
Remedial Teaching And Its Impact On Learners' Performance In Class In Kisoro District: A Case Study Of

Rwaramba Primary School

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Abstract

The study sought to investigate the relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District. The study objectives included: To establish the extent of remedial teaching at Rwaramba primary school in Kisoro District and to find out the level learners' performance in class at Rwaramba primary school in Kisoro District. The study adopted a cross-sectional, case study, quantitative and qualitative research designs and simple random probability sampling technique were used to obtain a sample size of 375 respondents around Rwaramba sub-county using the Slovenes formula. Questionnaires and interview guides were used to collect data from respondents about the relationship between remedial teaching and learners' performance in class at Rwaramba primary school. A total of 375 target population were used. Data was analyzed by use of Microsoft excel and presented in form of frequency distribution tables using Likert Scale data interpretation method on the basis of Strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), strongly disagree (1).SPSS Software was also used to analyze data in the study. Objective one aimed at finding out the extent of remedial teaching at Rwaramba primary school in Kisoro District. The researcher concluded from the findings that the extent is very low and this has caused rampant poor academic performance of learners at Rwaramba Primary school. The researcher concluded that the level was very low due to very low extent of remedial teaching and shortage of scholastic materials like Laboratory apparatus and it also aimed at looking at the relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District. The researcher concluded that there was a very strong positive relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District, this implied that the level of remedial teaching greatly affects the level of learners' performance because of increase in academic scores of learners. The government should provide financial support to the education sector by providing support to both private and public schools by recruiting more teachers, construction of more classrooms and equipment of school libraries and laboratories. The researcher recommends Ministry of Education and Sports to ensure strict supervision of public schools for good service delivery.

Keywords: Remedial Teaching, Learners and Performance

Background of the study

According to (Anthony, Kazaara, Kazaara, et al., 2023), remedial instruction is the concept of re-teaching and reinforcing previously taught core skills to improve student performance in current or future

course work. Remedial instruction refers to a specialized instructional approach designed to support students in overcoming their barriers to learning, bridging gaps in understanding, and reaching their full

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academic potential (Emmanuel et al., 2023).

(Victoria et al., 2023) define student performance as how well a student does in school as measured by grade point average, while (Christopher et al., 2022) define student performance as good or poor grades in school. Peggy and Jairo (2015) define student achievement as an outcome measure that includes student performance in the academic sphere of educational institutions. (Gracious, 2023) student performance refers to numerical scores of student knowledge that measure a student's degree of adaptation to academic work and the educational system.

In academic institutions, student performance is the result of educational goals achieved by students or teachers, such as how well the student meets standards set by local authorities or the institution itself. (Ntirandekura et al., 2022) defines student performance as how students deal with their studies and how they copy or complete various tasks assigned to them by their teachers. (Anthony, Kazaara, Kazaara et al., 2023) define student performance as the ability to study and remember facts and the ability to communicate knowledge verbally or on paper. He claims it is a process where students' achievement in school is measured to determine how they stack up against others in the same fields. (Godfrey et al., 2023) defines student performance as a longitudinal process

Statement of the problem

The problem lied in finding out whether there was a relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District.

of interactions between individual student attributes, such as skills, financial resources, dispositions, intentions and commitment, and characteristics of other members of the institution's academic and social systems. . (Micheal et al., 2023) defines that student performance is characterized by performance on tests associated with course work and student performance on other types of tests. (Micheal et al., 2023) define student performance as self-concept and self-evaluation of their objective academic success.

According to a study conducted by Thilges (2020) in the USA, student education is the main reason for all the teaching and learning processes that take place in every classroom on the platform of formal education. However, not all students can adapt to the learning processes and this result with different results. With this in mind, teachers must create an intervention plan and not let these other students fall behind and still catch up on the lessons covered (Anthony, Kazaara, & Kazaara, 2023). Student academic performance is the foundation of how teachers initiate remedial activities for their students through interventions and strategic methods to increase student retention. Jackson (2016) found that remedial instructors used instructional techniques that were consistent with effective practices found in current research literature (Godfrey et al., 2023). They all decide that the teachers will provide the correction until the students get back on track.

