remediation, it forms the effective basis of education, which is the Alfa and Omega, the beginning and the end, the prologue and the epilogue of each mental development. In this sense, Vygotskian psychology implies that the remedial student, chronically unsuccessful at secondary school, must experience a feeling of success to increase own self-estimation and self-credit.

According to Vygotskian psychology, the weak components of the remedial student's mental functions are developed through support from the knowledgeable others (Perry, 2013). At the beginning of remediation, the remedial teacher, as described by Vygotsky, performs from common activity to an independent one, from an action mediated with external means to an internal one, from step by step analytic action to a global automatized one (Akhutina and Pylaeva, 2008). For effective remediation, through scaffolding, the remedial teacher needs to teach from simple to complex until the remedial student is able to perform the missed skill on his own. Thus, all remedial teaching methods follow the didactic principle – with scaffolding, remedial teacher need

to teach from simple to complex. The help of remedial teacher or educational psychologist must be interactive and must be in the zone of the remedial student's proximal development.

According to Perry (2013), Vygotskian psychology proves that remedial education is a natural way of cognitive development as well as of the psychological compensation of cognitive and physical deterioration in remedial students. This needs the remedial teacher to search for mediation methods (scaffolding) in secondary school remediation instead of Direct Instruction of underdeveloped skills in English language and Mathematics. A diary of achievements, where the remedial teacher and remedial student put the positive results of each remedial session, is a good method to provide feedback to the remedial student to overcome negative attitude towards the remedial programme (Perry, 2013). Through Vygotskian remediation, remedial student will improve cognitive and motor skills, linguistic formulation of knowledge, permanence in memory, and transfer to concrete situations in their English Language and Mathematics subjects. Based on Vygotskian psychology, propounds that remedial education is only effective and efficient in interaction with the remedial student's parents. The remedial teacher's duty is an emotional support to the remedial student'. The researcher further explains that the task of the remedial teacher or an educational psychologist is to help the remedial student's parents to realise the positive changes in their child after remediation and to accept the 'new child'. In secondary schools, it is necessary to stimulate the remedial student's parents to participate in remediation process, to create and maintain an active and optimistic attitude towards their struggling children.

Basing on Vygotskian psychology, it is my point of view that remedial education should be judged successful only when remediation process at secondary schools is oriented to do the following tasks: Cognitive development and increasing success at school; Correction of negative traits of personality and emotional reactions; Improving of behaviour at school and at home and Development of communication skills (Perry, 2013). Indeed, Vygotsky's scientific legacy sets a course to follow for remedial education in the teaching and learning situation at all secondary schools and to be used by the present study as the yard stick to measure the effectiveness of the remedial education in the teaching and learning situations in secondary schools.

1.9 Delimitation

The study will be confined to Mongu district junior secondary schools because they are a source of rich information being sought by this study. This study will be guided by the theoretical framework of Vygotsky's psychological view of remedial education. The research philosophy used in the conduct and writing of this study is constructivism with qualitative methodology. It looks into the effectiveness of remedial education in the teaching and learning situations of social studies in secondary schools as perceived by social studies teachers, social studies HoDs, school administrators and remedial tutors.

1.10 Limitations

There are some threats to the validity of this study which must be taken into consideration when interpreting findings and making conclusions. Firstly, the schools included in the study were taken from a list of many schools in Mongu District. This "selective" sampling may decrease the generalization of its findings. Secondly, although the study intended to sample 40 participants, the views of these informants may not be fully representative. Since the study is restricted to teachers in Mongu District only, its findings cannot be generalized to other districts in Zambia. Finally, this research was conducted during the COVID 19 period, most school head teachers and teachers were worried concerned with the people who visited the school, as they could cause harm if they had the virus.

1.11 Operational definition of Terms

It is important that terms used in this study are given contextual definitions.

Remedial education: This is an educational programme designed to bring low achieving students' academic performance closer to the standards of their grade in school (Melton, 2010; Smith and Wallace, 2011). In this study, remedial education is the learning strategy designed to bring underprepared secondary school students to expected skill competency levels.

Remediation effectiveness: This is the extent to which remedial education in schools is accomplishing desired results or the extent to which the set goals or objectives of the remedial education programme are accomplished.

Secondary school remedial teachers: These are secondary school teachers who are responsible for providing remedial service to remedial students. They involve specialized remedial teachers appointed by school heads.

Secondary school remedial students: These are secondary school students who are lagging behind in either of the subjects and have average or above average ability to catch up.

District remedial tutors: These are SPS and SNE Officers based at the District Education Office responsible for establishing remedial education programs in secondary schools. Thus, remedial tutor is generally involved in the planning, implementation and evaluation of the remedial education programmes at secondary schools.

1.12 Organization of the Dissertation

The next chapter (chapter two) reviews the related literature on investigating the effectiveness of remedial education in the teaching of social studies at junior secondary schools and a summary of the reviewed literature will be made.

Chapter three describes the research methodology. This comprises a description of the research design; the population; sample and sampling techniques; data collection instruments and procedure and data analysis in addition to issues of validity, reliability and research ethics.

1.13 Summary

This chapter has covered background to the study which depicted that most of Zambian secondary schools continuously record a low percentage pass rate in social studies examination despite the introduction of Remedial Education programme since 1992. This has influenced the present study to examine the effectiveness of remedial education in the teaching and learning situations of social studies at secondary schools. This chapter also presented the statement of the problem, research questions, purpose of the study, significance of the study, theoretical framework, delimitations of the study, the definition of terms used in the study and the organization of the study. Chapter two will present the review of related literature

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter focused on the background to the study, statement of the problem, research questions and purpose of the study. This chapter provides an account of the literature relating to the effectiveness of remedial education in the teaching and learning situation in secondary schools. The objective is to amass knowledge and understanding of the topic through establishing what experts and researchers say about the effectiveness of remedial education in the teaching and learning situation of social studies in secondary schools.

The literature review was presented under the following subheadings derived from the research questions: How stakeholders define Remedial Education in the teaching and learning situation in secondary school, Benefits of remedial education in schools, Implementation of remedial education programme in schools, Challenges that affect the effectiveness of remedial education in secondary schools and How should the challenges affecting the effectiveness of secondary school remediation be addressed

2.2 Implementation of remedial education programme at schools in developed countries

In remedial education, students in developed countries are usually assessed to determine their level of competence. A study by Stuck (2004) discovered that selection of students for the remedial education programme in Canada was based on teachers' assessment of a student's risk of failure.

Therefore, early identification of these students by remedial teachers is essential for the learners to grab a chance to develop their potentialities. Other studies concur that majority of educational institutions identify remedial students either by administering placement tests in basic skills or by noting deficiencies in course or grades completions (Abu Armana, 2011; and Gutierrez, 2011). Post-secondary institutions from various developed States identify underprepared remedial students by administering placement test or by using standardized test scores (Boatman & Long, 2010; Conley, 2007). The tests are designed to assess the missed concepts and skills in reading, writing and mathematics in order to identify and select college students who need remedial education. In Florida, students are required to take the Florida College Entry Level Placement Test (CPT) and meet specified cut point scores set by the State Board of Education in order to be considered college-ready or selected for remediation. Thus, the procedures for selecting remedial

students depend on the tests used and the set qualifying scores which vary from college to college in various States (Jarrar ,2014) .

According to the study by (Jarrar ,2014) , the Chicago Public Schools (CPS) instituted an accountability policy that tied summer or remedial school to performance on standardized tests for remedial students to assist them in their learning challenges. Using a regression discontinuity design, the researchers discovered that the net effect of these remedial programmes was to substantially increase academic achievement among struggling third graders for them to move to next grade level.

A study by Jarrar (2014) in Palestine depicts that assessment of students who need remediation should be carried out to determine the skill deficit and selection of the remedial students. The identification process of remedial students must give a comprehensive picture of a remedial student's learning needs (Mann, 1989). Such diagnosis and assessment should help the remedial teacher to determine which concepts or skills to teach the remedial student.

Based on teacher's assessment and diagnostic test results in developed countries, the student may be placed in classes (clinical remediation) which are most likely to provide improved learning outcome benefits (Smith and Wallace, 2011). Clinical remedial classes are often small, and their lesson focus is on high teacher-student interaction (Cox, 2003). Indeed, this promotes effective scaffolding until the student mastered the concept. Technically, there are three types of remediation in developed countries namely; classroom remediation, on-the-spot remediation and clinical remediation (Smith and Wallace, 2011). Classroom remediation happens in the classroom for students who need remediation after having been taught certain concept or topics (Melton, 2010).

After identifying the students with a need, the English Language or Mathematics teacher plan for them and carries out the remedial process while the rest of the students continue with assigned exercises. According to Smith and Wallace (2011), On-the-spot remediation is done by the subject teacher during the course of his or her teaching. As he or she goes around and listens to various students he or she is able to pick up errors and correct them instantly. On-the-spot remediation, on the other hand, should be the responsibility of every English or Mathematics subject teacher, as an

on-going process (Smith and Wallace, 2011). Therefore, On-the-spot remedial or subject teachers have to be committed and prepared to work hard, reading and trying out new methods of remediating targeted students (Kirst, 2007). Lastly, clinical remediation involves withdrawing selected students from the class once or twice a week (Cox, 2003). This is done by the teacher who specializes in remedial teaching outside the normal class teaching time. In the USA, all remedial teachers must meet the appropriate certification requirements and be fully qualified to teach remedial lessons (Cox, 2003).

To achieve effective On -the -Spot remediation in developed countries, Teaching Assistants (TAs) can stay in the mainstream classrooms to help pronunciation and fluency training and answer students' problems on comprehension and grammar while doing the practical activities. For the struggling students, more individual guidance and immediate feedback can contribute positively to their learning. Morris (2009) outlines that the integration of remedial students with special education needs requires the provision of appropriately trained TA in order to promote effective remediation in an inclusive instruction. The support TAs gives is tailored to the individual needs of students with learning difficulties (Morris, 2009). Therefore, effective In-class or On the Spot remediation is only possible through the support of TAs (Kerry, 2002).

According to Abu (2011), types of remedial education programmes implemented at schools in Rafah involve compensatory remedial programme, supplementary remedial programme, tutorial remedial programme, adaptive remedial programme, and basic skills remedial programme to assist remedial students to master their missed skills and concepts. The compensatory remedial programme provides necessary remediation to at-risk remedial students who are from disadvantaged backgrounds to help them overcome learning challenges and increase academic achievement (Abu Armana, 2011). Compensatory remediation also requires the involvement of remedial teacher and parents to compensate the remedial student's missed concept. The supplementary remediation is a remedial programme that focuses on helping remedial students to master content-oriented materials or missed concepts or skills. Furthermore, tutorial remedial programmes require the remedial teachers to offer extra explanation and practices to the struggling or remedial students for them to discover their potential.

According to Wang (1980) in Abu Armana (2011), in the adaptive remediation, the remedial teacher uses alternative instructional strategies and resources to meet the learning needs of individual remedial students for them to effectively master missed basic skills in academic subjects. Thus, the remedial teacher needs to compile learning materials that appeal to remedial students' interest and learning level to assist mastering of missed concepts in the basic skills.

Remedial programme, remediation focuses on teaching remedial students to acquire the missed basic skills required in certain subjects so that they can academically prepare for national examination (Abu Armana, 2011). Universally, remedial teacher in developed countries will be required to carry out an interview with parents for identified students highlighting the child's limitations and asking for the psychologist reports if available (Kirst, 2007). Where psychological reports are not available, the school should recommend psychological assessment by the school's psychologist (Gutierrez, 2011).

Finally, the remedial teachers and the parents should discuss the suitable remedial strategies for the target remedial students and parents need to sign a consent form (Kirst, 2007).

A study by Cox (2003) discovered that remedial teachers in Chicago have relied more on remedial programmes such as summer school and grade retention to help low-achieving students meet minimum academic standards. In Chicago, remedial students who do not meet the predefined levels in both reading and mathematics were required to attend a six-week summer school programme in order to be promoted to the next grade. Although Abu Armana (2011) agreed that remedial programmes were usually offered during normal school hours; however, most of schools in Gaza offer after-school and summer-school programmes.

Abu Armana (2011) portray that remedial programmes implemented after school lessons were reported to be more successful as student did not have to miss the normal classroom instructions while attending the remedial lessons. Where schools offer study periods, this would be the best time, as it would give the impression that the students are being assisted (Cox, 2003).

Abu (2011) further explain that classes in summer remedial school in Chicago were generally quite small, often with fewer than 15 remedial students per class. Similarly, remedial classes in

developed countries were often small, and their lesson focus was on high teacher-student interaction (Cox, 2003). Moreover, Remedial teachers were selected by the school heads or school principals and provided with a highly structured curriculum (including resource materials) to follow. Remedial education programme in Chicago schools was intended to provide remedial students additional time to master the missed skills at their current grade level. The Chicago Public School system (CPS) also provided schools with additional resources to meet the needs of retained remedial students. Guidelines on remedial education issued by the Ireland Department of Education declared that an effective remediation is a team effort in which the school Head, remedial teachers, parents and other professionals work with each other to assist the remedial student to master the missed concepts or skills.

