Effectiveness of Remedial Education in the Teaching and Learning Situation in Bulawayo Metropolitan Secondary Schools

BY

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ABSTRACT

This research sought to assess and describe the effectiveness of remedial education in the teaching and learning situations in Bulawayo Metropolitan secondary schools. The constructivist research philosophy with qualitative research methodology was used to inform the conduct and writing of this study. Multiple case study was used to enable an in-depth exploration of secondary schools providing remedial education and establishing the effectiveness of remedial education in the teaching and learning situation in secondary schools. Purposive sampling through snowballing technique was employed in the selection of a rich data source sample. Fifty participants determined by data saturation were used in this study. Open-ended questionnaires, semi structured interview guide and I, as a main instrument, were employed for generating data. Interim analysis and thematic analysis approaches were used to analyse data which was qualitatively presented. This study revealed that secondary school remedial teachers in Bulawayo Metropolitan province lacked 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 also established that remedial education at secondary schools increased remedial teachers’ normal workload. Findings from the study also revealed that very high remedial teachers’ student-teacher ratio, lack of in-service training provision and lack of resources affected the effective implementation of remedial education at secondary school level. The study, therefore, concluded that remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province was not significantly effective. The study recommended that there is need for the Ministry of Primary and Secondary Education to revise and review the Zimbabwean secondary school remediation policy, train all secondary school teachers on how to administer remedial lessons and provide adequate support to promote effective remedial education. The study recommended that there is need for secondary school administrators to review their schools teacher workload policy and protocols by reducing the teaching and other curricular workload of all remedial teachers, conduct staff development workshops and seminars for remediation at secondary school level. The study also recommended that there is need to formulate a Psychological model as a remedial teaching device for the effective implementation of remedial education at secondary schools.
ACKNOWLEDGEMENTS

I wish to express my greatest appreciation and sincere thanks to my supervisor, Prof. O. Mafa, for his useful advice and comments for the improvement of the original manuscript. He tirelessly guided me in conducting and compiling the entire thesis. May God bless you. I would also like to thank secondary school remedial teachers, administrators and remedial tutors in Bulawayo Metropolitan Province for participating in the study. My sincere thanks also goes to Dr. L. Madhlangobe and Dr. S. Chimhenga who were a great source of inspiration to me, Zimbabwe Open University Higher Degrees Directorate and Ministry of Primary and Secondary Education - Bulawayo Metropolitan Province for allowing me to carry out my study. Further gratitude is extended to my beloved wife Mercy and children whose never failing support and cooperation made it possible for me to produce this work. May God bless you all.
DEDICATION

To my beloved wife Mercy C. Chitsa and my sons and daughters Takudzwa, Tavonga, Tadiwa, Tanaka, Takunda and Tafadzwa.
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<th>Description</th>
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<tr>
<td>BBL</td>
<td>Brain-Based learning theory</td>
</tr>
<tr>
<td>BCD REM Tr</td>
<td>Bulawayo Central District Secondary School Remedial Teacher 1 to 10</td>
</tr>
<tr>
<td>BP Sec Sch Adm</td>
<td>Bulawayo Metropolitan Province Secondary School Administrator 1 to 7</td>
</tr>
<tr>
<td>BP REM Tut</td>
<td>Bulawayo Metropolitan Province Remedial Tutor 1 up to 3</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Education Officer Circular</td>
</tr>
<tr>
<td>CPS</td>
<td>Chicago Public Schools</td>
</tr>
<tr>
<td>CPT</td>
<td>College Entry Level Placement Test</td>
</tr>
<tr>
<td>D I</td>
<td>Direct Instruction</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade point averages</td>
</tr>
<tr>
<td>ID REM Tr</td>
<td>Imbizo District Secondary School Remedial Teacher 1 to 9</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualised Educational Programme</td>
</tr>
<tr>
<td>KD REM Tr</td>
<td>Khami District Secondary School Remedial Teacher 1 to 8</td>
</tr>
<tr>
<td>MD REM Tr</td>
<td>Mzilikazi District Secondary School Remedial Teacher 1 to 5</td>
</tr>
<tr>
<td>NEA</td>
<td>National Education Association</td>
</tr>
<tr>
<td>‘O’ Level</td>
<td>Ordinary Level</td>
</tr>
<tr>
<td>RD REM Tr</td>
<td>Reigate District Secondary School Remedial Teacher 1 to 7</td>
</tr>
<tr>
<td>SPS/SNE</td>
<td>Schools of Psychological Services/Special Needs Education</td>
</tr>
<tr>
<td>S-R</td>
<td>Stimulus-Response</td>
</tr>
<tr>
<td>TAs</td>
<td>Teaching Assistants</td>
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<tr>
<td>TIC</td>
<td>Teacher in charge</td>
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<td>ZED</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<td>---------</td>
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<tr>
<td>Zimsec</td>
<td>Zimbabwe schools examinations council</td>
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<td>Zimstat</td>
<td>Zimbabwe statistics</td>
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<td>ZPD</td>
<td>Zone of Proximal Development</td>
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<td>ZREP</td>
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CHAPTER 1
THE PROBLEM AND ITS SETTINGS

1.1 Introduction

Remedial education is considered useful for correcting learning problems among students and may improve the pass rate in public examinations with an objective to produce students empowered with skills, attitudes and knowledge for participating in college and university education. The programme provides effective education that alleviates the learning difficulties of students in secondary schools. Indeed, remedial education programs are a necessary psychological intervention but often unwelcome enterprise given the scores of underprepared students sitting for national examinations in Zimbabwe. The study sought to assess and describe the effectiveness of remedial education in the teaching and learning situation in Bulawayo metropolitan secondary schools. It also focuses on how remedial education can be fully implemented in the Zimbabwean secondary schools. This chapter includes the background to the study, the statement of the problem, the research questions, and the purpose of the study. In addition, this chapter establishes the significance of the study, the assumptions of the study, the delimitation, limitations and provides the definition of terms.

1.2 Background to the study

Throughout Zimbabwe, debate about inclusive education has reached another cross road revealing the paradox of needing remedial education to save academically underprepared students while simultaneously arguing over its appropriateness or effectiveness in the teaching and learning
situation in secondary schools. The formal provision of remedial education in Zimbabwean secondary schools coincided with the genesis of a more child centered philosophy of education announced by the Salamanca Statement of 1994 (UNESCO, 2013). A shift towards an increasing emphasis on individual needs and the optimisations of the learning process for all students implies that, Zimbabwean 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 secondary schools.

In the Zimbabwean context, remedial education programme is directed at students who are considered to be at risk of attaining weak terminal performance in standardised examinations in Mathematics and English language (Kasayira, Chireshe and Chipandambira, 2004). The establishment of the Zimbabwean Remedial Education Programme (ZREP) was first introduced through the Chief Education Officer (CEO) Circular Number14 of 1982 as a draft (Chireshe and Mapfumo, 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 CEO Circular Minute Number 12 of 1987. CEO Circular 12 of 1987 announced that remedial education programme is designed to assist students 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 and Rodrigo, 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 (Chireshe and Mapfumo, 2002).