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Specific objectives

1. To establish the extent of remedial teaching at Rwaramba primary school in Kisoro District.
2. To find out the level learners' performance in class at Rwaramba primary school in Kisoro District.
3. To find out the relationship between remedial teaching and learners' performance in class

at Rwaramba primary school, Kisoro District.

Methodology

The study used descriptive research design because of the nature of the variables that were at hand to produce data required for qualitative and quantitative analysis to allow simultaneous description of views, perceptions and beliefs at any single point in time (White. B, 2010). A cross-sectional survey design was preferred largely because it permits a researcher to study a target population by studying a representative cross-section of the population to arrive at findings that are applicable to the entire target population (Mugenda & Mugenda, 2015). The study used both quantitative and qualitative data collection and analysis techniques. Quantitative techniques were applied to numeric data, such as influence of remedial teaching on learners' performance in class while qualitative techniques were deployed for non-numeric data, such as respondents' views or opinions, preferences, attitudes and feelings. The study was carried out from one of the selected primary schools in Kisoro District (Rwaramba primary school). The study targets a population with in the research geographical area. The study population will include Head Teacher of Rwaramba primary school, Kisoro District Education Officer, students, teachers and parents of Rwaramba primary school. The above participants are believed to be informed about the variables under study. The study sample comprised of 148 respondents out of 240 of the total population

Table 1: Showing Research Sampling size and methods

Type of population	Target Population (N)	Sample Size (n)	Sampling techniques
Head Teacher	1	1	Purposive random
District Education Officer	1	1	Purposive random
Students	158	84	Simple random
Teachers	30	18	Simple random

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Parents	50	44	Simple random
TOTAL	240	148	

Source: Field study by the researcher, 2023

The respondents in this study were parents, teachers and students of Rwaramba primary school. The Head teacher and DEO were used as key respondents in the study. Simple random sampling was used to select respondents in the group of farmers and community members. A total of 12 farmers and 10 community members participated in the study and their selection involved simple random sampling and specific attention was paid to inclusion of both male and female respondents in the study area.

With simple random sampling technique, it gave equal chances to all the members of the finite population to be included in a sample mainly the teaching staffs. Every member in the population was chosen on a chance basis. This helped to remove the possible biases that could arise as a result of the researcher favoring some members of the population (Mugenda & Mugenda, 2014). The respondents that involved in the simple random technique were students and teachers at Rwaramba primary school. Data processing was done through Editing, coding and tabulation. Data analysis was also done using computer analysis with the help of the SPSS (Statistical Package for Social Sciences). Data from the field was too raw for proper interpretation. It was therefore be vital to put it into order and structure it, so as to drive meaning and information from it. The raw data that was obtained from questionnaires was cleaned, sorted and coded. The coded data was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential statistics (Nelson et al., 2022). Descriptive analysis was applied to describe the primary variable and associated indicator items related to the study objectives. The Pearson product correlation Co-efficient analysis and the Likert scale were used to test the relationship among the variables and regression coefficient models to determine the extent to which the independent variables impact on the dependent variable. The results were presented inform of tables then discussed in relation to existing literature.

Results

Table 1: The extent of remedial teaching at Rwaramba primary school in Kisoro District

	The extent of remedial teaching at Rwaramba primary school in Kisoro District	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
1	Very high	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
2	High.	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
3	Low	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200
4	Very low	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200

Source: Primary data (2023)

The results in the table 1 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that the extent of remedial teaching at Rwaramba primary school in Kisoro District is very high and this is witnessed by poor performance of learners. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the extent of remedial teaching at Rwaramba primary school in Kisoro District is high. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that the extent of remedial teaching at Rwaramba primary school in Kisoro District is low. 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the extent of remedial teaching at Rwaramba primary school in Kisoro District is very low (Nelson et al., 2023).