Such cooperation must be deliberately and specifically planned and the responsibilities of each stakeholder involved in remediation must be clearly delineated (Jarrar, 2014). According to Jarrar (2014), remedial education in Ramallah district of Palestine is not being implemented haphazardly but it must depend on basic structures and principles which suit remedial learning situation. This agreed with Spache (1981) that effective remedial education at school should be eclectic, varied and appeals to the interest of the student and inspires self-motivation. This is in line with Echevarria and Graves (2003) that remedial teachers in United States of America are required to use instructional tasks that draw on the remedial student's prior experiences and interest, and relate them to new learning for them to discover their missed concepts. Thus, remedial teachers need to use supplementary materials to make remedial learning concepts clear and meaningful.

According to Jarrar (2014), remedial education in developed countries use varied learning strategies such as Supportive strategies – that make remedial students feel comfortable during remediation, Intrinsic strategies – focusing on developing self-concept of the remedial student until he or she masters the missed concepts or skills, and Remedial strategies – focusing on empowering the remedial students with an opportunity to make progress in their specific areas of skill deficiencies. Some colleges and universities use direct skill-based remedial strategy to assist remedial students with Mathematics and language skills deficits (Miller, 2011). A skill-based deficit exists when a student has not learned how to perform a given behavior or skill. For instance, a student who has not learned to do long division could be said to have a long division skill deficit.

Students with learning challenges have a skills deficit and need direct skill based remedial strategy to develop these weak skills in order to re-enter the mainstream (Miller, 2011). Technically, direct skill-based remedial strategy requires a specially-trained teacher who has the knowledge and flexibility to create a comprehensive remedial programme that is truly individualized to a particular student's learning needs (Cook, 2015). Since direct skill based remedial lesson is presented in a sequential order moving from a specific, smaller concept to larger idea, it helped remedial university students to internalize the process by which larger mathematics skills or concepts were broken down into smaller, more manageable parts (Miller, 2011). It is my point of view, however, that such research findings are still inconclusive and there is no collaboration between post-secondary school researchers and their secondary school counterparts.

Various developed countries use the Individualized Educational Programme (IEP) as a remedial teaching strategy geared to the learning needs of individual students aiming to reinforce the foundation of learning, help students overcome their learning difficulties and develop their potentials in a clinical setup (Cook, 2015). For effective remediation in education IEP remedial strategy creates an opportunity to provide additional support to those individual students who still do not understand key concepts in spite of attempts provided during mainstream instruction. Thus, it should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the remediation is implemented effectively.

Scaffolding is also something that seems to make a real difference in IEP remedial strategy (Gregory, 2015). Success for the student who is struggling requires a focus on individual achievement, individual progress, and individual learning.

2.3. Implementation of remedial education programme at schools in developing countries

A study by Mpya (2007) in South Africa revealed that, every remedial class, has a remedial teacher who could create remedial programmes that will assist other teachers to alleviate the learning difficulties students experienced. To achieve this, the remedial teacher should be relieved from other teaching duties so that he/she can have sufficient time to work on these remedial programmes.

The South African Department of Education (2002) reiterated by stating that the remedial teacher should not be attached to a permanent class, but provides a remedial learning support service for all in the school. According to Mpya (2007), the main aim of remedial education service in South Africa is to provide support to teachers in all areas of curriculum and assessment adaptation, learning material development and advice on how to identify and address barriers to learning.

The above findings concur with a study by Dreyer (2008) that remedial teachers termed as learning support teachers at some schools in the Western Cape Province in South Africa withdraw students with Special Education Needs (SEN) in small groups (maximum of 8 learners) from the mainstream class to teach and give specific learning support or remediation in literacy and numeracy. Remedial teachers in South Africa support and empower mainstream teachers to adapt the curriculum as well as developing relevant remedial programmes and material through remedial workshops. The researcher also depicts that remedial teachers in South Africa give support to parents of students with special education needs as well as supporting remedial students experiencing learning barriers in the mainstream class.

In Kenya, remedial education involves the use of special teaching techniques to overcome difficulties in forming concepts or faulty learning habits with the aim of removing the effects of poor learning or lack of learning. For effective learning, McNeil (2001) in explains that the student must interact well with the material being learned, practice on it and receive feedback from the remedial teacher. According to Kibere (2005), remedial lessons in Kenya was conducted late in the evening when the remedial students were too tired and denied remedial students the play time.

A study by Aguele et al. (2010) in Edo State in Nigeria revealed that direct instruction or assistance was a more effective strategy for remediation of process errors committed by mathematics students at senior secondary schools. Direct assistance remedial teaching strategy incorporated stimulus control, reinforcement and modeling as well as allowing the remedial teacher to direct, offer necessary guidance and supervises remedial student's activities during remediation. According to Aguele et al. (2010), direct assistance or instruction remedial strategy promoted independent practice during which remedial student was given opportunity to practice with a variety of problems that led to mastery of the missed skills. Moreover, this remedial teaching strategy

allowed effective remedial activities to be carried out during normal class lesson as errors are discovered (Aguete et al., 2010). During that practice the teacher had an opportunity to give a direct assistance that helped the students to overcome any initial difficulty they had. Given these findings, the present study wanted to assess the remedial teaching strategies used by secondary school remedial teachers in order to describe the effectiveness of remedial education in the teaching and learning situations.

Tutoring with the use of Teaching Assistants (TAs) is another popular remediation strategy for struggling students in Nigeria (Aguete et al, 2010). This involves the assignment of TAs to each class to review the students' learning process and hold a face-to-face meeting to assist those who needed individual help during mainstream instruction (Aguete et al., 2010). The researchers further portrayed that it involves direct assistance focusing on a student's deficit areas. As demonstrated by Aguele et al (ibid), it is interesting to note that the use of TAs helps remedial students develop specific skills and the TAs should target the learning task with which students are struggling with.

Results from the above studies show that remedial education using the strategy of TAs was effective and beneficial to low English achievers as students made a significant progress in grammar and vocabulary learning. Moreover, the intervention of TAs was effective in terms of assisting remedial students' pronunciation and fluency. While the use of TAs remedial strategy plays an increasingly important role to the college students, this study using qualitative methodology, therefore sought to assess the strategies used in order to determine the effectiveness of remedial education in the teaching and learning situations in secondary schools.

2.4 Benefits of remedial education in the teaching and learning situation at secondary schools

According to Holmlund and Silva (2009), effective remedial education helped London secondary schools to overcome the learning problems faced by a certain group of students and enhanced their potentialities and talents. Machin, McNally and Meghir (2007) reveals that remedial education in London Urban secondary schools improved students' outcomes in Mathematics although the benefits were only evident for students with sufficiently strong background. A study by Lavy and Schlosser (2005) provide the evidence that a remedial intervention for under-performing secondary school students in Israel significantly improved their reading and mathematics achievements.

Further evidence is also provided by Banerjee, Cole, Duflo and Linden (2007) who studied two randomized experiments on purpose of remedial education in Indian schools. Their experiments substantially improved Mathematics tests scores of students in secondary education.

Gutierrez (2011) also found that remediation in Mexican secondary schools help learners quickly assimilate the missed concept or skill and relate it to the rest of the topic or area of study. Practically, remediation is implemented in secondary schools to provide students with basic skills which they did not grasp in primary school. Thus, remedial education gives students an opportunity to develop skills which they can use to pursue their learning. (Aguete et al., 2010) discovered that remedial classes in Californian States were designed to address academic deficiencies and prepare students for subsequent secondary school success. By teaching students, the material, they have not yet mastered, I believe that effective remedial education in Zimbabwe may help under-prepared students gain skills necessary to excel in their 'O' Levels.

According to Banerjee et al. (2007), remedial education programme in India was basically used for improving students' cognitive ability by re-visiting skills and concepts missed at primary education. This programme predominantly targeted cognitive skills with the aim of improving cognitive outcomes such as calculating, reading and spelling out words. The other most remarkable reason for remediation in Indian secondary schools was to improve a student's confidence, self-esteem, motivation and locus of control (that is student's non-cognitive skills) as a way to improve mathematics and English lessons attendance and academic achievement. Remedial education in India was designed in order to target and improve some specific non-competencies including self-confidence, motivation and self-esteem of a secondary school student with mathematics and English difficulties. Students facing learning difficulties needed special attention from the teacher.

After school and summer-school remedial programmes improved learning deficits of remedial student. Abu Armana (2011) portray remedial programmes 64 implemented after school lessons as more successful with remedial students improving their confidence, self-esteem and locus of control. Therefore, I believe that effective remediation in secondary schools is chiefly needed to inculcate positive self-concept and confidence among the students.

The result of the study by James and Folorunso (2012) at junior secondary schools in Nigeria showed that the mathematics students provided with remediation performed better than those without remediation. Remediation offered Nigerian mathematics students an opportunity to go through their marked scripts and identify their strengths and weaknesses. These results were in line with the findings of Ajogbeje (2012) who discovered that students undergoing remediation in Ondo State attained higher level of cognitive achievement than students undergoing instructional programme without remediation. Remediation offered Nigerian remedial students an opportunity to go through their marked scripts and identify their strengths and weaknesses (James and Folorunso, 2012). Thus, remediation helped remedial students to correct their mistakes made during the mainstream lessons.

A study by Abu Armana (2011) using an experimental approach on the impact of a remedial program on English writing skills of the seventh-grade low achievers in Rafah indicated that the use of remedial education in the remedy of the weaknesses of the writing skills of the low achievers had a significant impact on the students. The strength of this study was that remedial education helped the students to increase their abilities in fulfilling the task in the correct way and improves self-confidence as well as encourages the low achievers to overcome their weakness and improve their achievement in general. The researcher further discovered that remedial education at schools in Rafah provided students with efficient and precious time with their teachers to ask and to express themselves without tension or any embarrassment which they experienced in the normal English classes. Moreover, the special treatment motivated and energized the students' desire to enhance themselves in learning what they thought was difficult.

According to Abu Armana (2011), this special treatment in remedial instruction gave the experimental group a good chance to be so close to the teacher who gave each one of them time, help and special care. On the other hand, remedial education has become 'an indispensable component of higher education' in countries such as the United States of America (USA), Canada or Japan (Zhang, Shou and Ishino, 2008). After entering the universities, some of the students encounter great difficulties comprehending lectures as they lack the required academic knowledge to manage tertiary-level work (Attewell et al., 2006). From the above findings, it is my view as a

researcher that effective remedial programs are provided to help secondary school students compensate for insufficient learning in previous academic settings so that they can gain the skills necessary to complete their 'O' Level successfully.

A study by Aragon (2004) on the influence of a community college remedial education on academic performance, in the Midwest in USA, discovered that the participants had significantly higher cumulative grade point averages (GPA) and higher English grades than those nonparticipants. A similar study by Leak and Lesik (2007) using the regression discontinuity design on the impact of remedial education on first-year students' success in college acknowledged that English remedial program increased first-year students' GPA. The above studies concur with a study by Sheu, Hsu and Wang (2007) on the effects of an English remedial lesson on low proficiency first-year students, that experimental group performed significantly better in the final examination compared with the controlled group. The researchers further explained that there was an improvement of experimental group's basic skills in English and had high positive attitudes towards the remedial education. Also, their motivation and confidence were enhanced. Such findings agreed with the results from a study by Abu Armana (2011) that remedial students' subject anxiety decreased. In the light of such findings, I, the researcher of the present study, think that an effective remedial education in the teaching and learning situation at secondary schools should enhance remedial students to perform significantly better in the final examination, improve in social studies and have a high positive attitude towards the remedial education. The remedial education program should be able to remedy the students' in social studies and their subject anxiety should be decreased. It may, therefore, be necessary for the present study to use a multiple case study research method, to generate in-depth data, before making conclusion on the effectiveness of remedial education in the teaching and learning in Bulawayo Metropolitan Province's secondary schools. The main function of remedial teaching is to remove the effects of poor learning or lack of learning.

A study by Aguele et al. (2010) in Edo State secondary schools in Nigeria revealed that Direct Instruction (DI) was a more effective strategy for the remediation of errors committed by senior secondary students in Mathematics. This agrees with the findings of Din (1998) that using remedial education effectively could help students to remedy their basic mathematical skills. Thus, remedial education assists secondary school students to develop mastery of missed concepts taught, correct

logical errors committed by students in Mathematics and has large impact on their overall acquisition and improvement of basic skills (Aguete et al., 2010). Basing on the discovered findings, it is the view of the above researchers that effective remedial education in the teaching and learning situation remedy errors committed by secondary school students in Mathematics and English language.

In remedial education, the overall goal is for the student to internalize what is being taught and reach a level of independent mastery. It is when the locus of control switches from being externally (teacher) driven to internally (child) controlled that remedial students are truly empowered. Therefore, it is not the student's fault that he or she has not been successful; often times, the remedial student simply has not had instruction that 'fits' his or her learning style (Miller, 2011).

Once given effective remedial education that is appropriate in frequency, duration, and intensity and appropriate to an individual student's learning style, he or she can make tremendous gains. Another study by Miller (2011), shows that the brain actually changes in a fundamental way to improve its performance when engaged in an effective remedial intervention. True remedial instruction is different from academic support, in that it addresses more than the 'temporary fix' of helping students keep up with the pace and academic demands of a mainstream classroom. The aforementioned studies by international researchers show that remedial education addresses skill deficits and empowers the student with the skills necessary to function at a level commensurate with his/her potential. Using a qualitative methodology with a case study research design, the present study sought to assess and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Mongu district.