The official implementation of the remedial education programme in Zimbabwean secondary schools was communicated out in the Zimbabwe Education Director’s (ZED) Circular Number 26 of 2008. The ZED circular number 26 of 2008 provided guidelines for the implementation of remedial work at secondary school level. However, the ZED circular number 26 of 2008 did not provide the comprehensive definition of the programme and is silent on how it ensures student success during the implementation process, hence this study focuses on the effectiveness of remedial education in the teaching and learning situation in secondary schools. The ZED circular number 26 of 2008 also placed on every local secondary school the responsibility of providing remediation to all students under its jurisdiction. From 2008 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 secondary schools, hence the study.

According to the CEO Circular 12 of 1987, remedial education in Zimbabwe is wide, and extends to include Mathematics and reading at all primary schools. Initially, the programme was targeted only at Grade 4 pupils but the new focus by ZED circular Number 26 of 2008 now included other Grades and educational levels including secondary school students (Chireshe, Mapfumo and
Dzapasi, 2003). In Zimbabwe, 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 students are only discovered at secondary school level, missing some basic skills or concepts in reading or Mathematics and English language (Chireshe and Mapfumo, 2002). My observation and experiences as a teacher at secondary school revealed that identified remedial students were hardly benefiting from the remedial programme at secondary school level, hence the motivation for this study to assess how secondary schools benefited from the programme in order to establish its effectiveness in the teaching and learning situation.

My other experiences as a part-time tutor and adjunct lecturer at local universities revealed that some university students still exhibit undeveloped skills in reading, organisation of facts, critical thinking, data analysis and presentations especially when numbers are involved. From these observations, I believe that it is for this reason that the Zimbabwean Ministry of Primary and Secondary Education has now introduced remedial education in secondary schools. However, the implementation of remedial education at secondary school level had challenges and influenced this study to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

Most common, when remedial education comes up in the context of secondary education, it is designed to provide students with basic skills which they may have missed in primary school or
missed during their specific secondary school lessons (Smith and Wallace, 2011). According to Chireshe and Mapfumo (2002), 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 (Chireshe 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 became imperative to assess and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

1.2.1 Situation analysis

The cursory observation of Compendium of Statistics Report reveals that there is a massive increase in secondary school enrolment figures since 2009 to 2013 (Zimstat, 2013; 2014). The available statistics reveal that the Zimbabwean secondary schools enrolment was 778911 in 2009 and increased to 863526 in 2010 (Zimstat, 2013). In Zimbabwe, generally, there has been an increase of enrolments over the years raising student-teacher ratios and, also increasing diversity among students (Mafa, 2012). These phenomenal growths in secondary schools enrolment point
to a huge possibility of overstretching the utilisation of teaching staff and compromising quality and creating greater need for remedial education in order to produce improved skills in aspiring students for tertiary education. Such increase of student-teacher ratios in Mathematics and English Language subjects also influenced the present study to explore how effective remedial education programme in the teaching and learning situation in secondary schools is to students’ learning outcomes.

From the local reports by Sibanda (2011) and Gonda (2013) many students in Zimbabwe struggle to achieve their potential at secondary school level Mathematics and English Language despite the official implementation of the remedial education programme. According to Muponde (2015), Bulawayo Metropolitan province has failed to translate its numerical advantage of being one of the provinces with the highest number of trained high school teachers into results and was instead, the worst performing province in 2014 ‘O’ Level examination with only one school in the national top 100. Most schools in the province performed dismally in their ‘O’ Level examinations. A report by the Midlands Deputy Provincial Education Director reveals that 19 of the Midlands province’s 70 secondary schools recorded a zero percent pass rate in November 2010’s ‘O’ Level examinations and, the overall percentage pass rate in the province was 20 % (Sibanda, 2011). According to Gonda (2013), 81.6% of students failed their 2012 Zimbabwe schools examinations council (Zimsec) ‘O’ Level examinations, a drop from the previous year’s equally shocking 80.5%. The statistics show that only 31 767 students out of 172 698 countrywide including Bulawayo
Metropolitan Province passed with five subjects or better (Ndebele, 2013). Statistics also reveal that the pass rate in English Language was 20% with only 13% in Mathematics (Gonda, 2013).

According to Katongomara (2016), Zimsec ‘O’ Level results had a low pass rate from 2008 to 2015 as shown by Table 1.1 below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>27.86%</td>
</tr>
<tr>
<td>2014</td>
<td>22.38%</td>
</tr>
<tr>
<td>2013</td>
<td>20.72%</td>
</tr>
<tr>
<td>2012</td>
<td>18.40%</td>
</tr>
<tr>
<td>2011</td>
<td>19.50%</td>
</tr>
<tr>
<td>2010</td>
<td>16.50%</td>
</tr>
<tr>
<td>2009</td>
<td>16.33%</td>
</tr>
<tr>
<td>2008</td>
<td>14.44%</td>
</tr>
</tbody>
</table>

*Source: Zimsec (2016)*

The aforementioned pass rate by Zimsec (2016) speaks negatively for a country which is best known for having the highest literacy rate on the African continent. These statistical revelations had also increased my curiosity to carry out a study to investigate, assess and describe the
effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

Zimbabwean Education officials, parents and policy makers have shown increased concern regarding the low ‘O’ Level pass rates around the country (Sibanda, 2011). From the Zimbabwean Archive (2013), parents of school going children reveal mixed feelings over the trend from 2007 to 2011 public examination pass rate announced by Zimsec, with educationists calling for more funding towards education to allow for increased remedial education. According to the education experts, Zimbabwean secondary schools that record high pass rates contribute a small fraction of the number of schools in the country (Zimbabwe Archive, 2013). The implication of this observation to teaching-learning processes is that there is need for instructional leaders to ensure that struggling students are taught effectively and that they benefit from remedial education programmes, an effort that is intended to improve education in general and schools specifically. The average pass rate in Zimbabwe clearly shows that something is lacking in the country’s instructional processes. For example, according to Gonda (2013), none of the schools with better pass rates was a typical remedial school. Further, observations from Gonda reveal that, the schools that normally achieve higher pass rates do not enroll under-performers but they use selective recruitment of students to ensure they continue to receive students that really do not need remediation.

However, Ministry of Primary and Secondary Education, through its department of Schools of Psychological Services/Special Needs Education (SPS/SNE), support that average and
underperforming students should be turned around through remedial teaching and that is how schools can enhance the percentage pass rate (ZED’s Circular No 26 of 2008). According to the National Standards Association of effective leadership, it is unacceptable to have the same schools performing better every year while others become associated with continuous struggle for achieving academic success (Gonda, 2013). For this study, the specific interest and concern is on; why do secondary schools that implement remedial education still score low pass rate in Mathematics and English Language? According to education authorities in Zimbabwe, there is a grave concern that the national schools and the education system in general may suffer from a lost generation if these rising levels of strong students’ crisis are not addressed with specific strategies that are known to work (Coltart, 2010). In the light of these facts, it is in the interests of this study to learn from the remedial teachers, administrators and district remedial tutors regarding the effectiveness of remedial education in the teaching and learning situations in secondary schools.