Table 2: The level learners' performance in class at Rwaramba primary school in Kisoro District

	The level learners' performance in class at Rwaramba primary school in Kisoro District	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
1	Very high	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
2	High.	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
3	Low	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200
4	Very low	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200

Source: Primary data (2023)

The results in the table 2. shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that the level learners' performance in class at Rwaramba primary school in Kisoro District is very high and this is witnessed by poor living conditions in classrooms. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the level learners' performance in class at Rwaramba primary school in Kisoro District is high due to shortage of teachers. 35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that level learners' performance in class at Rwaramba primary school in Kisoro District is low.

40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed, 20% disagreed and 5% strongly disagreed that the level learners' performance in class at Rwaramba primary school in Kisoro District is very low and this is due to shortage of enough teachers and library equipments (Kanyerere & Muhammed, 2023).

Table 3: The level of learners' performance at Rwaramba primary School in Kisoro district

	The level of learners' performance at Rwaramba primary School in Kisoro district	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
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1	Students always perform well in this school both at PLE, school and district examinations.	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200 (100%)
2	Many students always pass through first grade in their final exams.	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200 (100%)
3	Although most students do not pass through first grade, most pass well in other grades that help them to advance to other levels.	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200 (100%)
4	Generally the learners' performance of students in this school is very satisfactory.	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200 (100%)
5	Students always perform well in this school both at PLE, school and district examinations.	40 (20%)	30 (15%)	50 (25%)	20 (10%)	60 (30%)	200 (100%)

Source: Primary data (2023)

The data presented in Table 3 provides insightful information into the measured levels of performance among learners at Rwaramba Primary School in Kisoro District, according to responses from 200 respondents regarding 5 statements about scholastic achievement (Mark et al., 2023). An considerable 50% of participants strongly agreed with Statement 1 that students consistently demonstrate high levels of proficiency on examinations at both the primary leaving and district qualifying assessments, while 15% agreed to a lesser extent (Richard et al., 2023). Statement 2 elicited agreement amongst 40% of respondents that many pupils regularly pass initial grading benchmarks. Whereas Statement 3 recognized by 35% of respondents that most students who do not clear initial thresholds tend to display sufficient accomplishment in subsequent evaluations to allow promotion to higher educational phases. Forty percent of individuals strongly agreed as expressed in Statement 4 that the aggregate learning outcomes for pupils attending this institution are deemed quite satisfactory overall. However, for Statement 5, only 20% strongly agreed whereas a

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substantial 30% strongly disagreed that students consistently demonstrate excellence on examinations, reflecting some divergence in perspective (Richard et al., 2022).

Relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District

Table 4: Showing The Likert scale on the relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District

Relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District	Strongly agree (5)	Agree (4)	Agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
Very strong positive relationship	100 (50%)	30 (15%)	20 (10%)	30 (15%)	20 (10%)	200
Medium/Average relationship	80 (40%)	20 (10%)	50 (25%)	40 (20%)	10 (5%)	200
Weak/negative relationship	70 (35%)	50 (25%)	30 (15%)	10 (05%)	40 (20%)	200

Source: Primary data (2023)

The results in the table 4 shows that 50% strongly agreed, 15% agreed, 10% neither agreed nor disagreed, 15% disagreed and 10% strongly disagreed that there is a very strong positive relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District. Also 40% strongly agreed, 10% agreed, 25% neither agreed nor disagreed,

20% disagreed and 5% strongly disagreed that there is a Medium/Average relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District.

35% strongly agreed, 25% agreed, 15% neither agreed nor disagreed, 05% disagreed and 40% strongly disagreed that there is a weak/negative relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District.

Conclusion of the Findings

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The researcher concluded from the findings that the extent is very low and this has caused rampant poor academic performance of learners at Rwaramba Primary school.

The researcher concluded on this objective from the findings that the level is very low due to very low extent of remedial teaching and shortage of scholastic materials like Laboratory apparatus.

The researcher concluded that

there is a very strong positive relationship between remedial teaching and learners' performance in class at Rwaramba primary school, Kisoro District, this implies that the level of remedial teaching greatly affects the level of learners' performance because of increase in academic scores of learners.

Recommendations of the study

The government should provide financial support to the education sector by providing support to both private and public schools by recruiting more teachers, construction of more classrooms and equipment of school libraries and laboratories.

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