2.5 Challenges that affect the effectiveness of remedial education in schools

Worldwide, the implementation of remedial education in secondary schools is a complex process that is affected by many challenges. Internationally, the effectiveness of remedial education at secondary schools is a critical issue with challenges which require a great attention and consideration (Gutierrez, 2011). Lack of basic skills was one of the major challenges as some studies from developing and developed countries suggest that remedial teachers at high schools in South Africa understand little about the preparation necessary for secondary school remediation (Miller, 2011). Although the teachers were highly qualified, they did not have the expertise to deal

with remedial students in their classrooms. The studies revealed that high school teachers were not well equipped to handle students struggling with Mathematics and English due to dyslexia (Miller, 2011). In similar vein, in Mexico, secondary school teachers were not fully taught the intricacies of reading, and were unaware of the various techniques used by elementary teachers to teach remedial reading and spelling skills (Gutierrez, 2011) thereby compromising the effectiveness of remedial education.

In other developed countries, thousands of students graduate from primary school while they are academically under-prepared for secondary school (Bettinger and Long, 2008). In some cases, academic deficiencies are so severe that secondary school Mathematics and English teachers might have difficulties in teaching remedial students (Holmlund and Silva, 2009). They suffered from a lack of in-service training provision. The researchers also concluded that most teachers were perceived to be lacking training in remedial teaching regardless of the fact that universities and teachers' training colleges were training teachers in special needs education.

Remedial teachers were poorly trained for remedial teaching. Therefore, it is my view that secondary school remedial teachers need to be trained for the program to be effective in the teaching and learning situations. According to Gutierrez (2011), Mexican secondary school teachers who were teaching reading remediation did not have dynamic material, capable of helping remedial students.

This also concurred with the findings from Fadel, Othman and Shuqair (2013) that the methods and materials used in the remedial teaching process were not effective in Arab nations. The remedial education programmes that were offered in the colleges, focused on delivering the basic learning of the language, were quite ineffective in helping the students fit into the societies where they have to constantly use the English language (Fadel et al., 2013). The remedial teaching material was too basic to capture the attention of some of the remedial students. The above researcher's point of view was that materials for use for both teachers and students were grossly inadequate.

A study by Smith and Wallace (2011) in England's high schools discovered that some students were embarrassed about needing to take remedial education lessons. Most of the failing students

who were enrolled for the remedial lessons were already frustrated by their first failures and experienced embarrassment of being treated as less achiever (Fadel et al., 2013). Initially, remedial education has been described as an embarrassment to American colleges and universities that offer such programme (Brier, 1984). Most of the students who were sent to remedial lessons claimed that it was demoralizing, especially when they were not planning to take remedial lessons.

Other researchers presented that educational remediation in Canada diminished academic standards, devalued secondary educational credentials and the large number of underprepared students were demoralized by the programme (McNeil, 2001; Jaekyung, 2001) with some arguments for a major restructuring of remediation or even the elimination of remedial education programme in secondary schools. The present study seeks to examine and ascertain whether the above scenario also applies in Zambian secondary schools for the establishment of the effectiveness of remedial education in the teaching and learning situation of social studies in secondary schools in Mongu district.

Despite the extensive use of remedial education in Canadian secondary schools to address academic deficiencies, under-prepared students were more likely to drop out of school and less likely to complete their 'O' Level (Stuck, 2004). The observation was that secondary school students were more frustrated with school after given the remedial education intervention. The bottom line is that reading skill instruction, for most part, occurs between grade zero and junior primary school level and there is no mention of direct reading instruction at the secondary level (Howerton, 2004). This comes at a time when the demands of high school reading require automatic decoding skills that lead to fluent reading and skillful comprehension (Stuck, 2004).

Students who do not have these skills, therefore, were likely to be frustrated students.

The effectiveness of remedial education is also affected by the negative attitude developed by the students towards remediation ideology. Some students report to have developed a negative attitude toward remediation and this compels them to assume a passive approach to learning. (Stuck, 2004).

This is reiterated with the findings from Tierney and Gracia (2008) that remedial education in all learning institutions was necessary but often unwelcome enterprise leading to its less effectiveness.

The above researchers present that many students showed little interest in remediation as well as schooling. Moreover, some teachers and head teachers unfortunately do not accord to remedial work the support it deserves and needs. Miller (2011) discovered that teacher commitment was another critical and practical challenge face secondary school remediation in South Africa. A research continues by saying that developmental or remedial teachers were discontented with their working conditions. In the same vein, Manyumwa et al. (2013) discovered that lack of commitment by remedial teachers and parents of remedial students compromised the implementation of remedial education programme at primary schools. The above researchers indicate that certain parents wish to withdraw children from schools. Therefore, the present study seeks to establish if the above is applied to Zambian secondary schools to determine the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools of Mongu district.

Additionally, a research by Bettinger and Long (2008) concluded that remediation in New York secondary schools may be harmful to students in that it increases the number of requirements (such as extra time, material and financial resources) and extends the time to complete secondary school level, which may lower the likelihood of high school completion. Although remedial education has traditionally tended to provide a form of educational compensation and attempting to remediate cognitive deficiencies, remedial lessons were viewed by students as punishment for failing the concepts in the mainstream (Fadel et al., 2013). With this attitude in their minds, some students failed to give the remedial education the required attention.

Attempts to raise students' performance in system of education were not helped by their remedial interventions which emphasize streaming and labeling of students. This concept of remedial education, with all the problems inherent in the Maltese system of education, in fact creates more problems than it solves. The study by Howerton (2004), concurred that there was a stigma associated with remediation in secondary schools, and this psychological burden could negatively affect outcomes and discourage students' effort. Thus, Canadian secondary schools experienced stigmatization associated with remedial education. It also lowered students' self-esteem and subsequently reduced an effectiveness of any remediation strategies. Grouping lower ability students in remedial classes produced negative peer effects (Melton, 2010) and remedial students

were stereotypically labeled as unintelligent by their peers thereby affecting the effectiveness of the remedial education programme. The above findings concur with Manyumwa et al. (2013) and Ndebele (2014) that primary school remedial teachers in Zimbabwe felt that the Labeling of the remedial students and stigma attached to being in the remedial class served to demotivate the student. The researchers discovered that primary school remedial students in Zimbabwe did not like being pulled out for remedial lessons due to peer labels and stigmatization.

From this view of related literature, the present study seeks to establish if the above applies to the Zambian situation in order to confirm the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools in Mongu.

A study by Stuck (2004) in Canada discovered that remedial education in secondary schools was affected by parental attitude. The above researcher added that some of the parents did not accept that their children had learning problems in Mathematics or English while they were above average in all other subjects. Certain parents wish to withdraw children from school.

Even parental involvement in England classroom activities decreased on a fixed continuum from significant parental involvement at the elementary level to insignificant parental involvement at the high school level (Smith and Wallace, 2011). Thus, parents of struggling students were not actively involved in their children's remedial homework at the secondary school level. They put total blame of their children's failure on the teachers of respective subjects (Stuck, 2004).

A study by Klinger, Cramer and Harry (2006) discovered that one of the greatest remedial implementation challenges in American urban schools involved students stagnating and not passing to higher levels of the learning programme. Thus, recycling material they had already covered without progressing. Students who did not make adequate progress in remediation recycled the same materials repeatedly. Even (Stuck 2004) reiterated by saying that remedial students who struggled with reading often entered a cycle of boredom and repetition of materials. Although American remedial education goal is to ensure that every child should have reading skills by the end of secondary education, Stuck (2004) presents that American district schools were facing challenges of funds to run the programme. Respective schools did not have enough financial resources to fund the implementation of the programme for the benefit of struggling students. The

above research continues by saying that remedial implementation in American district schools did not prove to be successful and was ultimately abandoned. Although remedial education programme has built-in support for struggling students, it was observed that this support was not sufficient and not easy for American district schools to implement the programme (Stuck 2004). In view of the above findings, the current study seeks to determine whether the above applies to the Zambian situation in order to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Mongu.

A study by Miller (2011) in Malaysia discovered that remedial students in secondary schools had negative self-concept and tended to lose confidence during their remediation. Their peers looked down at them and they had problems in interacting with their friends. The study also predicted that such students had a high tendency to play truant and absconding from lessons leading to the ineffectiveness of the remedial program in Malaysia. The research recommended motivation as the corner stone of remediation. Timetabling of remedial lessons was inappropriate and conflicted with the teachers' interests in South African secondary schools (Miller, 2011). The researcher further explains that secondary school remedial teachers did not have a drive to help their struggling students because most of them felt that they were having an extra workload.

The aforementioned studies by international researchers show that there are various challenges that affect the effectiveness of remedial education at secondary schools. In comparison, the present study seeks to assess the effectiveness of remedial education in the teaching and learning situations of social studies in junior secondary schools in Mongu.

In the Zambian primary schools, Kaputa (2013) writes that there has been a lack of clear explanation of learning deficit in the Zambian remedial programme and remedial teachers were providing remediation to their students without the underlying theoretical framework of the programme. The other challenge which confronted Zambian primary school remediation was that the remedial programme has seen a drastic decline and shifted towards parent initiated extra lessons (Kaputa, 2013). The above challenge resulted in teachers abandoning the remedial programme and in parents turning to private tutorial programmes.

The remedial programme at primary schools as presented by Chileshe et al. (2004) faced challenges such as lack of trained remedial teachers and lack of teaching and learning materials. Thus, teachers running the remedial programme were not specialist teachers. There was also lack of a proper supervision culture of the remedial programme at primary schools since heads and teacher in charge (TIC) did not have adequate knowledge about the implementation of remedial education (Kaputa, 2012). Another challenge felt by other researchers was that the identification of remedial students in Zimbabwean primary school remediation was not clearly explained by experts. In view of above Zimbabwean perspective and related literature, the present study seeks to establish if the above applied to Zambian junior secondary school remediation in order to confirm the effectiveness of remedial education in the teaching and learning situation in secondary schools in Mongu.

Strategies that can be employed to improve the effectiveness of remedial education in schools. A number of local and international studies noticed that the effectiveness of the remedial education at different learning institutions was affected by various challenges which need an urgent address by the educational stakeholders (Abu Armana, 2011).

The research findings by Fadel et al. (2013) indicate that the remedial course in the Arab universities had been ineffective due to various challenges which required urgent solutions. To address teachers' lack of remedial knowledge that affected the effective implementation of remediation of seventh grade low achievers at UNRWA schools Abu Armana (2011) suggest that remedial teachers should be aware of the special needs of the low achievers if they want the students to get better and improve their abilities. Lack of basic skills in remediation was one of the burning challenges as some available international studies suggest that remedial teachers at high schools in South Africa (Miller, 2011) understand little about the preparation necessary for secondary school remediation.

To address the teachers' lack of adequate knowledge on the poor implementation of the reading remediation among primary and secondary school students, Kaputa (2012), propose that there should be a need for training programmes to equip teachers with systematic diagnosis skills for them to diagnose remedial readers at school. Researchers maintain that the SPS department needs

to intensify training of specialist remedial teachers and to mount staff development workshops for remedial teachers. This in agreement with CEO circular minute number 12 of 1987 that remedial teachers should gain relevant knowledge for remedial teaching through in-service programmes, seminars, workshops and demonstration sessions mounted by remedial tutor. This reiterated with findings from Cox (2003) in the USA that all remedial teachers must meet the appropriate certification requirements and be fully qualified to teach remedial lessons. Abu Armana (2011) concurred by suggesting that to address teachers' inadequate knowledge on the proper implementation of remedial programme on English writing skills of seventh grade low achievers at UNRWA schools in Rafa, supervisors or remedial tutors should help conduct training courses for their remedial teachers to enhance effective implementation of remedial programme. From this view of related local and international literature, it was in the interest of the current study to learn from the secondary school remedial teachers, school administrators and remedial tutors regarding how the challenges affecting the effectiveness of secondary school remediation be addressed in Mongu.

Manyumwa, et al. (2013) suggest that the Zimbabwean Ministry of Primary and Secondary education need to revise the Chief Education Officer (CEO) Circular Number 12 of 1987 for remediation as one of the mitigations to address the challenges affecting the effectiveness of urban primary school remediation. The implication is that the CEO circular number 12 of 1987 should illustrate clearly on how it ensures student success during the implementation process and communicate the standardized procedures for the implementation of the programme.

Even a study by Parker et al. (2010) in American postsecondary institutions proposed that effective innovations in remedial education seems to occur when policymakers and administrators revise and recognize the importance of preparing the user-friendly remedial education policy. Initiatives that positively address the challenges affecting effective implementation of remedial education require strong leadership, a commitment to real and substantive revision of the remedial policy for the effective remediation (Crowe, 1998). By adopting the above suggestion for addressing the challenges affected the effective implementation of urban primary school remediation and postsecondary institution remediation; I believe challenges affecting the effectiveness of junior secondary school remediation in Mongu district may be addressed. (Alloway, 2005)

Manyumwa et al. (2013) discovered that primary school remedial programme did not receive enough support from remedial tutors, teachers and parents who had negative attitude towards the programme. Therefore, the above researchers suggested that there is a need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing issues mitigating the effective implementation of the programme. Muchemwa (2014) concurs with the above proposed mitigation by suggesting that ministry of Primary and Secondary Education should encourage school heads to support reading remedial programmes by sourcing reading remediation materials and media, scheduling remedial time as well as reducing remedial class size in order to address challenges affecting effective implementation of reading remediation among primary and secondary students. Abu Armana (2011) propose that UNRWA schools administrators in Rafa, should support remedial programme by preparing and distributing instructional material that increase remedial teachers' awareness on how to teach remedial skills for low achievers to make the lesson process more effective. In Zimbabwe, Manyumwa et al. (2013) also propose that SPS and SNE department need to support remedial teachers by being actively involved in the implementation of the remedial programme and in-service urban primary school teachers on the proper selection of students into the programme as some of the ways to address challenges affected the effective implementation of primary school remediation. Basing on the discovered local and international related literature, it the view of the above researcher that adequate support for the remedial programmes and small remedial class size may address challenges affecting the effectiveness of secondary school remediation.