In one directive, the late Minister of Higher and Tertiary Education, Dr. Stan Mudenge, ordered institutions of higher learning to stop turning away students who did not have Mathematics at ‘O’ Level but instead initiate intensive special remedial bridging programmes to ensure that the struggling students succeed in Mathematics while they proceed with their diplomas (Maponga, 2012). Dr. Mudenge was aware that most of the aspiring students at all tertiary institutions did not pass Mathematics and English Language at ‘O’ Level although remedial education was being implemented.
It is clear from the statistics cited already that although remedial education is being used as a school improvement tool in Zimbabwean secondary schools, most of the ‘O’ Level students are still acquiring low Mathematics and English Language grades in public examinations nation-wide (Maponga, 2012). A study by Nkoma, Zirima, Chimunhu and Nyanga (2013) tracking student achievement gap in Manicaland Secondary Schools discovered that 85% of the students were performing below their grade level in Mathematics with only 15% performing at, or above their grade level. This means that an average of 85% of the students at secondary level respectively were performing at a level below the levels at which they are studying despite the implementation of remedial education since 2008. This has influenced the present study to assess and ascertain the effectiveness of remedial education in the teaching and learning situations in secondary schools, hence the study.

Having observed that some research has been done on the remedial education in Zimbabwe, I made a nexus search to locate research that has been carried out in the remedial education at secondary schools of Zimbabwe. The search has shown that the effectiveness of remedial education in the teaching and learning situations at secondary schools in Zimbabwe has not been formally investigated, evaluated and described, hence the present study.
1.3 Statement of the problem

Given the persistence of underperformance of Bulawayo metropolitan province secondary school students exposed to remediation, it is important to explore effectiveness of remedial education in the teaching and learning situation.

1.4 Research question

How effective is the remedial education in the teaching and learning situations in secondary schools in Bulawayo metropolitan province?

1.4.1 Research questions

To ensure accurate description of the phenomenon under study, I broke down the research question above into smaller and manageable specific research questions. I used answers from these questions to provide an answer to the statement of the problem. The specific research questions, which I further broke down to simpler and manageable questionnaire and interview questions include:

1. How do stakeholders (school heads, teachers and remedial tutors) define remedial education?

2. How is remedial education programme implemented in Bulawayo metropolitan province secondary schools?
3. Which are the benefits of remedial education in the teaching and learning situation in secondary schools?

4. Which are the challenges that affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?

5. How should the challenges affecting the effectiveness of remedial education in the teaching and learning situation in secondary school be addressed?

1.5 Purpose of the study

The purpose of this study was to assess and describe the effectiveness of remedial education in the teaching and learning situations in Bulawayo metropolitan secondary schools as perceived by remedial teachers, school administrators and district remedial tutors.

1.6 Significance of the study

Results from this study, might benefit secondary school remedial teachers, district remedial tutors, researchers in educational psychology, policymakers and administrators in Ministry of Primary and Secondary Education, in Zimbabwe and elsewhere in the following ways:

Remedial Teachers and District Remedial Tutors: 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. For example, Ministry of Primary and Secondary Education, through its department of Schools of Psychological Services/Special Needs education (SPS/SNE), might review and improve their remedial education strategies to raise learning outcomes.

Adding to Current body of Literature, researchers and policymakers: This study has a strong potential to add to the current body of literature in Zimbabwe on the effectiveness of remedial education in 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 equipped me with new knowledge on the strategies that can be used to make remedial education at secondary school level effective.

1.7 Assumptions of the study

The study focuses on assessing the effectiveness of remedial education in Bulawayo Metropolitan Province secondary schools. My assumption was that some form of remediation was taking place in secondary schools. It was further assumed that all participants will provide accurate and honest responses to interviews and questionnaires. Another assumption was that remedial teachers,
secondary school administrators and district remedial tutors will act and respond to interview questions and questionnaires in a natural manner. Finally, I carried out this study with an assumption that the reports and documents that I reviewed from Zimbabwean Schools Examination Council (Zimsec), District educational offices and secondary schools as additional sources of information were all trustworthy.

1.8 Delimitation of the study

The study was confined to Bulawayo Metropolitan province secondary schools and Schools Psychological Services (SPS) offices only because there were a source of rich information. It was conducted from 2014 to 2017 guided by the theoretical framework of Brain-Based learning (BBL) theory by Geoffrey Caine and Renate Caine. The research philosophy that informed the conduct and writing of this study was constructivism with qualitative methodology. It looked into the effectiveness of remedial education in the teaching and learning situations in secondary schools as perceived by remedial teachers, school administrators and remedial tutors. The study also used a conceptual framework based on the triangulation of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning to explain the ideas comprising effective remedial education.
1.9 Limitations of the study

The sample used was small to generate information applicable to other provinces of Zimbabwe. However, some of the people participated in this study had a teaching experience from outside Bulawayo Metropolitan province secondary schools and supplied me with knowledge that may be generalized in other Zimbabwean provinces and elsewhere.

1.10 Research philosophy, methodology and method

The research philosophy that informed the conduct and writing of this study was constructivism (Creswell, 2009). Constructivist paradigm provided me with an opportunity to understand the participants’ experiences and opinions towards the effectiveness of remedial education in the teaching and learning situation at secondary schools. One of the advantages of this approach was that it allowed the participants to provide their experiences, feelings and views of reality on the effectiveness of remedial education in the teaching and learning situation in secondary school in Bulawayo metropolitan province. Based on constructivist paradigm, this study used qualitative research methodology. It allowed me to understand the participants’ thoughts, feelings and viewpoints on the phenomenon under the study. In this study, multiple case study was considered a suitable research method to assess and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools. Multiple case study research method allowed me to generate a variety of participant perspectives over the phenomenon under the study (Ritchie and Lews, 2003). For a detailed discussion of research philosophy, methodology and method refer to chapter 3.
1.11 Ethical and Legal considerations

It was important for me to carry out this study in an ethical manner where the principles of informed consent, anonymity, confidentiality, harm to participants and plagiarism were observed. An informed consent was obtained from the sample of the study. I explained the nature, conditions, risks and benefits of the study to the participants without jeopardizing their privacy. The selected schools and participants were assured of anonymity and confidentiality. No names of participants or even of selected secondary school were used in the final write-up of this thesis. Participants were assured that they would not be prejudiced or victimized whether they agree to participate or not. The structured interviews were done at a specific and convenient time arranged with the participants. For a detailed account of ethical considerations refer to chapter 3.

1.12 Organisation of the thesis

Chapter 1 discussed the background of the problem. It outlined the background to the study, statement of the problem, research questions and the purpose of the research. The significance, limitations and delimitations, assumption and ethical consideration of the study were outlined. Key terms and concepts were explained. The organisation of the study was also outlined.

Chapter 2 focused on the review of related literature pertinent to the effectiveness of remedial education in secondary schools. It focused on establishing what experts and researchers say about the effectiveness of remedial education in the teaching and learning situation in secondary schools. It started by presenting a description of the theoretical framework that guided this study as well the conceptual framework that explain the phenomenon under the study. It focused on a clear
understanding of Remedial Education, benefits and implementation as well as challenges experienced during the execution of remedial education programme in secondary schools. Finally, suggestion on how to mitigate the challenges affecting the effective remediation in secondary schools will be provided from various local and international studies.

Chapter 3 focused on the research methodology and design. It provides the research paradigm of this study and its justification. The research design, population and techniques of selecting a sample for this study were explained. This was followed by a description of the instruments and data collection procedure. An overview of the methods employed to analyse the data was given. Furthermore, issues of trustworthiness of the data were considered in the chapter. Finally, ethical issues were addressed.

Chapter 4 presented, analysed and discussed the data generated. The presentation, analysis and discussions were related to the individual research questions in Chapter 1. Chapter 5 looks into the summary of chapters. The findings of the study were based on each sub-research question in Chapter 1 and conclusions were drawn. Recommendations for the improvement of the remedial education in the teaching and learning situation in secondary schools were made.

1.13 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 (Kasayira, Chiresh and
In this study, remedial education is the learning strategy designed to bring underprepared secondary school students to expected skill competency levels. Thus, a required instruction and support for students who are assessed by their schools or teachers as being academically underprepared for secondary education. The intent of remedial education is to educate secondary school students in the skills that are required to successfully complete ‘O’ Level. The essence of remedial education is to assist students in overcoming their English language and mathematics problems by the time they complete secondary education.

**Remediation effectiveness:** This is the extent to which remedial education in Zimbabwean secondary schools is accomplishing desired results or the extent to which the set goals or objectives of the remedial education programme are accomplished. Such effectiveness could be seen in relation to its requirements (policy and implementation) and benefits or purpose. Thus, a strong contribution to the acquisition of missed mathematics and English language skills and concepts required to successfully complete ‘O’ Level.

**Secondary school remedial teachers:** These are secondary school teachers who are responsible for providing remedial service to remedial students. They involve specialised remedial teachers appointed by school heads, regular English teachers and Mathematics teachers.

**Secondary school remedial students:** These are secondary school students who are lagging behind in either Mathematics or English language and have average or above average ability to catch up. They require instructional support from their remedial teachers to master the missed concepts or skills in order to successfully complete ‘O’ Level.
**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.

1.14 Chapter Summary

This chapter has covered background to the study depicted that massive increase in Zimbabwean secondary school enrolment figures since 2009 to date and high teacher-student ratios in Mathematics and English Language subjects (Zimstat, 2013) influenced the present study to explore how effective remedial education programme in the teaching and learning situation at secondary schools is to students’ learning outcomes. Most of Zimbabwean secondary schools continuously record a low percentage pass rate in their ‘O’ Level Mathematics and English examination despite the introduction of Remedial Education programme since 2008. This has influenced the present study to assess the effectiveness of remedial education in the teaching and learning situations at secondary schools. This chapter also presented the statement of the problem, sub-research questions, purpose of the study, significance of the study, limitations and delimitations of the study, and the definition of terms used in the study. Chapter two will present the review of related literature.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

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 in secondary schools with reference to the theoretical framework of Brain Based Learning Theory that informed the study. In this study, the purpose of review of related literature is to identify gaps in existing knowledge that should be filled in by the research. The literature will be 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? In the subsequent section, conceptual framework to provide an understanding of effective remedial education in the teaching and learning situation and visualise the direction of research is presented.
2.2 Conceptual framework

Conceptual framework is a structure of assumptions and principles that hold together the ideas comprising a broad concept under the study (Miles, Huberman and Saldana, 2014). It comprises the system of concepts, assumptions, expectations or beliefs that support and inform the meaning of the phenomenon under the study (Miles and Huberman, 1994; Robson, 2011). The above sources define conceptual framework as a visual or written product that explains, either graphically or in narrative form, the main things to be studied. Generally, remedial education refers to the instructional programme which is designed to bring students who are lagging behind up to the level of achievement expected by their academic level, (Smith and Wallace, 2011). It is often referred to as developmental education or compensatory education. According to Oxford dictionary, remedial is a process of setting right something that is wrong. Therefore, in remedial education, teachers correct or teach concepts that have not been understood or have been missed by a student thereby affecting the learning of future related concepts. Remediation also pre-supposes that a student will be able to learn and understand better any concepts (Ozden and Gultekin, 2008). Some studies contend that remediation is used when students lack a certain skill or ability, but still possess the ability to master that skill (Ozden and Gultekin, 2008; Chireshe and Mapfumo, 2002). Remedial education requires teachers to provide direct evidence-based instruction to clarify skills or concepts with which students are struggling. Cox (2003) and Georgia (2010) also agree that remedial education is an instructional programme and strategy for students in grade 6 – 12 who have identified deficiencies in reading, writing and mathematics.
The term remedial has medical connotation and implies providing a cure for an educational illness (Conroy, 1993 in Ozden and Gultekin, 2008). Semantically, it suggests an activity which rectifies a deficiency or corrects some disability or disease. The medical analogy inherent in this model implies that the student has something wrong with him/her that is curable. Basically, remedial education is a type of clinical teaching (Abu Armana, 2011). It is a “… spiral process of assessment – re-assessment” (Tseng, 2008:9). After the teacher diagnoses students’ learning difficulties, a remedial teaching will be designed in accordance with students’ needs in order to correct learning problems and improve the pass rate in public examinations. According to Parker, Bustillos and Behringer (2010), remedial is derived from the Latin word *Remedialis* meaning ‘healing, curing and relieving’. When applied in relation to a student, the term implies the need to remedy or correct “… specific skill deficits….” (Casazza and Silverman, 1996:3). Academically, remedial suggests students have not yet acquired the necessary skills for success at the secondary school level, and, as such their skill deficiencies demand a need for treatment (Clowes, 1980) that is repeated until such time the treatment works (Parker, Bustillos and Behringer, 2010).

Remedial education is a teaching and learning intervention of identifying slow learners and giving them the necessary guidance to help them overcome their learning problems (Abu Armana, 2011). Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics for the remedial students to understand the given topic. Remedial teaching is not revising the topics taught repeatedly. However, careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Tierney
and Gracia (2008) view remedial education or teaching as an alternate approach for the regular classroom teacher in instructing the slow student. It is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow student is known to have.

Selvarajan and Asanthagumar (2012) discovered that remedial education acts as a safety valve for the students who are behind the expected level of achievement. The research further view remedial education as a learning programme which involves diagnosis of specific difficulties, provides suitable remedial measures and provides support to prevent reoccurring of these difficulties again in future. Justifying the use of remedial education in Wales, Brooks (2009) argues that normal classroom teaching does not enable students with specific learning difficulties to catch up but students falling behind their peers need more help to remain in the mainstream. It is, however, my point of view that remedial education should be judged successful only when large numbers of its students return to and remain in the academic mainstream.