To address the remedial teachers' challenge of time needed for the implementation of remedial education in American post-secondary institutions, Bailey (2009) and Parker et al, (2010) suggested that the institutions should introduce intensive summer sessions, sometimes under the auspices of college bridge programmes, which allow remedial students to take concentrated versions of remedial lessons before their semesters begin. The above studies initiated a pre-college programme where students who performed poorly take part in a three-week summer remediation before the semester to address challenges such as lack of time and poor timetabling (Parker et al; 2010). This concurs with Fadel, Othman and Shuqair (2013) who say that in Arabian universities; the allocation of enough time during off sessions to English language remediation addressed the

problem of poor timetabling which affected the effective implementation of the programme. Even a local study by (Chileshe,2002) suggests that the school administration should exempt the remedial teachers involved from afternoon duties such as sports since they already have an additional afternoon remedial task which demands their maximum participation weekly.

To address remedial students' absenteeism, low self-esteem, anxiety and negative attitude which affect the effective implementation of the programme, Abu Armana (2011) suggests that teachers should raise the awareness of students towards the importance of the missed concepts or skills and remedy continuously the defects that are found throughout the lesson. Remedial teachers should be tolerant with students' errors to decrease students' anxiety and they should encourage and motivate the students all the time to make them self-confident in their abilities. Moreover, the study also suggested that remedial teachers should encourage remedial students to overcome hesitation and psychological factors such as low-self-esteem, lack of motivation and conflict of values that affect their competence. In view of the above local and international perspectives and related literature, the current study sought to establish the effectiveness of remedial education in the teaching and learning situation at secondary schools in order to recommend how challenges affecting the effectiveness of secondary school remediation be addressed. To address the challenge of lack of specialists and expertise in remediation, a study by Ndebele (2014) suggested that Zimbabwean Ministry of Primary and Secondary Education should recruit more trained and qualified remedial teachers to promote effective remediation at primary schools.

2.6 Research gap

The reviewed literature shows that remedial education as a learning tool has been used widely. Although its use has educational benefits, there is a difference in the rate of its application depending on the context. The above literature indicates that many countries have stepped up initiatives geared towards promoting use of remedial education in school to foster academic achievement. Nonetheless, a number of studies have revealed that there are challenges that have slowed down the adoption and application of remedial education in secondary schools hence leading to poor performance. Several of the studies have focused extensively on use of remedial teaching in secondary schools but there is need to understand and determine the effectiveness of remedial education in the teaching of social studies in junior secondary schools.

Conclusively, each of the studies reviewed here contributes to the knowledge base on remedial education in a significant way. However, there is scarcity of studies focusing exclusively on the effectiveness implementation of remedial education in teaching and learning in secondary schools. In this regard, most up-to-date evidence is needed to give a clear picture of the current situation on the effectiveness of remedial education implementation in secondary school, considering that none of the reviewed studies focused much on Zambian context in which the perceptions of the participants involved in the current study might be different depending on the time and context. The current study is aimed at providing an insight to remedial education regarding its effectiveness in the teaching and learning of social studies in junior secondary schools of Mongu district.

2.7 Summary

This chapter focused on review of related literature. Various studies have revealed that there are a number of challenges that affect the effectiveness of remedial education in the teaching and learning situations in schools, particularly, in developed countries. Secondary school teachers in developed countries are not well equipped with skills to deal with remedial students. They did not have dynamic elementary strategies for reading and fluency, capable of helping remedial students. Some of remedial students were embarrassed and frustrated after having been given remedial education intervention. Remedial education in secondary schools was affected by peer and parental attitude. In other developed countries, remedial teachers were discontented with their working conditions and time-tabling for remediation was not conducive, to mention the few. The next chapter will focus on the research methodology.

CHAPTER THREE: METHODOLOGY

3.1 Overview

Chapter Two discussed literature review on the following themes: How stakeholders define Remedial Education in the teaching and learning situation in secondary school, Benefits of remedial education in schools, Implementation of remedial education programme in schools, Challenges that affect the effectiveness of remedial education in secondary schools and How should the challenges affecting the effectiveness of secondary school remediation be addressed. This chapter outlines the roadmap through which the study was conducted. This chapter gives a synopsis of the research design, location of the study, study population, sample size, sampling procedure, data collection instruments, credibility and trustworthiness, triangulation, data collection procedures, data analysis instruments and procedure and ethical considerations.

Qualitative research approach was used in this study because the study sought to get opinions and analyze the behavior of humans in their state of affairs.

3.2 Research Design

Research design refers to the procedures used by the researcher to select a sample, administer the instruments and analyze the data. Qualitative research approach was employed in this study which was conducted using the descriptive survey research design because the study intended to collect information from respondents on the effectiveness of remedial education in the teaching and learning of social studies at junior secondary schools in Mongu district.

Chileshe (2002) points out that descriptive studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. Descriptive survey is a method of collecting information by interviewing or

administering a questionnaire to a sample of individuals. This design was used to collect information about people's attitudes, opinions and habits about the attributes to the research topic. The researcher used both primary and secondary data. Primary data was obtained using interviews and questionnaires while secondary data was found on internet, journals and books.

3.3 Location of the study

Location of the study refers to the place where the research project will be carried out from. It is a place where a problem to be studied is identified from. This study mainly focused on public schools in Mongu District. In this study 5 junior secondary schools will be randomly selected.

3.4 Study Population

Study population refers to the categories of participants selected for a particular study. These are people the researcher believes were able to provide the needed information for the research study. The participants in the study were drawn from some selected schools in Mongu District. The respondents included selected Head teachers, social studies HoDs, social studies teachers and some pupils. The categories of this sample are selected because the researcher believed that they were reliable in giving the information which was being sought in this study.

3.5 Sample size

Sample size refers to the number of participants the researcher seeks to include in the research study who are selected basing on some characteristics and are reliably believed to provide the researcher with appropriate information applicable to the study. These characteristics may include age, gender, geographical location. The sample size in this study was 40 participants. This total included 5 school managers, 5 social studies HoDs, 25 pupils and 5 social studies teachers.

3.6 Sampling procedure

Purposive sampling was used in this study because the researcher targeted a group of individuals believed to be reliable for the study. In purposive sampling, typical sampling was used to select Head teachers, social studies HoDs and social studies teachers while random sampling procedure was used to select pupils.

Table 3.1: Sampling Procedures

School	Sample size				
	H/T	SS HoDs	SS Teachers	Pupils	Total
KAMBULE	1	1	1	5	8
IMWIKO	1	1	1	5	8
MONGU TRADES SCHOOL	1	1	1	5	8
MULAMBWA UPGRADE	1	1	1	5	8
MONGU BASIC	1	1	1	5	8
TOTAL	5	5	5	25	40

3.7 Data collection instruments

In this study, interviews and focus group guides were used as data collection instruments. An instrument is a tool designed to measure knowledge attitude and skills. Data for this study was collected using semi-structured interviews, document analysis and Focus Group Discussion Guides. Semi-structured interviews were used to collect information from some key respondents in this study. Focus Group Discussion Guides were also used as data collection instruments. Interviews were the main research instruments which were used to collect qualitative data from the sampled participants.

3.7.1 Semi-Structured Interview Guides

According to Chileshe (2002) an interview guide is, ‘a technique or procedure in which the researcher faces a respondent during an interview.’ the qualitative research interview seeks to describe the meaning of central themes in the life world of the interviewees. Therefore, the

rationale of the interviewer in qualitative interviews is to enable the data and its meanings communicated by the interviewees are understood. Use of interviews help the researcher to probe the respondents and therefore the researcher gets more in-depth information. In this research, Semi- Structured Interview Guides were used for collecting data from the Head teachers, social studies HoDs and social studies teachers.

3.8.2 Focus Group Discussion

A focus group guide is a series of questions for the facilitator to use. Typically, the facilitator asks questions to the group and allows time for participants to respond to each other's comments. A Focus Group Discussion (FGD) is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/ facilitator. It provides insights into how people think and provide a deeper understanding of the phenomena being studied.

FDGs are preferred to individual interviews because conducting interviews could be an expensive proposition that could exceed the available resources to the researcher. FDGs, therefore, being group interviews, gives the researcher the ability to capture deeper information in the shortest period of time more economically than would have been with individual interviews. Further, the FDGs offers the researcher a chance to study the ways in which individuals collectively would make sense of the phenomenon under discussion and constructed meaning around it.

The researcher facilitated all the group discussions. This arrangement made it possible for the researcher not only to ask questions where clarifications were needed during the discussion, but also to paid more attention to what was being said both verbally and by non-verbal communication such as facial expressions and gestures, which indicated levels of approval or disapproval. The participants were requested to answer certain questions and the researcher was able to take down answers given. The researcher used semi structured FGD questions which made it possible for the researcher to ask broad questions in any order considered appropriate. The questions also gave the participants room to answer freely and amplified their responses. The participants were able to bring to the fore issues in relation to a topic that they deemed to be important and they were able to argue by challenging each other's views.

3.9 Credibility and Trustworthiness

According to Chileshe (2002), credibility and trustworthiness is the first aspect, or criterion that must be established. It is seen as the most important aspect or criterion in establishing trustworthiness. This is because credibility essentially asks the researcher to clearly link the research study's findings with reality in order to demonstrate the truth of the research study's findings. Credibility also has the most techniques available to establish it, compared to the other three aspects of trustworthiness. Here we focus on the two most important techniques (triangulation and member checking), since these will be the ones that are found most often in qualitative research.

3.10 Triangulation

This is something that every qualitative researcher should be familiar with. Triangulation involves using multiple methods, data sources, observers, or theories in order to gain a more complete understanding of the phenomenon being studied. It is used to make sure that the research findings are robust, rich, comprehensive, and well-developed. There are four types of triangulation that researchers can employ.

To ensure credibility of the research, primary data for this research was obtained from journal articles and dissertations of the earlier researchers. In order to lay a strong foundation for this study, the researcher also employed methods that involved face to face interaction with the participant for further probing on matters of interest.

3.11 Data collection procedures

The permit for this project was obtained from the office of the DEBS, Mongu District and from the head teachers of some selected schools with a written permission letter from the UNZA-ZOU ethical committee. Data was collected through structured interviews, focus group discussions and document analysis.

3.12 Data analysis instruments and procedure

Qualitative thematic analysis was used to analyze the collected data. The collected Data was clustered into themes in line with the objectives of the study. Thematic analysis is the process of identifying patterns or themes within qualitative data. suggest that it is the first qualitative method that should be learned as 'it provides core skills that are useful for conducting many other kinds of

analyses. A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology. This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in research.

3.13 Ethical Considerations

Informed consent is central in social research and it is up to the participants to weigh the benefits and risks associated with participating in the research and deciding whether to take part or not. The researcher informed participants about what their participation in the research entails the requirements of the study and its importance so as to get their consent before proceeding with data collection. By explaining to the respondents, the purpose of the study, the researcher did not have to force them to participate in any way but allow individuals to decide whether or not to participate in the study.

The researcher also ensured that confidentiality of the respondents was maintained. Researchers protect confidentiality when they know the identity of the study participants but do not disclose that information. Anonymity was used to ensure confidentiality by asking respondents not to state their names during the interviews. Finally, the researcher made sure that there is no plagiarism in the work by acknowledging other people's work. The findings are reported as per respondents' answers and not otherwise.

3.14 Summary

This chapter gave the synopsis of the research design, location of the study, study population, sample size, sampling procedure, data collection instruments, credibility and trustworthiness, triangulation, data collection procedures, data analysis instruments and procedure and ethical considerations.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This study focused on examining the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools of Mongu district. The previous chapter presented the research methodology used to generate, organize and analyze data to establish the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools of Mongu district. In this chapter, the data generated from the empirical study is presented and discussed in the context of the three sub-headings derived from the research questions which guided the current study (see section 1.5). The sub-questions are:

1. How effective is the implementation of remedial education in the teaching and learning of social studies in junior secondary schools?
2. How is remedial education programme implemented in junior secondary schools of Mongu district?
3. What challenges affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?

The data generated from the current study are presented in tabular form following the themes that emerged from the sub-research questions. The figures are rounded off to whole numbers to avoid inconveniences of working with decimals. Verbatim clauses from open-ended items in interviews were captured and qualitatively interpreted to establish the participants' thoughts, feelings and viewpoints on the effectiveness of remedial education in the teaching and learning situation of social studies in secondary schools of Mongu district.

In the following section, the bio data of the research participants of the current study, that is, selected secondary school social studies teachers, social studies HoDs, junior secondary school pupils and secondary school administrators are presented. The bio data of the research participants portrays the research context in which data was generated in the current study.

4.2 Biodata of the research participants

Table 4.1 presents the bio data of the secondary school social studies teachers, administrators, social studies HoDs and junior secondary school pupils who participated in the current study.