Therefore, this conceptual framework gave me a broader way of understanding the concept of effective remedial education in the teaching and learning situation at secondary school level. It assisted me to visualise the meaning and direction of my study on the effectiveness of remedial education in the teaching and learning situation in secondary school in Bulawayo metropolitan province. The conceptualisation or understanding brought by the above concepts, assumptions or beliefs helped me to formulate the research problem, assess and refine my research question, develop realistic and relevant sub-research questions and appropriate data generating methods. In the next section, theoretical framework that guides the evaluation of the effectiveness of remedial education in the teaching and learning situation in secondary schools is presented.
2.3 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 theorise 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 Bulawayo metropolitan province will be guided by the theoretical framework of Brain-Based learning (BBL) theory by Geoffrey Caine and Renate Caine. This learning theory is based on the structure and function of the brain (Caine, 2004). Materna (2000) in Ozden and Gultekin (2008) contends that Brain-based learning aims to enhance the learning potential of the remedial student. The principles of brain-based learning provide a theoretical framework for the effective remediation and teaching process, seeking the best conditions in which remedial learning takes place in the brain (Ozden and Gultekin, 2008). As long as the brain is not prohibited from fulfilling its normal processes, learning will occur (Jensen, 2013).

The principles of brain-based learning propose that effective remediation could occur only through practising real life experiences (Ozden and Gultekin, 2008). Learning becomes more expressive when the remedial student’s brain supports the processes in search of meaning and patterning. Thus, it enables the remedial student to internalise and individualise learning experiences (Wilson, 2013). Therefore, it is important that remedial student should be encouraged to participate in the learning and teaching process actively and that teaching materials be chosen according to their
learning preferences. National Education Association NEA (1994) perceives BBL theory as that which immerses students in a multiplicity of complex experiences and then provides a number of ways for them to process those experiences, including reflections, critical thinking and artistic elaboration. Remedial teacher must create learning environments that fully immerse students in an educational experience. Thus, BBL is a purposeful engagement of strategies that apply to how remedial student’s brain works in the context of education (Jensen, 2013). It suggests that effective remediation in the teaching and learning situations in secondary school requires the remedial teacher to teach the way the student learns. The remedial teacher must design remediation around students’ interest and make learning contextual (Caine and Caine, 2011).

Some researchers advocate that classroom remedial activities should be encouraging and should eliminate the students’ redundant fears and anxiety (Caine, Caine, Mc Clintic, and Klimek, 2005; Ozden and Gultekin, 2008). In short, BBL puts forward some basic principles such as practicing real life experiences in the learning environment, establishing an effective communication with students, and guiding them through their learning processes (scaffolding). Their study contends that Brain-based remedial classrooms are called “brain friendly places.” These classrooms are the learning environments where the remedial student’s brain functions. This implies that effective remediation in the teaching and learning at secondary schools may be located within the remedial student who is free from anxiety eliminated by scaffolding from the remedial teacher and Brain Based remedial classrooms (Brain-friendly places). This opinion has its foundation in Caine and Caine’s Brain-Based learning theory.
According to BBL theory in Gulpinar (2005), every student is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain’s natural learning processes (Caine and Caine, 2011). BBL theory emphasised that humans’ search for meaning is innate (NEA, 1994). The search for meaning comes through patterning. Meaning is more important than just information. According to BBL theory remedial teaching and learning process is formed in three important phases; orchestrated immersion, relaxed alertness and active processing (Wilson, 2013). The main focus of orchestrated immersion is to make the gist of the subject meaningful and vivid in the remedial students’ minds. If the students grasp the gist through various sense organs, retention level of the new input will be increased (Ozden and Gultekin, 2008). The relaxed alertness means challenging remedial students in a proper way but with a low level of threat (Caine and Caine, 1995 in Ozden and Gultekin, 2008). Remedial students need to feel secure so that they can learn. Active processing is the theoretical organisation and internalisation of the meaningful information by students (Caine and Caine, 2011), and should be regarded as a focus on meaningful learning rather than memorisation (Ozden and Gultekin, 2008). This suggests that effective remedial education in the teaching and learning situations in secondary schools require the remedial teachers to provide students with a secure classroom atmosphere which has a rich learning environment challenging them to learn.

In this study, Caine and Caine’s BBL theory is valuable for the evaluation of remedial education in the teaching and learning situations in secondary schools as it allows for an assessment of the
implementation of remedial education at secondary schools. Therefore, secondary schools remedial teachers should structure learning around real problems. For effective remediation, principles of BBL theory require the remedial teacher to create learning environment that fully immerse students in an educational experience and should be student centered (Gulpinar, 2005).

Remedial teachers are requested to eliminate fear in students, while maintaining a highly challenging environment and allowing the student to consolidate and internalise information by actively processing it (Caine and Caine, 1994 in Ozden and Gultekin, 2008). According to BBL, remedial teachers must immerse learners in complex, interactive experiences that are both rich and real. In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about remedial teaching in general (Jensen, 2013). This is what is known as the “active processing of experience.” Therefore, remedial student learns best when content is embedded in experience.

The BBL theory is relevant to the study because of its usefulness in exploring the value or effectiveness of remedial education in the teaching and learning situation in secondary schools as it provides an understanding of how remedial students effectively learn as well as the nature of remediation. It will assist my understanding of how remedial students should learn. Brain-based learning principles will be meant to act as a yardstick against execution of remedial education in secondary schools thereby assisting an in-depth evaluation of the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province. In the next section, review of related literature on how stakeholders (educational
psychologists, educational researchers, remedial teachers, school heads and remedial tutors) define Remedial Education in the teaching and learning situation in secondary school is presented.

2.4 Theories of learning that inform remedial education

2.4.1 Vygotsky’s psychological view of remedial education

Vygotsky proved that the education entails development, but remedial education determines development (Glozman, 2011). 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/herself 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-centred 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-centred, interactive and responsive to remedial students’ personal interests and needs (Johnson, 2004 in Jarrar, 2014). Thus, remedial class is characterised 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).

- What a remedial student performs collaboratively or with some assistance, the student will later perform independently.

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 mediational means (means of assistance or scaffolding) used interpersonally would be internalised and transformed by the student and used intrapersonal (Vygotsky, 1978). 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 Glozman (2011), 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 (Glozman, 2011). The researcher further explains that Vygotskian remediation favours 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 (Glozman, 2011). Vygotsky (1984) in Glozman (2011) 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 (Glozman, 2011). 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 Glozman (2011), 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 (Glozman, 2011). 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, Gloziman (2011) propounds that remedial education is only effective and efficient in interaction with the remedial student’s parents. The main remedial teacher’s duty is an emotional support to the remedial student’ parents. 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 (Glozman, 2011). Vygotskian psychology creates a knowledge base for the practical implications of remedial education in the teaching and learning situation in all countries including Zimbabwe. 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.