Table 4.1: Biodata of the secondary school social studies teachers, administrators, HoDs and pupils in this study

Biographical Variable	Variable Description	Interview participants from Secondary School (Head of social studies Department, School Head), social studies teachers and pupils
GENDER	MALE TEACHERS	5 (13%)
	FEMALE TEACHER	9 (23%)
	MALE PUPILS	10 (25%)
	FEMALE PUPILS	15 (38%)
	TOTAL	39 (99%)
TEACHER'S QUALIFICATIONS	Certificate in Education	Nil (0%)
	Diploma in Education	5 (36%)
	Bachelor's Degree	7 (50%)
	Master's Degree	2 (14%)
	PhD	Nil (0%)
	TOTAL	14 (100%)

4.3 Understanding of Remedial teaching and learning

The first sub-research question presented in section intends to find out how stakeholders (secondary school administrators, social studies HoDs and social studies teachers) define remedial education in the teaching and learning situation of social studies in junior secondary schools. Therefore, this question is aimed at finding out the extent of secondary school administrators, social studies HoDs and social studies teachers' knowledge or conceptualization of remedial

education in the teaching and learning situation of social studies context in secondary schools. The question was addressed by items from section B on the open-ended interview questions for secondary school administrators (see Appendix A).

4.3.1 Supplementary work given to learners

From the responses obtained from the participants, it has been revealed that there was a mixed understanding and conceptualization of the meaning of remedial education in the teaching and learning situation of social studies in secondary schools of Mongu district. Findings from the open-ended interview questions showed that very few secondary school administrators defined remedial education in the teaching and learning situation as an instructional programme designed to correct errors made by the secondary school students during their lessons. They confirmed that remedial education is a teaching and learning programme designed to help low achieving students' academic performance closer to the level of their grade.

Head teacher A at School A pointed out to say,

Remedial education refers to the supplement of the studies for the students who have not really understood the concept in class. ' She further said that remedial education can be given to any learner as long as their performance in that particular lesson is below the expected standard.

While head teacher B from school B supported this by saying,

Remedial education is extra work given to the learners whose performance in a particular lesson is poor.

From the HoDs perspectives, one of them said that remedial teaching consists of:

Extra lessons organized by the Mathematics or English teacher for slow learners outside the normal lessons or outside school time. Moreover, this can be referred to the individual attention or guidance given to slow learners in social studies particularly weak learners at secondary school.

Another HoD C from school C said,

From my academic qualification, remedial education is the use of learning activities and techniques to eliminate weaknesses or deficiencies that the slow learner is known to have. It is also designed to assist students of average and above average ability who are at least two years behind in a subject to

catch up. Moreover, remedial education is for the identified students who are at risk of attaining weak results in their final Examinations.

4.3.2 Extra work given to learners

On the other hand, head teacher C from school C argued to say,

Remedial education refers to extra work given to pupils outside the normal learning hours to help them catch up in a lesson they did not perform well.

This view was similar to heads teacher D from school D, who had the following to say,

Remedial education is work given to the pupils who the teachers' feels the objectives set for them have not been achieved to help them acquire the intended concept.

Teacher A from school A also supported this view by saying,

To be quite honest remedial education in secondary school is the provision of extra lessons outside school learning time or even private lessons carried out by teachers to help those students who missed some concepts and skills for the preparation of final examinations.

Teacher B from school B also said,

Truly speaking, this exercise is not clear to me but I think remedial education in secondary school involves extra lessons or extra work designed by teachers for slow learners outside the normal lessons or outside school time.

Further, another teacher also said,

I think remedial education is the teaching and learning activity aiming to assist remedial students to assimilate missed concepts and skills but how can these remedial teachers carry out it in their teaching and learning situation without knowledge and an understanding of it.

From the responses above it can be deduced that participants had knowledge about remedial education. This is evidence from the responses obtained from the administrators from different schools that were under study in the majority of the open-ended interview questions for participants from the study conceptualized and understood remedial education as simplified work given to students who are slow during the mainstream lessons. The study confirms that the majority

of the administrators who participated in the current study conceptualized and defines remedial education as extra work given to slow students.

4.4 effectiveness of remedial teaching and learning

The second sub-research question presented in section intends to find out how effective remedial education in the teaching and learning situation of social studies in junior secondary schools is. From the responses from the open-ended interview questions, administrators showed that the teaching and learning of social studies at junior secondary school was effective. Most administrators indicated that teachers planned for those students in need of remedial education and it is administered effectively on the intended pupils.

4.4.1 Helpful to Learners

This was clearly stated by head teacher A from school A who explained that,

Remedial education in the teaching and learning of social studies at junior secondary school is very effective because teachers plan for those who need it.

Head Teacher B from school B supported this by saying,

Remedial education is effective as it is one of our policies at this school for those students who fail to catch up in the normal learning to ensure that no one is left behind.

Head teacher E from school E said,

Remedial education is effective at this school seeing that pupils who fail to acquire the concept in the normal learning are given extra work to ensure that they catch up with the rest of the pupils

To confirm this, HoD A said,

Remedial education in the teaching and learning of social studies has been effective at this school. Our teachers prepare and give remedial work for the students who fail to move at the same pace as other pupils in a particular lesson.

Teacher A argued that,

We implement remedial education at this school effectively by making sure that we plan and give remedial work to those learners who fail to grasp the concepts in the normal learning.

One pupil from school A said,

We are always made to attend extra lessons for example if you fail to answer some written or oral questions.

Pupil A from school C pointed out that,

Remedial education is effectively implemented at our school because if you get questions in an exercise wrong, we are always mad to attend extra class in the afternoon.

4.4.2 Teaching Preparations

It was pointed out by another head teacher F from school F that;

Remedial work is followed very strictly to ensure that it is effective and pupils benefit from it. We often encourage our teachers to prepare and give remedial education to the deserving students so that we live no one behind.

HoD B argued that,

We can confirm that remedial education is being strictly followed and implemented at this school; our teachers are encouraged every time to prepare remedial work for students who fail to catch up in normal lessons.

In addition, HoD C had this to say,

According to our school, remedial education is implemented effectively. Most of our teachers are passionate about helping our learners especially those slow learners who fail to grasp the concept in normal lessons. Our teachers make sure they plan and give remedial work to such learners.

HoD D from school D said,

Truly speaking, stigmatization associated with remediation in secondary schools has affected the effective implementation of this programme. Stereotyped pupils are labeled as unintelligent students by their peers lowered remedial students' self-esteem and disturb our remedial lessons.

Teacher A from school A also said,

I feel that remedial education at secondary school level is not significantly effective because their teachers lack basic skills of providing remedial education to struggling students in the mainstream class. Truly speaking, secondary school teachers have little knowledge about the procedure required for the implementation of remedial education at secondary school level.

In support of this teacher B also said,

As teachers of this school remedial education has been at the centre of our hearts. We make sure those pupils who fail to catch up I normal learning have remedial work planned and offered to them outside the normal learning hours to ensure academic excellence.

In addition, teacher C also admitted,

To ensure academic excellence at this school, we make sure that we give extra work to most of our pupils who fail to catch up in the normal lessons. This is done with a view of helping them to catch up with others.

4.5. Implementation of Remedial Education Programme

The second sub-research questions posed in section 1.5 establish how remedial education in the teaching and learning situation of social studies is implemented in junior secondary schools of Mongu district. This question aimed at assessing how social studies teachers and administrators implement remedial education in the teaching and learning situation in their secondary schools in Mongu district in order to establish its effectiveness. This sub-question number two was addressed by items in section B for HoDs and administrators; and C for social studies teachers on the open-ended interview questions (see appendix A and B).

Most of the teachers from the open-ended interview questions stated that selection of remedial students was based on placement tests designed by subject teachers or by the SS department but the findings raised a concern on how effective these teacher-made selection tests were since social studies teachers were not qualified and registered educational psychologists, not remedial specialists and not trained in designing selection test. Findings from the current study also revealed that other remedial teachers indicated that selection of remedial students was based on diagnostic screening instrument.

4.5.1 Identification of learners through tests

Teacher C from school C said,

Our remedial students are identified through tests which are administered at the beginning of the year to identify those students who need remediation.

In addition, teacher E said,

Identification of remedial students for remedial education is based on teacher's assessment of a student's exercise performance. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

Teacher A from school A who said,

Some of our secondary schools use tests which are administered at the beginning of the year or term to identify those students who need remediation but they are still having challenges of using them.

Besides what was reported by the head teachers some HoDs had this to say also.

Social studies teachers design their selection tests and group students into sets according to the obtained scores but the other challenge is that some of the selection tests fail to select the suitable students who need remediation.

4.5.2 Referrals by social studies teachers

Teacher D from school D also said,

Selection of remedial students is based on referrals from subject teachers for students with potential but performing at a low level. As Teachers we use our personal observation from the mainstream lessons and written exercises and send those who lag behind to clinical remedial class.

This was supported by teacher F from school F who argued that,

Some teachers may give referrals for those pupils they know they are not doing well in social studies.

Teacher B from school B said,

Selection of our students for remedial education is based on referrals since social studies is a combination of three subjects, in an event that all the three teachers teaching one class identify learners who need education.

While head teacher C from school C said,

Selection of our students for remedial education is based on teacher referrals of a student's class, subject and exercise performance. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

Teacher B from school B said,

It is basically based on written exercises to identify those students who missed the concepts or skills. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

4.5.3. Teachers assessments

Teacher B from school B said,

Selection of our students for remedial education is based on teacher's assessment of a student's class, subject and exercise performance. It is basically based on written exercises to identify those students who missed the concepts or skills. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

While head teacher C from school C said,

Selection of our students for remedial education is based on teacher's assessment of a student's class, subject and exercise performance. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

Teacher B from school B said,

It is basically based on written exercises to identify those students who missed the concepts or skills. Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure.

While head teacher C from school C said,

Teachers can use their personal observation from the mainstream lesson to identify those students at risk of failure. There by suggest remedial work to be given.

The study reveals that the secondary school social studies teachers' selection and identification of remedial students is chiefly based on the teacher's observation of students' risk of failure. The

results expressed that selection of students for remediation in Mongu district secondary schools was based on teacher's assessment of the student's risk of failure. The findings indicated that the criteria for the selection of students for remedial education are based on the teachers' assessment of students' performance. Majority of the participants indicated that they used daily written exercises to determine students who needed remediation.

Secondary school remedial teachers in the current study also confirmed that they could not cope with the afternoon remedial sessions due to sports, lesson planning and marking. The results also revealed that study periods could be used for marking students' written work and for student's independent learning; otherwise remediation would increase their workload. However, the study's findings are contrary to the researcher's belief who maintains that remedial education programmes implemented after school lessons are reported to be more successful as student do not have to miss the normal classroom instructions.

The above findings from the current study imply that remedial education in the teaching and learning situations in secondary schools in Mongu district was not significantly effective due to lack of secondary school remedial policy, lack of adequate knowledge on secondary school remediation and difficulty to fit remedial lessons in the secondary school master timetable by majority secondary remedial teachers and administrators.

4.5 Challenges affecting effective implementation of remedial education

The third sub-research question posed in section 1.5 examined the challenges that affected the effectiveness of secondary school social studies remediation in Mongu district. This question aimed at assessing the secondary school remedial teachers, administrators and HoDs' of the challenges that affected the effectiveness of secondary school social studies remediation in Mongu district in order to establish its effectiveness. This sub-question number three was addressed by item in section C (Teachers) and section D (HoDs and head teachers) on the open-ended interview questions. (see appendix A and B) Results from open-ended questionnaire are presented below; The participants indicated that remediation of social studies students in secondary schools increased teachers' normal workload. Since remedial teachers were also subject teachers for different classes, they felt that remediation increased their workload thereby affecting the smooth implementation of the programme.

4.5.1 Increased workload

It was generally reported by social studies teachers that they had a challenge in implementing remedial education due to the workload they have, such as marking, teaching and co-curricular activities which significantly consumes much of their time. These assertions were confirmed by the responses below.

One teacher A said,

Remediation increases my workload and I am failing to cope with my demands of my subject area. It is difficult to plan for individual educational plans for students with learning difficulties after having planned for the majority of students in class.

Another teacher B said,

This remedial education programme is giving us extra work to our normal workload. We need time to mark, plan our lessons and also carry out our sports and club activities.

Additionally, teacher E said,

We are teaching many classes with an average of forty-six students and taking remedial lessons will also increase our workload. How are we going to cop up with such load?

One HoD C said

Majority of the secondary school teachers are complaining that remedial work is giving them extra work and increasing their normal workload. They are saying it is difficult for them to prepare individual educational plans for students with learning difficulties in a class of plus or minus twenty who need remediation.

The above statement agrees with another head B teacher who said,

My teachers are always complaining of too much workload created by remediation. They say it compromise their syllabus coverage and they need enough time to mark, plan their lessons and even disturbs their core-curricular activities.

Head teacher F from school F said,

Remedial teachers at our school are complaining that remedial education is creating extra work to their normal workload. They are always having backlog of marking due to remedial lessons.

4.5.2 Negative attitudes of the learners

Another teacher C said,

It is very difficult to implement this programme at secondary school level due to negative attitude among students and peers towards remedial lessons resulted in truancy and absenteeism. Most of these teenagers are very sensitive to failure and remedial session resulted in subject hatred.

Teacher C from school C argued to say,

the teacher utilizes his/her free time with the pupil. In the case of our school, we conduct them outside the classroom under the trees. Some pupils feel ashamed as they are labeled to be slow learners.

This was supported by pupil F from school D,

Remedial classes are difficulty to attend because they occur after classes, hence if you did not carry enough lunch to cater for you after class it becomes difficulty to attend.

Teacher C from school B argued to say,

Some pupils don't attend remedial classes even if you ask them to, since it is not time tabled, they would prefer to do their own things during free time.

This was supported by pupil A from school D,

Remedial work is a source of embarrassment, I feel shy and sad when the teacher constantly calls me to attend remedial classes.

4.5.3 Lack of CPDs and workshops on remedial teaching and learning

It was also reported by head teacher E that;

There are no workshops for the secondary school remedial teachers to improve our knowledge and skills on remediation at secondary school level. These workshops are given to the wrong people. They are provided to school heads instead of Mathematics and English or remedial teachers.

Teacher B from school C argued to say,

Usually we teachers don't constantly have CPD meetings to help us improve on the learners that are not doing me well.

This was supported by teacher F from school D,

More workshops and in house CPDs can help improve the delivery of remedial work to our learners.

Teacher C from school D argued to say,

Remedial teaching and learning is very helpful to our learners. If only all teachers could do remedial work to their remedial work, through CPD meetings and workshops such should be talked about.

This was supported by teacher F from school F,

Workshops and training on the importance of remedial work could help teachers that do not want to offer remedial work to their learners and understand the importance it has on our pupils

Head teacher B from school B said,

Remedial education is provided by social studies teachers but they are not specialists in remediation. The remedial students need a specialist trained teacher to assist them.

One social studies teacher A said,

To address our lack of adequate knowledge on the effective implementation of remedial education in the teaching and learning situation at secondary schools, we need training on how to implement remedial education at secondary schools. I suggest that government through the Ministry of education should establish training programmes for secondary school remedial teachers and all teachers affected.

Another teachers B

Workshops, seminars, staff developments and in-service training for secondary school remedial teachers can alleviate the problem of poor knowledge on remediation in order to achieve effective remediation at our schools.

One HoD A said,

To address one of the major problems of our social studies teachers with inadequate knowledge of providing remedial work at secondary school level, we

need to train our teachers on how to implement remedial lessons through the use of workshops, seminars and staff developments.

This agreed with one of the head teacher A who viewed that,

I think this should start from secondary school teachers' colleges and, responsible universities to train secondary school teachers on remediation methodologies for secondary level.

In addition, head teacher C from school C said,

Our government should support this secondary school remedial education by establishing Teacher Education development programme for secondary school teachers to further themselves at universities on remedial education in the teaching and learning situation at secondary schools.

Another teacher C reported that,

Since secondary school remedial teachers have no basic skills of remediation, secondary school teachers' colleges and responsible universities should train secondary school teachers on remediation methodologies as well as on how to select students for remedial education.

4.5.4 Timetabling of remedial education in schools

Data from the secondary school social studies teachers and HoDs' and pupils to the open-ended interview questions showed that timetabling of remedial classes was difficult. The results illustrated that their secondary school timetables were fully loaded with their wide curriculum thereby making it difficult to fit in remedial classes.

HoD A from school A reported that,

Timetabling of remedial classes is one of the burning challenges associated with the implementation of the remedial education programme at our secondary schools. The school timetable is fully loaded by our broad curriculum.

Another HoD from school B also said,

Secondary school remediation is not significantly implemented because it is very hard to fit in the remedial lessons on our secondary school master timetable. Normally, secondary school timetable is fully loaded with the broad curriculum.

Another teacher B from school C added that,

We have little knowledge about the preparation necessary for secondary school remediation. Moreover, most of secondary school social studies teachers are not aware of various techniques used by primary school teachers to teach remedial students.

Another HoD D

Proposed that secondary schools should reduce the subject load of identified remedial students for instance, 6 subjects to 8 subjects for them to have enough time for remediation. This will also assist in adequately fit in the remedial classes on the school master timetable and avoid inconveniencing remedial student's afternoon curriculum activities such as sports, clubs and afternoon studies.

4.5.6 Quality of the learners

HoD C also said,

To curb the problem of remedial students' absenteeism, attitude and truancy, school heads and teachers should provide these remedial students with enough knowledge on the importance of remediation as well as guidance and counseling on the remedial education at secondary School level.

Teacher D from school D had the following to say,

The pupils that we receive at grade eight, some of them did not do well at grade seven. Hence, they don't know how to read and write.

Teacher B from school B said,

It is basically based on written exercises to identify those students who missed the concepts or skills. However, the biggest challenge is that most of our learners do not know how to read and write.

Head teacher B from school B said,

Remedial students' parents should support by actively involving in the remediation of their children through monitoring their homework in order to curb absenteeism and truancy among the remedial students.

Another teacher, teacher D from school D supported this to say,

Some parents are not concerned with their children's performance at school. If only all parents can be involved in the academic affairs of their children's.

Teacher C from school C argued to say,

Some of our pupils come from homes where their parents are not educated and do not support the importance of remedial work and leaving behind their child after others have knocked off.

This was supported by pupil F from school D,

At home it is difficult to go and work on the remedial work that the teacher gave because my parents would prefer when am home, I do some house chores.

4.5.8 Lack of infrastructure

HoD B from school B argued to say,

The current class room space cannot allow remedial work, like at our school in the morning the morning pupils occupy the class then in the afternoon the afternoon pupils occupy the class rooms. This leaves us with no option but to have remedial classes with pupils outside the classrooms under the trees. These trees tend to be difficulty to use in rain seasons.

Another teacher, teacher F from school F supported this to say,

We are forced to conduct remedial classes with our learners outside the classes under the trees.

One HoD A said,

To address most of the challenges affecting the effective implementation of remedial education at secondary school, it is suggested that the government through the ministry of education should recruit secondary school remedial teachers for all secondary schools who will concentrate on remedial classes only.

This was also seconded by another HoD B who said,

There is a need for recruiting specialist remedial teachers at all secondary schools to reduce working pressure on the teacher in the mainstream and misunderstanding of remediation at secondary schools.

Teacher C from school C argued to say,

More teachers need to be employed, so that we have less class load and have enough time to cater for slow learners.

This was supported by teacher F from school D,

There is need for more teachers to help slow learners, currently our time tables are over whelmed with a lot of classes hence it becomes difficulty to create separate time for slow learners.

4.5.12 Teacher – pupil ratio

Another HoD C said,

To address the challenge of class size which affect the effective implementation of remedial education at our schools, secondary schools should reduce remedial teacher-pupil ratio.

Another teacher, teacher A from school A supported this to say,

The classes are overcrowded; this makes it difficult for us to conduct remedial lessons, because if you were to conduct remedial lessons our timetables would be too much.

Teacher C from school C argued to say,

Government schools are usually over enrolled, the population of pupils in class makes it difficult for me to do remedial work with my pupils. Either classes should be spilt or divided into two or more classes.

This was supported by teacher F from school A,

We have a lot of pupils in these classes, the population of our pupils makes it difficult for us to attend to remedial classes.

Teacher B from school C argued to say,

Pupil teacher ratios are so high at our school, this makes it difficult for me to undertake remedial classes.

This was accepted by teacher F from school B,

Remedial classes mean more time, to imagine the number of pupils that we have in these classes, it is difficulty to undertake remedial classes.

This was supported by teacher F from school D,

There is need for more teachers to help slow learners, currently our time tables are over whelmed with a lot of classes hence it becomes difficulty to create separate time for slow learners.

The secondary school social studies teachers, HoDS and administrators indicated that remediation in secondary schools increased remedial teachers' normal workload. Since remedial teachers were

also subject teachers for different classes, participants felt that remediation increased secondary school remedial teachers' workload thereby disturbing the smooth implementation of the programme.

Therefore, findings from the current study depict that remedial education in the teaching and learning situation in secondary schools in Mongu district is not significantly effective due to inadequate time, negative attitude by the teachers, inadequate accommodation, lack of resources and lack of knowledge in remediation by the teachers.

The above statements agree with the findings from the other participants who suggested that training secondary school remedial teachers can address the problem of inadequate knowledge on how to effectively administer remediation during their teaching and learning situations. Secondary school HoDs and head teachers admitted that their teachers had inadequate knowledge of providing remedial work effectively at secondary school level.

Therefore, they proposed that training programs for secondary school teachers on remediation in secondary school level can address challenges affecting effective implementation of remedial education at secondary school level. This was evidenced by participants' responses, secondary school HoDs' responses from the open-ended questionnaires indicated that recruitment of specialist remedial teachers at all secondary schools can address challenges affecting the effectiveness implementation of remedial education in the teaching and learning of social studies in secondary schools. Since the majority of the secondary school teachers felt that remedial education increases their workload. The results from the study propose that Ministry of Education should employ secondary school special teachers or remedial teachers for all schools who should concentrate on remedial classes only. The following responses from the open-ended interview questions which confirm the above statements are presented below:

Most of secondary school remedial teachers, administrators and remedial tutors who participated, in the current study unfolded that timetabling of remedial classes was difficult. The findings confirmed that their secondary school timetables were fully loaded with their broad curriculum thereby making it difficult to fit in remedial classes.

Results from the current study revealed that all secondary school remedial teachers felt that lack of in-service training provision affected the effective implementation of remedial education at secondary school level. All participants indicated that there were no workshops for secondary school remedial teachers to improve their skills on remediation at secondary school level. Therefore, findings from the current study depict that remedial education in the teaching and learning situation in secondary schools in Mongu district is not significantly effective due to lack of basic skills and knowledge in remediation, lack of policy, negative attitude towards remediation and lack of resources to mention the few.

The current study revealed that participants have adequate knowledge and understanding of secondary school remediation although secondary school teachers and administrators in their districts did not have adequate understanding of the programme. They confirmed that remedial education is an instructional programme that schools routinely use to bring low achieving students' academic performance closer to the standards of their grade in the school.

Their understanding and definitions of remedial education from the current study did not agree with the conceptualization of remedial education from the study by Smith and Wallace (2011) that remedial education involves the instructional programme which is designed to bring students who are lagging behind up to the level of achievement expected by their academic level. This also concur with views from the study by Tierney and Gracia (2008) that remedial education is a teaching and learning intervention given to remedial students to overcome their learning deficiencies or weaknesses they are known to have.

On the contrary, the current study revealed that social studies remedial teachers have adequate knowledge and understanding of secondary school remediation although secondary school remedial teachers and head teachers in their districts did not have adequate understanding of the programme. They confirmed that remedial education is an instructional programme that schools routinely use to bring low achieving students' academic performance closer to the standards of their grade in the school.

Therefore, the findings from the study showed that majority of the secondary school remedial teachers and administrators had confusion and minimal understanding of the meaning of remedial education in the teaching and learning of social studies in secondary schools thereby diluted the effectiveness of remedial education in secondary schools in Mongu district.

4.8 Summary

This chapter presented and analyzed the data generated from the empirical study under the four headings derived from the sub-research questions of the study posed in Chapter 1 (see section 1.5). The first section presented the biographical data of the secondary school pupils, social studies teachers, HoDs and administrators who participated in the study. The findings from the empirical study were qualitatively presented to establish the effectiveness of remedial education in the teaching and learning of social studies in junior secondary schools of Mongu district. The next chapter discusses the findings of this chapter with reference to the literature review and the theoretical framework of this study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter is mandated to discuss the findings of the previous chapter on the effectiveness implementation of remedial education in the teaching of social studies in junior secondary schools of Mongu district. The findings will be discussed following the sub-headings derived from the research questions and the objectives of this study. And these are: The effectiveness of remedial education in the teaching and learning of social studies at junior secondary schools; How remedial education program in the teaching and learning of social studies is conducted in junior secondary schools; The challenges that affect the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary schools; ways of making remedial education in the teaching and learning of social studies effective in junior secondary schools.

5.2 The effectiveness of remedial education

The study revealed that majority of the secondary school social studies teachers, HoD, pupils and administrators who participated in the current study had knowledge and understanding of remedial education in the teaching and learning of social studies in secondary school though they lacked the technical know-how. The participants admitted that they did not have basic knowledge or a clear and precise definition as well as understanding of remedial education in the teaching and learning of social studies at their secondary schools. However, the participants submitted that the implementation of remedial education by the teachers was effective. The results from the current study confirms as submitted by the participants the remedial education is being implemented effectively in most secondary schools of Mongu district because secondary school teachers and administrators perceived remedial education in the teaching and learning of social studies at secondary school as simplified work given to students who are slow during the mainstream lessons.

Their understanding and definitions of remedial education from the current study did not agree with the conceptualization of remedial education from the study by Smith and Wallace (2011) that remedial education involves the instructional programme which is designed to bring students who are lagging behind up to the level of achievement expected by their academic level. This is also supported by other studies which viewed remedial education as a teaching and learning activity used when students lack a certain skill or ability (Chileshe and Mapfumo, 2002) in reading, writing and Mathematics (Cox, 2003). Remedial education in the teaching and learning situation suggests

an activity which rectifies a deficiency or correct some learning disability or specific skill deficits. Remedial education is a teaching and learning intervention given to remedial students to overcome their learning deficiencies or weaknesses they are known to have.