2.4.2 Skinner’s psychological view of remedial education

Based on Operant Conditioning learning theory, Skinner believes that remedial education is a function of change in overt behaviour (Kearsley, 2003). Thus, changes in behaviour are a result of an individual’s response to events (stimuli) that occur in the remedial lesson (Sharf and Richard, 2004). According to Skinner’s theory of Operant Conditioning, remedial education should take form of Stimulus-Response (S-R) frames which expose the student to the subject in gradual steps until the remedial student mastered the missed skill (Kearsley, 2003). Effective remedial education requires the student to make a response for every frame and receive immediate feedback. When a particular S-R pattern is reinforced (rewarded), the remedial student is conditioned to respond. The role of the remedial teacher is to establish S-R frames during remediation until correct response is generated (Corey, 2009). Furthermore, there is need for the remedial student to emit responses (missed skill) due to stimulus. During remediation, reinforcement is the key element in the Skinner’s S-R theory to strengthen the desired response (missed skill). The role of the teacher is to provide constant reinforcement such as verbal praise, or a feeling of satisfaction until the student is able to perform the missed skill on his own (Kearsley, 2003). Remedial teacher should ensure that good performance during the remedial lessons is paired with secondary reinforcement such as verbal praise, prizes or good grades.
Kearsley (2003) presents that Operant Conditioning has been widely applied in clinical remedial settings to achieve struggling student’s behaviour modification. Skinner believes that struggling students are basically passive and they need to respond to stimuli for them to master the missed skills. Information should be presented in small amounts so that responses can be reinforced/ shaped (Kearsley, 2003). If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in future. Definitely, Skinner’s psychological legacy sets a course to follow for remedial education in the teaching and learning situation at 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 at secondary schools. According to Skinner (1969) in Jarrar (2014), remedial teaching is arranged into contingencies of reinforcement under which remedial students learn for them to master the missed skills. Remedial teacher need to arrange special contingencies that speed up or stimulate the remedial students to learn and discover the missed concepts.

During remediation, Steele (2005) agrees with Ellis and Pardie (2005) that the application of behaviourist theory to remedial classrooms promotes direct instruction which assist the remedial student to grasp the missed skills during the mainstream lessons. Despite its student-centered and activity based approach, Skinner’s direct remedial teaching has a positive effect on remedial students’ performance due to its interactive learning process (Jarrar, 2014).

According to Steele (2005) Skinner’s Operant Conditioning requires the remedial teacher to breakdown the learning tasks into small manageable segments for remedial student to learn and
complete the tasks easily. Thus, the remedial students will be required to model what the remedial teacher explain and demonstrate until they master the missed skill. According to Jarrar (2014), Skinner’s learning techniques have great values and effect on teaching remedial students who are in need of more care due to their learning difficulties.

According to Cooper (2013), Direct Instruction (D I), as a behaviourist remedial technique, consists of explicit, scientifically based remedial instruction that focuses on interactions between remedial teachers and remedial students and includes the key components of remedial teacher modelling, reinforcement, feedback and successive approximations. From Skinner (1968) in Cooper (2013), active remedial learning is central to D I and is a major component of Skinner’s Behavioural modification model. Skinner believes that remedial students should not sit and passively take in knowledge but should be encouraged to take an action role that includes responding both verbally and nonverbally during the remedial learning process.

2.4.3 Piaget’s psychological view of remedial education

Piaget (1968) in Jarrar (2014) proposes that remedial learning is a dynamic process comprising successive stages of adaption to reality in which remedial student construct missed concepts through interactive learning. Piaget’s cognitive development theory sees motivation as largely intrinsic, because it involves significant restructuring of missed cognitive structures of knowledge through socio-cognitive learning conditions - psychomotor (Perry, 1999 in Jarrar, 2014). Thus, a successful remedial education requires a major personal investment on the part of remedial student
through psychomotor activities. Based on Piaget’s principle of sensorimotor, supportive, intrinsic and remedial strategies are effective as they focus on the remedial students’ ability to create their intrinsic motivation while remediation empowers the students to discover their missed concepts (Jarrar, 2014).

According to Boylan and Saxon (1999) in Jarrar (2014), effective remedial education is based on sound cognitive theory where remediation should be systematic and interactive until struggling students mastered their missed concepts. Piagetian remediation focuses on the conceptualisation of the missed concepts during the mainstream lesson (Ertmer and Newby, 2013). In this sense, instructional explanations, demonstrations, illustrations and examples given by the remedial teacher should be instrumental and interactive to help the remedial student to discover their missed concepts or skills.

According to Cognitive psychology, remedial students have great problems with decoding sounds (reading), vocabulary development, auditory memory for reproducing sound segments (encoding) and grammatical as well as syntactic differences among words and sentences (Boon, 2010). It often seems that such students are not paying attention because they add, omit, or substitute sounds or letters when talking, reading or spelling. Since they are unable to judge sounds in words, they cannot tell whether what they say matches what they see or hear as illustrated below in figure 2.1.
Figure 2.1 Remedial student with great problems in decoding sounds (reading) – Cognitive Psychology

Figure 2.1 illustrates that the remedial student has challenges with decoding sounds when reading, vocabulary development and auditory memory for reproducing sound segments (encoding). What the remedial student says does not match with what she sees from the book. The correct word from the book is ‘steam’ not ‘seam’. The student’s mind cannot register the error which require remediation as an educational intervention. From cognitivists’ perspective (like Piaget), low working memory performance of students has negative consequences for the progress of reading, mathematics and language comprehension (Alloway, Gathercole, Adams and Willis, 2005;
Passolunghi and Siegel, 2001). Therefore, both visuospatial and verbal/auditory working memory deficits contribute to mathematical and reading learning difficulties (Petri, 2016).

When auditory conceptualisation is developed through remedial education, a student’s cognitive will be able to make judgement about sounds in words (Boon, 2010). They become self-monitoring and self-correcting in reading, spelling and speaking. According to Piaget’s sensorimotor theory, remedial teacher cannot teach the child operational logic, grammatical structure of natural language or how to reason about logical contradictions without creating social-intellectual conditions in the classroom that encourage remedial students to perform novel experiments and to discover their own solutions (Zelazo and Barr, 2014). Thus, encouraging the remedial student to feel the motor input from the action of the lips, tongue and mouth in producing speech sounds gives the sounds an additional dimension. Feature and letter recognition; spatial placement; orthographic; lexical; syntactic and semantics are taught by Direct Instruction remedial teaching strategy. For instance, the correct hand movements required for letter formation (muscular memory). According to Piaget (1974, 1975) in Zelazo and Barr (2014), remedial student should act on the world by mental operations that come ‘from the inside’ (cognitive). Through this functional and integrated remedial teaching approach remedial student’s cerebral integration is encouraged, enabling the recognition of letter patterns and the concept of the unity of single words.