On the contrary, the current study revealed that teachers have adequate knowledge and understanding of secondary school remediation although secondary school remedial teachers and administrators in their districts did not have adequate understanding of the programme. They confirmed that remedial education is an instructional programme that schools routinely used to bring low achieving students' academic performance closer to the standards of their grade in the school. This concurred with the locally available literature from Chileshe (2004) that remedial educations programme is directed at students who are considered to be at risk of attaining weak terminal performance in standardized examinations in Mathematics and English language.

Therefore, the findings from the study showed that majority of the secondary school social studies teachers, HoDs and administrators had a confusion and minimal understanding of the meaning of remedial education in the teaching and learning of social studies in secondary schools thereby diluted the effectiveness of remedial education in secondary schools in Mongu district. Due to this mix up, the researcher concludes that the implementation of remedial education in the teaching and learning of social studies is not effective in Mongu district secondary schools contrary to the reports made by the participants.

The next section presents the findings of the current study no how remedial education program in the teaching and learning of social studies is conducted in junior secondary schools of Mongu district.

5.3 Conducting of remedial education program

The current study was aimed at assessing the effectiveness of remedial education in the teaching and learning of social studies in secondary schools of Mongu district. In this section, the findings from the study were discussed addressing the second research question posed in section 1.5 of chapter 1 which reads: How is remedial education in the teaching and learning of social studies programme implemented in Mongu district secondary schools.

Thus, this discussion looked at the extent to which remedial education is implemented in the teaching and learning of social studies at junior secondary schools of Mongu district as shown by the findings of the current study. References are made to the reviewed related literature and

theoretical framework available on the implementation of remedial education in the teaching and learning at secondary schools.

It has emerged from the majority of participants of Mongu district in the current study that their secondary schools did not have any policy or instrument from the district or provincial offices to guide them on the implementation of the remedial education in the teaching and learning of social studies at secondary school level. Similarly, some of the secondary school social studies teachers, HoDs and administrators who participated in this study declared that they never heard anything of the remedial education policy or circular to guide its implementation in the teaching and learning at secondary school level and they assumed that it wasn't there even at their district or provincial offices. The study revealed that secondary school teachers were guided by verbal reports and notes brought by their school heads from district school heads workshops and seminars.

However, some secondary school administrators and HoDs admitted that the policy for remediation at secondary school level was available but it was not adequately accepted by the secondary schools. The official implementation of remedial education programme in Zambian secondary schools was communicated out in the ZED's Circular Number 26 of 2008 called the 'guidelines on the implementation of remedial work at secondary school level'. The circular provided guidelines for the implementation of remedial work at secondary school level. The Circular or policy also placed on every local secondary school the responsibility of providing remediation to all students under its jurisdiction. However, the study revealed that the secondary school remedial policy was silent about how teachers remediate their students in the teaching and learning. Participants felt that the policy did not provide clear guidelines on how remedial teachers should provide remedial work at secondary school with regard to the learning environment. The lack of clarity of the secondary school remedial policy did not agree with the principles of Brain Based Learning theory (Gulpinar, 2005; Ozden and Gultekin, 2008; Cain and Cain, 2011; Jensen, 2013) which require the remedial teacher to teach the way the remedial student learn, structure the remediation around real problems, and immerse the remedial student in an interactive educational experience. Moreover, the remedial lesson should be student-centered and remedial teacher need to be consistence until the student masters the missed concepts or skills.

This is supported by the conceptual framework of this study from the convergence of the psychological views of Vygotsky, which demands the remedial education policy to provide interactive guidelines of remediation that assist the students to discover their missed skills. There is need for the policy to include Vygotsky's guideline that remedial teacher should keep the remedial students in their proximal level of development and teach by scaffolding (Rooselvelt, 2008). The secondary school remedial policy can be precise if it includes Skinner's views which require the remedial teacher to establish S-R frames and constant reinforcement until the remedial student mastered the missed concepts or skills (Kearsley, 2003; Sharf and Richard, 2004; Corey, 2009). This agree with Piaget's guideline which require remedial teacher to create social-intellectual conditions (psychomotor) during remediation (Zelazo and Bar, 2014) is also useful to improve the clarity of the secondary school remedial policy. Moreover, inclusion of Carl Rogers' view that remedial teachers should help the students to develop their sense of self-efficacy and self-actualisation (Medalia et al., 2009; Villares et al., 2011) can also improve the clarity and precision of the Zambian secondary school remedial policy's guidelines to achieve effective remediation. Therefore, the inclusion of Vygotsky's psychological perspectives can assist the Zambian secondary school remedial policy to provide a clear brand-new picture of how remedial students should be effectively remediated in the teaching and learning of social studies. This can also give the remedial teachers a broader way of understanding effective remedial education in the teaching and learning of social studies at their secondary schools.

Although very few of the secondary school remedial teachers who participated in the current study admitted that they had adequate knowledge of remediation from their educational psychology and special education qualifications, their primary school experience of teaching children with learning disabilities and their school staff developments, the results indicated that majority of Mongu district secondary school remedial teachers did not have psychological knowledge on the educational implication of the child's structure and function of the brain. This was contrary to the principles of Brain Based Learning theory which require the remedial teacher to have psychological knowledge on the educational implication of the child's structure and function of the brain to achieve an effective remediation (Caine, 2004). As long the brain of the remedial student is not prohibited from fulfilling its normal learning process, learning will occur (Jensen, 2013). Thus, effective remediation of the struggling students' brain could occur only through

practicing real life experiences (Ozden and Gultekin, 2008). At secondary school level, remediation comes more expressive when the remedial students' brain supports the process in search of missed concepts or skills.

The study also revealed that Mongu district secondary schools' remedial teachers lacked knowledge on the best conditions in which remedial learning takes place in the student's brain. This is corrected by the findings from the study by Ozden and Gultekin (2008) that the principles of Brain Based Learning theory demands the remedial teachers to be equipped with knowledge on the best conditions in which effective remedial learning takes place in the brain. Moreover, the conceptual framework of this study (Vygotsky's' psychological perspectives) explain the best remedial conditions that remedial teachers' help should be interactive and assist the students to discover their missed skills (Rooselvelt, 2008; Corey, 2009; Villares et al.,2011; Zelazo and Barr, 2014). The findings of the current study indicated that remedial teachers did not have remedial teaching strategies that apply to how remedial student's brain works in the context of teaching and learning situation in secondary schools which is also corrected by the findings from Jensen (2013) that for an effective remediation, teachers should have purposive strategies that apply to how remedial student's brain works in the context of education.

In addition, the results from the current study reveals that the secondary school teachers' selection and identification of remedial students was chiefly based on the teacher's observation of student's risk of failure. The findings confirmed that the criteria for the selection of students for remedial education were based on the teachers' assessment of students' performance. They used daily written exercises to determine students who needed remediation. This is in line with the findings from an available developed countries' literature by Stuck (2004) that selection of students for the remediation in Canada was based on teachers' assessment of a student's risk of failure. This agrees with Mpofo (2001) in Mutepfa et al. (2007) that Zimbabwean primary school remedial teachers used the students' performance on the regular curriculum as the basis for selecting remedial students. Early identification of remedial students by remedial teachers was essential for them to grab a chance to develop their potentialities.

Some of the remedial teachers expressed that selection of remedial students was based on placement tests designed by subject teachers or department. This is in association with the

announcement by Zambian Education permanent secretary's Circular Number 26 of 2008 that school-based instruments should become the major inputs needed for selection of remedial students in secondary schools since the development of school national tests were still gathering momentum.

However, the findings from the current study rose a concern on how effective were these teacher-made selection tests since remedial teachers were not qualified educational psychologists, not remedial specialists and not trained in designing selection test. Although the Zambian Education.

Permanent secretary's Circular Number 26 of 2008 called the 'guidelines on the implementation of remedial work at secondary school level' gives the rationale and an outline that subject teachers and departments should develop screening instruments that can be used in the identification of remedial students, it was silent about which type of instrument, how and when to design and administer it. This clearly diluted the effectiveness of remedial education at secondary school since the development of instruments to determine intelligence worldwide is done by qualified educational psychologists.

The study also revealed that only few secondary schools' selection of remedial students was based on the use of referral system by subject teachers to special or remedial teacher who used clinical remediation. This concurs with an announcement by the Zambian Education permanent secretary's Circular Number 26 of 2008 that selection of students for remediation at secondary school level in Zambia should also include referral system either by subject teachers or department. Therefore, at secondary schools where Guidance and Counseling programmes are being effectively implemented, student with learning difficulties in any subject area should not shun away the assistance in form of remedial education.

Secondary school teachers, HoDs and administrators in the current study admitted that remediation in secondary schools was aimed at helping remedial students to assimilate missed concepts and skills but this was not the case as the teachers were not specialists in remedial education. They were not trained to deal with students experiencing learning difficulties. Some of the participants confirmed that remedial education was being offered by every social studies teacher despite having no experience and skills of remediation.

This concurs with the findings from the study by Chileshe et al. (2004) who maintain that teachers running the remedial programme in Zambian primary schools were not specialist teachers. This is contrary to Cox (2003) who maintains that remediation in USA was done by teachers who specialize in remedial teaching outside the normal class teaching time. This is corrected by Brain-Based learning (BBL) theory by Caine and Caine that remedial teacher should have psychological knowledge on the educational implication of the child's structure and function of the brain (Caine, 2004) to achieve effective educational remediation.

Findings from a study by Materna (2000) in Ozden and Gultekin (2008) contends that knowledge of Brain-based remedial education enhance the learning potential of the remedial student. As long as the remedial student's brain is not prohibited from fulfilling its normal processes, effective remediation will occur (Jensen, 2013). Therefore, secondary school remedial teachers should gain relevant knowledge for remedial teaching through in-service programmes, seminars, workshops and demonstration sessions mounted by remedial tutors. This is supported by the results from a study by Cox (2003) in USA, that all secondary school remedial teachers must meet the appropriate certification requirements and be fully qualified to teach remedial lessons. Based on the principles of BBL theory, findings from the secondary school teachers, HODs and administrators in the current study concluded that the secondary school remediation in Mongu district was not significantly effective.

In a nut shell, the above findings from the current study imply that remedial education in the teaching and learning situations in secondary schools in Mongu district was not significantly effective due to lack of secondary school remedial policy, lack of adequate knowledge on secondary school remediation and difficulty to fit remedial lessons in the secondary school master timetable by majority secondary social studies teachers, HoD and administrators.

The subsequent section presents the findings of the challenges that affect the effectiveness implementation of remedial education in the teaching and learning of social studies in junior secondary schools.

5.4 Challenges that affect the effectiveness implementation of remedial education

The current study focused on examining the effectiveness of remedial education in the teaching and learning of social studies in secondary schools f Mongu district. In this section, the findings

from the study are discussed addressing the third research question posed in section 1.5 of chapter 1 which reads: what challenges affect the effectiveness implementation of remedial education in the teaching and learning of social studies at secondary schools in Mongu district.

References are made to the reviewed related literature and the theoretical framework that was presented in chapter one and two on the challenges that affect the effectiveness of secondary school remediation. The secondary school social studies teachers, administrators and HoDs indicated that remediation in secondary schools increased remedial teachers' normal workload. Since remedial teachers were also subject teachers for different classes, participants felt that remediation increased secondary school teachers' workload thereby disturbing the smooth implementation of the programme. This concurs with the findings from the study by Miller (2011) in South Africa who concluded that secondary school remedial teachers did not have a drive to help their struggling students because most of them felt that they were having an extra workload.

Most of secondary school social studies teachers, administrators and HoDs who participated in the current study unfolded that timetabling of remedial classes was difficult. The findings confirmed that their secondary school timetables were fully loaded with their broad curriculum thereby making it difficult to fit in remedial classes. This concurs with findings from a study by Miller (2011) that it was difficult for the South African secondary schools to include remedial lessons on their master timetables. This concurs with Chileshe (2004) who presents that, in Zambia, remedial lessons were poorly slotted in the primary school timetable. However, the results were contrary to the announcement by Zambian Education permanent secretary's Circular Number 26 of 2008 that remediation in Zambian secondary schools had to be timetabled at least twice a week. In the same vein, Chileshe et al. (2004) present that Zambian primary school remediation has to be timetabled for sessions of one-hour duration each on two separate days a week. This agrees with the findings from a study by Abu Armana (2011) who maintains that remedial programmes in Gaza were usually offered and time-table during normal school hours.

The current study revealed that all secondary school social studies teachers, administrators and HoDs agreed that there was a negative attitude towards remediation in secondary schools crept among teachers, parents, students and peers who affected the effective implementation of remedial education in the teaching and learning situation. The study also revealed that secondary school social studies teachers

experienced sensitivity of the students to failure thereby developed negative attitude towards remedial lessons. They also admitted that most of remedial teachers developed psychological threats such as negative attitude, programme hatred and minimization resulted in not giving remedial work a great attention and not regarding it seriously. The findings that negative attitude towards remediation among secondary school remedial teachers, parents, students and peers which affected the implementation of remedial education concur with who maintain that the effectiveness of remedial education was affected by the negative attitude developed by the students towards remediation ideology.

Remedial students put little or no effort to remedial lessons. Similarly, Tierney and Gracia (2008) discovered that remedial education in all learning institutions were necessary but often unwelcome enterprise leading to its less effectiveness. The above findings also concur with results from Chileshe (2004) who maintains that the effectiveness of remedial education in primary schools in Zambia was affected by the negative attitude developed among remedial students. Secondary school social studies teachers in the current study indicated that effective remediation in secondary schools was affected by embarrassment experienced by struggling and remedial students in the mainstream. The study confirmed that remedial students were frustrated by their failures and experienced embarrassment of being treated as less achiever.

The results from the current study also revealed that majority of the remedial students were demoralized by the remedial education programme at secondary school level. The above findings concur with the available international literature which indicates that some students were embarrassed about needing to take remedial education lessons in England's high schools (Smith and Wallace, 2011). This is supported by Fadel et al (2013) who maintain that most of the failing students who were enrolled for the remedial lessons were already frustrated by their first failures and experienced embarrassment by being treated as less achiever. In America's colleges and universities, remedial education has been described as an "embarrassment" programme (Brier, 1984:3). Most of the students who were sent to remedial lessons claimed that it was demoralizing, especially when they were not planning to take remedial lessons. In Canada, other researchers presented that educational remediation diminished academic standards, devalued secondary educational credentials and the large number of under-prepared students were demoralized by the programme (Jaekyung, 2001; McNeil, 2001) with some arguments for a major restructuring of remediation or even the elimination of remedial education programme in secondary schools.

In a nutshell, findings from the current study depict that remedial education in the teaching and learning of social studies in junior secondary schools of Mongu district is not significantly effective due to lack of basic skills and knowledge in remediation, lack of policy, negative attitude towards remediation and lack of resources to mention the few.

The secondary school social studies teachers, administrators and HoDs indicated that the Zambian government through the Ministry of Education should train all secondary school teachers on how to administer remedial lessons. Since Mongu district remedial teachers were not specialists in remedial education and lack adequate knowledge on remediation in the teaching and learning of social studies in secondary schools, teachers, administrators and HoDs suggested that there should be a need for training programmes to equip teachers with systematic remedial diagnosis skills and relevant knowledge for remedial teaching through in-service programmes, seminars and workshops. This concurs with the findings from a study by Kaputa (2012), Muchemwa (2014) and Chileshe (2014) who proposed that there should be a need for training programmes to equip teachers with systematic diagnosis skills so that they will be able to diagnose remedial readers at school. Researchers maintain that the social studies department needs to intensify training of specialist remedial teachers and to mount staff development workshops for remedial teachers. To address the teachers' lack of adequate knowledge on the implementation of the reading remediation among primary and secondary school students remedial, teachers should gain relevant knowledge for remedial teaching through in-service programmes, seminars, workshops and demonstration sessions mounted by remedial tutors. This is supported by a suggestion from Abu Armana (2011) at UNRWA schools in Rafa that remedial teachers should be aware of the special needs of the low achievers if they want the students to get better and improve their abilities. This also reiterates findings from Cox (2003) in the USA that all remedial teachers must meet the appropriate certification requirements and be fully qualified to teach remedial lessons.

Secondary school remedial teachers' responses from the current study indicated that recruitment of specialist remedial teachers at all secondary schools can address challenges affecting the effectiveness of remedial education in the teaching and learning situation in secondary schools. Since majority of the secondary school teachers felt that remedial education increases their workload and they lack skills of dealing with remedial students with severe learning disabilities such as dyslexia, the results from the study proposed that Ministry of Education should employ

secondary school special teachers or remedial teachers for all secondary schools who should concentrate on remedial classes only. This agrees with the study by Ndebele (2014) who suggests that Zimbabwean Ministry of Primary and Secondary Education need to deploy more trained remedial teachers to promote effective remediation in primary schools. By considering the above researcher's recommendation, remedial education in the teaching and learning situation in secondary school in Mongu district will be effective.

In conclusion, the findings from the current study suggest that challenges affected the effectiveness of remedial education in the teaching and learning of social studies in secondary schools can be addressed by training all secondary school teachers on how to administer remedial lessons, adequate support from the educational stakeholder, recruitment of specialist remedial teachers, and revising the current remedial policy and supply it to all secondary schools. By considering the suggested strategies from the current study, effective remedial education in the teaching and learning situation in secondary schools in Mongu district will be achieved.

5.5. Relationship with the Theory

According to Vygotskian psychology, remedial teaching methods are based on student-centered instruction accord with constructivism learning theory (Vygotsky, 1978 in Jarrar, 2014). Thus, remedial students' learning experiences are influenced by not only the remedial classroom (brain friendly classroom) but by interactive social remediation until they are able to perform the missed skill on their own. In the area of constructive based remedial education, Vygotskian psychology perceived that effective remedial education is a collection of educational practices that are student focused, meaning-based, process-centered, interactive and responsive to remedial students' personal interests and needs (Johnson, 2004 in Jarrar, 2014). Thus, remedial class is characterized by authenticity; focus on students and brain-friendly classroom in which learning is functional (Jarrar, 2014). Therefore, Vygotskian remedial education is experiential in that remedial students construct missed knowledge and draw meaning through their interactive experiences. Thus, remedial education should be based on real life situations to become meaningful. Vygotsky defined the remedial student's Zone of Proximal Development (ZPD) as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under the remedial teacher or in collaboration

with more capable peer (Shabani, Khatib and Ebadi, 2010). In remediation, the ZPD was understood by Vygotsky to describe the current or actual level of development of the student and the next level attainable through the use of mediating semiotic and environmental tools as well as effective remedial teacher facilitation. The idea is that remedial students learn best when working together with others during joint collaboration issue under investigation as a complex and holistic picture of the social or human problem; a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world around them (Creswell, 1998). There had been virtually no research conducted on public HBCUs in Georgia to the knowledge of this researcher. Since this area was essentially unexplored, the researcher was uncertain initially about where the study might lead. However, the finding of this study suggested the need for further study was required to address the many challenges that remedial education programs face at public HBCUs in the state.

Leaders and administrators of public HBCUs can commission through the institutional effectiveness and registrar's office, the progression of remedial education students once they exit the remedial education program. They can investigate students to see if they are still enrolled, have graduated, or needed to return to complete credentials. They can also interview the remedial education faculty members and find new innovative ways in which to reach the new millennial students, so that matriculation occurs after students exit the remedial education program. They can allow testing personnel to conduct pilot studies for summer-bridge programs that only allow recent high school graduates in to complete their remedial education requirements during summer months. They can allow the academic advisement program to advise all students on campus to ensure accurate course placement and graduation dates. In addition, when recommending remedial education students to remedial courses, leaders can allow the remedial education advisors, directors, and faculty members to learn the new calculations and formula for placement. This would help with miscalculations and errors in course schedules.

5.6. Summary

This chapter presented, analyzed and discussed the data generated from the empirical study under the four headings derived from the research questions of the study posed in Chapter 1 (see section 1.5). The first section presented the biographical data of the secondary school remedial teachers, administrators and remedial tutors participated in the study. Generated findings from the empirical study were qualitatively presented to establish the effectiveness of remedial education in the teaching and learning of social studies in secondary schools of Mongu district. It emerged from the study that remedial education in the teaching and learning situation in secondary schools in Mongu district was not significantly effective due to the lack of knowledge and understanding of remedial education, lack of basic skills of remediating struggling students, unavailability of secondary school remedial policy for guidelines, secondary school remedial teachers were not qualified educational psychologists, and not remedial specialists to mention the few. The following chapter presents the thesis summary, conclusions and recommendations of the study

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

The aim of this study was to examine the effectiveness of remedial education in the teaching and learning of social studies in secondary schools of Mongu district. In this chapter, the context of the problem was recapped showing a gist of the whole research report and a summary of findings of the empirical study on each research question is presented. The chapter also presents the conclusions of the study providing answers to the whole research problem and recommendations on how the challenges affecting the effectiveness of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning situation. Finally, the chapter is rounded off with suggested recommendations for further research.

6.2 Conclusions

Remedial teachers in Mongu district had adequate knowledge and understanding of secondary school remediation although secondary school remedial teachers and administrators lacked adequate understanding of the programme. Majority of secondary schools in Mongu district did not have remedial education policy to guide them on the implementation of the remedial programme in the teaching and learning situation at secondary school level.

Some secondary school administrators from secondary schools admitted that the policy for remediation in secondary school level was available but it was not adequately accepted by the secondary schools because it did not provide clear guidelines on how remedial teachers provide remedial work in secondary school learning environment. Most of the pupils from Mongu district secondary schools have not significantly benefit from remedial education due to lack of knowledge, lack of policy for guidelines, student and parental attitude towards the programme.

Only very few remedial students with regular attendance benefit from remedial education programme at some secondary schools in Mongu district. Remedial education in Mongu secondary schools increased remedial teachers' normal workload. Time-tabling of remedial classes was difficult since their secondary school time tables were fully loaded with their broad curriculum.

There was a negative attitude towards remediation in Mongu district secondary schools crippled among teachers, parents, students and peers which affected the effective implementation of remedial education in the teaching and learning of social studies.

Embarrassment and stigmatization experienced by struggling and remedial students in the mainstream affected the effective implementation of remedial education at secondary schools in Mongu district. Lack of in-service training provision for secondary school remedial teachers in Mongu district affected the effective implementation of remedial education at secondary school level.

6.3 Recommendations

To Ministry of Education Officials:

1. Based on the conclusions of the study, the following recommendations were made: There is need for the Zambian Ministry of Education, through its training institutions, to train all secondary school teachers on how to administer remedial lessons.
2. Provincial and district remedial tutors should conduct district remedial staff development workshops and seminars for secondary school remedial teachers to equip them with psychological or systematic diagnosis and teaching skills to assist remedial students to discover their missed concepts and skills.

To Secondary School Administrators, HoDs and social studies Teachers:

3. The study recommended that there is need for secondary school administrators to review their school's teacher workload policy and protocols by reducing the teaching and other curricular workload of all remedial teachers for them to have enough time to conduct remediation effectively.
4. Secondary school administrators need to conduct staff development workshops, seminars and briefings for all secondary school teachers to equip them with adequate basic skills of, remediation at secondary school level. There is need for secondary school remedial teachers and administrators to provide guidance and counseling as well as equipping remedial students with adequate awareness on the importance or benefit of remedial education in order to address the students' absenteeism, truancy and negative attitude towards the programme at secondary school level.

To Parents

5. There is need for the parents to support remedial education programme by actively involving remediation of their children through monitoring their homework in order to curb absenteeism and truancy among the remedial students. Secondary school administrators and teacher should always educate and encourage parents, during consultation days, to support remedial education programme for the benefit of their children.

6.4. Suggestions for Further Research

This research study was important for understanding the perceptions of pupils, teachers HoD's and head teachers on remedial education. Further research could be carried out to find out from pupils how remedial work has helped them and whether they have had the opportunity for remedial work or not.

6.5 Summary

The study focused on the effectiveness of remedial education in the teaching and learning of social studies in secondary schools of Mongu district. This chapter presented a gist of the whole research report and a summary of findings of the empirical study based on each sub research question. The chapter also presented the conclusions of the study providing answers to the whole.

Research problem and recommendations on how the challenges affected the effectiveness implementation of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning of social studies at secondary school level. Finally, the chapter rounded off with suggested recommendations for further research.

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APPENDICES

APPENDIX A: Questionnaire for Teachers

SEMI-STRUCTURED INTERVIEW GUIDE FOR JUNIOUR SECONDARY SCHOOL SOCIAL STUDIES TEACHERS

Questions for social studies teachers

1. What is your professional qualification?
2. For how long have you been in the teaching service?
3. What grades do you teach?
4. How effective is the implementation of remedial education in the teaching and learning of social studies in junior secondary schools?
5. Do you have remedial education at this school?
6. What is your understanding of remedial education?
7. What can you say about the effectiveness of remedial education?
8. How is remedial education programme implemented in junior secondary schools of Mongu district?
9. What criteria do you use to select students for remedial education?
10. How do you time table remedial lessons?
11. What challenges affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?
12. i. What Challenges do you think affect the effectiveness of remedial education implementation in teaching and learning of social studies?
13. ii. How do the challenges mentioned if at all there are any affect the effectiveness of remedial education in the teaching and learning of social studies
14. How should the challenges affecting the effectiveness of remedial education in the teaching and learning situation of social studies in junior secondary school be addressed?
15. How can the challenges affecting the effectiveness of remedial education in the teaching and learning of social studies be managed?

APPENDIX B: Questionnaire for HoD's and Head Teachers

SEMI-STRUCTURED INTERVIEW GUIDE FOR SECONDARY SCHOOL ADMINISTRATORS (HOD SS AND SCHOOL HEAD)

A (i) As an administrator, how do you define or understand remedial education in the teaching and learning of social studies?

ii. What can you say about the effectiveness of remedial education in teaching and learning?

B (i) How are students for remedial education selected?

(ii) How is remedial education in teaching and learning implemented?

C. 1. What challenges affect the effectiveness implementation of remedial education?

2. What should be done to alleviate the challenges affecting the effectiveness of secondary school remediation implementation?

**APPENDIX C: SEMI-STRUCTURED INTERVIEW GUIDE FOR PUPILS FOCUS
GROUP DISCUSSION**

1. What is your understanding of remedial lessons?
2. How often do you have remedial lessons?
3. How effective are the remedial lessons?
4. How often does your Teacher offer remedial work at personal level with you?
5. Do you feel remedial work has been helpful to you?
6. Does your Teacher offer personal or group remedial work?