It is the present study’s point of view that Cognitivists’ psychological legacy sets a course to follow for remediation at schools and to be used as the yard stick to measure the effectiveness of the remedial education in the teaching and learning situations in secondary schools.
2.4.4 Carl Rogers’ views of remedial education

Several key features of humanistic theory are central to the remedial education approach in schools (Villares, Lemberger, Brigman and Webb, 2011). One of the key principles of the remedial education program is that everyone has the ability to be successful and this aligns with the humanistic principle that Cain and Cain (2011) called having a positive view of the individual as self-actualising. Maslow and Rogers emphasized that people try to make the most of their potential, which they called self-actualisation (Mwamwenda, 2004). Humanistic approach believes that remedial education supports each student’s success in reaching his or her learning goals or selfactualisation (Villares et al., 2011). Humanistic remediation provides tools to support this striving by helping remedial students develop new strategies and skills that can help them to reach their goals. This process leads to greater confidence, increased effort and greater success in reaching their goals (Bandura, 1989). Basing on humanistic perspective, the remedial education stresses to the students not to doubt their ability but to develop their sense of self-efficacy (Cain and Cain, 2011). Humanistic approach believes that remediation helps students to remove conditions that thwart self-actualisation such as negative beliefs and expectations upon Mathematics and English subjects. Remedial teachers should use humanistic notion of making learning more studentresponsive (Bohart, 2003 in Medalia, Revheim and Herlands, 2009).

Educational implication of humanistic principles in remediation is that student-centered nature of remedial instruction helps prevent the frustration that can result from a one-size-fits all learning program in the mainstream (Medalia et al; 2009). The researchers further explain that humanistic
remediation helps remedial students to receive sufficient learning support in a milieu that is conducive to enhancing motivation while promoting a positive sense of self. Therefore, a humanistic remedial teacher should develop a warm, accepting and non-judgmental learning atmosphere (unconditional positive regard) regardless of what the student say or poorly perform. Basing on Rogers’ humanistic principles, the present study believe that unconditional positive regard is essential to healthy psychological development during remediation. Therefore, remedial education will be effective if corrected skills are relevant to what the remedial student want to do in future (self-actualisation).

2.4.5 Gestalts’ view of remedial education

Individual remedial students with a weakness in comprehension do not create mental images of the words and concepts presented. Instead of processing the "whole" or "gestalt" of the information presented, they tend to connect only to "parts" of what they read or hear (Boon, 2010).

Such students may present with some of the following characteristics: weak oral/written expression, weak reading/written comprehension, spelling problems, poor concentration; confusion when presented with multiple bits of information; slow in processing information and finally poor short term memory as illustrated Figure 2.2:
Figure 2.2 Remedial student with weakness in comprehension

Figure 2.2 illustrate the student with difficulties in comprehending the concepts presented and cannot create mental images of the story from the book. Gestalt psychology believes that remediation should initially, focus on the simplest, most basic perceptual-associational elements in reading (Peltzman, 2015). For instance, a student should develop a perception of details within the Gestalt of words and association of sounds with the perceived word elements. The student with poor perceptual skills does not easily make generalisations. Therefore, remediation must focus on a student’s perceptual problems and simplify the work to avoid confusion.
According to Boon (2010), Gestalt psychology believes that remedial teaching helps students to visualise concepts (imagery training) and having them verbalise what is visualised significantly develops language comprehension. The imaging process moves from small units of language (a word) to larger units of language (sentences, paragraphs, pages, chapters). Verbalising requires the organisation of language and the imposition of a logical structure or framework. Visualising incoming information allows remedial students to remember information in sequence and "see" how different concepts relate to each other. From the Gestalt psychology, it is my point of view that remedial education should be judged effective when remediation process at secondary schools include Gestalt principles of learning.

Therefore, synthesis of the theories of learning that explained and inform the ideas comprising effective remedial education were based on the convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning as illustrated on the next page.
The convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning give a broader way of understanding of effective remedial education in the teaching and learning situation at secondary school and assisted the researcher to visualise the meaning and direction of research. Figure 2.3 illustrates that effective remediation requires the perspectives of the four psychologists.

Figure 2.3  The convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning
as follows: Vygotsky – Keep the remedial students in their proximal level of development and teach by scaffolding (Roosevelt, 2008); Skinner – 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); Piaget – create social-intellectual conditions (psychomotor) during remediation (Zelazo and Barr, 2014); and Carl Rogers – help remedial students to develop their sense of self-efficacy and self-actualisation (Villares et al., 2011). By converging the views of remediation from these four psychological perspectives, this Figure 2.3 gives a brand new picture of how students should be effectively remediated. Thus, remedial teacher and student should meet at the center of the convergence model (Figure 2.3 p 44) where, based on all four psychological perspectives, help of the teacher must be interactive and assist the students to discover their missed skills. This convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers gave me a broader way of understanding the concept of effective remedial education in the teaching and learning situation at secondary school level. It assisted me to visualise the meaning and direction of my study on the effectiveness of remedial education in the teaching and learning situation in secondary school in Bulawayo metropolitan province.

The aforementioned studies by international researchers and psychological principles of learning show that remedial education is a type of clinical teaching that provide a cure for an educational illness. Psychological principles from Vygotsky, Skinner, Piaget, Carl Rogers and Gestalts believe that educational remedial help must be interactive and adjusted in accordance with the remedial student’ achievement. Using a qualitative methodology with a multiple case study method, the present study sought to assess the secondary school remedial teachers’ conceptualization of
remedial education in order to establish and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

2.5 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 (Holmlund and Silva, 2009; Abu Armana, 2011; and Gutierrez and Rodrigo, 2011).

Post-secondary institutions from various developed States identify underprepared remedial students by administering placement test or by using standardised 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 (Calcagno & Long, 2008, 2009). 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 (Panlilio, 2012).

According to the study by Jacob and Legren (2002), the Chicago Public Schools (CPS) instituted an accountability policy that tied summer or remedial school to performance on standardised 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 depict 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 (Westhood, 2007).

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 round 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 (Tonner, 2005). Therefore, effective In-class or On the Spot remediation is only possible through the support of TAs (Kerry, 2001).

According to Abu Armana (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 (Chang, 2001 in Arbu Armana, 2011). The supplementary remediation is a remedial programme that focus 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 need 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 and Rodrigo, 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 Jacob and Lefgren (2002) 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 (Jacob and Lefgren, 2002). 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. Allington and Bennett (2009) in 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).

Jacob and Lefgren (2002) 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 (Jacob and Lefgren, 2002).

Guidelines on remedial education issued by the Ireland Department of Education (1988) 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 appeal to the interest of the student and inspire 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 Whitmores (1980) in 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 (Sass, 2008; Miller, 2011; Cook, 2015). A skill-based deficit exists when a student has not learned how to perform a given behaviour or skill (Seehorn, 2015). 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 (Sass, 2008; Cook, 2015). Since direct skill-based remedial lesson is presented in a sequential order moving from a specific, smaller concept to larger idea (Sass, 2008), 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. I believe that the above post-secondary school research findings have not been used extensively as reference in secondary school remediation research and influenced the present study to assess and describe the effectiveness of the remedial education in the teaching and learning situations in secondary schools in the Bulawayo Metropolitan Province.

Various developed countries use the Individualised 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 (Rohraff, 2014; 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 (Sass, 2008). 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 (Roe, 2008; Sass, 2008).

Basing on the above studies on the implementation of remedial education at primary schools, secondary schools and tertiary education in developed countries, it was in the interest of this qualitative study with multiple case study method, to learn from the secondary school remedial teachers, school administrators and remedial tutors regarding the implementation of the programme in order to establish and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

2.5.1 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 provide 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 (Wekesa, 2015). For effective learning, Neil (1997) in Wekesa (2015) 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 were 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 (Montague, Hoffman and Huntsberger, 1993). According to Huang (2009) in 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 (Otto and McMenemy, 1983; Montague et al., 1993; Aguele 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 in secondary schools in Bulawayo metropolitan province.

Tutoring with the use of Teaching Assistants (TAs) is another popular remediation strategy for struggling students in Nigeria (Aguele 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 (Aguele 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.

2.5.2 Implementation of remedial education programme at schools in Zimbabwe

The implementation of Zimbabwean primary school remedial programme was officially declared and guided by the CEO Circular Minute Number 12 of 1987 (Chireshe and Mapfumo, 2002; Ndebele, 2014). The Zimbabwean secondary schools remedial education was also communicated out and guided by the Educational Director’s Circular Number 26 of 2008 called the ‘guidelines on the implementation of remedial work at secondary school level’. The Circular Number 26 of 2008 provided guidelines for the implementation of remedial work at secondary school level. The circular also placed on every Zimbabwean secondary school the responsibility of providing remediation to all remedial students under its jurisdiction.

According to Chief Education Officer (CEO) circular minute number 12 of 1987, selection of remedial students at Zimbabwean primary schools is based on selection tests provided by the Schools of Psychological Services or Special Needs education (SPS/SNE). Students who are eligible to take remedial lessons are selected through specially designed standardised diagnostic
tests supplied as appendices to the CEO Minute number 12 of 1987 at the end of their third year in the primary school (Ndebele, 2014). Thus, primary school students suspected to be having specific learning difficulties are given Mathematics and English language diagnostic tests, by the school’s remedial teachers at the beginning of every year (Chireshe et al., 2003). This concurs with Ndebele (2014) who notes that primary school students in Zimbabwe are tested at the beginning of grade four to determine their English proficiency and those who fall below a certain predetermined score are placed on a generic remedial programme offered by a specially designated teacher. Then it is the responsibility of a department of Schools Psychological Services (SPS) in the Ministry of Primary and Secondary Education to monitor and assist on matters pertaining to remedial education (Ndebele, 2014). According to Mpofu (2001) in Mutepfa, Mpofu and Chataika (2007), the primary school remedial teachers may, however, use the student's performance on the regular curriculum as a basis for selecting remedial students and determining the areas in which remedial instruction is needed. Sometimes, remedial teachers may have access to the results of diagnostic attainment testing by district remedial tutors from the SPS & SNE (Mpofu & Nyanungo, 1998).

The Zimbabwe Education Director’s (ZED) Circular Number 26 of 2008 announced that the ideal target group of students for secondary remediation would be at form one. After a term of learning it should be possible to identify those learners who, for whatever the reasons, have not been able to make meaningful adjustments in their new learning environments and therefore require remediation. According to ZED’s circular Number 26 or 2008, the most thing secondary schools remedial teachers to remember at form one to four level is the sensitivity of the teenagers to failure.
In this regard, a remedial programme should be structured in such a way that it is a motivational strategy and not a source of stigma.

According to the ZED’s circular number 26 of 2008, selection of students for remediation at secondary school level in Zimbabwe should also include referral system either by subject teachers or department. At schools where Guidance and Counseling programmes are being effectively implemented, student with learning difficulties in any subject area should not shy to come forward and request for assistance. The circular continues by saying that subject teachers and departments should develop screening instruments that they can use to identify remedial students. Although the ZED’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 is silent about which type of instrument, how and when to design and administer it. This is clearly a burning area which needs to be confirmed by this research to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools because development of instruments to determine intelligence worldwide is done by qualified educational psychologists.

The ZED’s Circular Number 26 of 2008 also announced that Schools Psychological Services and Special Needs Education Officers should be called in regularly to assist with the assessment process and provision of instruments that are standardized so that there is uniformity in the
secondary school level remedial system. This Zimbabwean secondary school level remedial policy required all secondary schools remedial teachers to carry out regular class screening, subject by subject, and should be sensitively done to reduce stigma that can be easily attached to the teenagers and this will assist in making the selected remedial students drive the programme. However, it is my personal view that this is clearly a worrying area which needs to be confirmed by this research to establish the effectiveness of remedial education in the teaching and learning situation at secondary schools in Bulawayo metropolitan province.

According to the requirements of the Zimbabwean SPS/SNE, the organization of the remedial education programme in primary schools is entrusted to the school heads (Kasayira et al., 2004). Thus, the selection of the teachers to implement the programme is entirely the School Head’s prerogative. Each Zimbabwean primary school head is asked to nominate a teacher in mathematics remediation and another in reading remediation, who would carry out the remedial work on at least two afternoons each week (Ndebele, 2014). At the secondary school level, heads of departments can, whenever circumstances permit, choose experienced and patient teachers to handle the remedial classes (ZED’s circular number 26 of 2008).

However, teachers running the remedial programme are not specialist teachers (Chireshe et al., 2004). They should gain relevant knowledge for remedial teaching through in-service programmes, seminars, workshops and demonstration sessions mounted by remedial tutors (CEO circular minute number 12 of 1987). CEO Circular Minute Number 12 of 1987 expects remedial teachers
to attend in-service trainings, workshops and seminars organised by School Psychological Services staff for them to develop skills on remedial education. According to Ndebele (2014), newly appointed remedial teachers are required to undergo training by the experienced and specialized remedial teachers.

In consultation with school heads, the remedial teachers in Zimbabwean primary schools decide on days feasible for them to conduct remedial education (Ndebele, 2014). According to CEO Circular Minute Number 12 of 1987, remedial lessons at Zimbabwean primary schools must be done at least twice a week for a duration of thirty minutes. Even a study by Muteapa, Mpofu and Chataika (2007) portrays that remedial education at Zimbabwean primary schools is offered in maths and reading for two hours a week by a team of regular classroom teachers or selected remedial teachers (Muteapa, Mpofu, and Chataika, 2007). This supplemental remedial instruction is geared to each remedial student's unique learning needs. In Zimbabwe, Educational Director’s Circular number 26 of 2008 unfold that remediation at secondary school level should be done at least twice a week. Since remediation is a short term exercise, students will wean off at different times and when the teacher feels their individual problems have been solved (Kasayira et al., 2004).

Remediation has to be timetabled for sessions of one hour duration each on two separate days a week (Chireshe et al., 2004). Thus, time for remedial lessons must appear on the master timetable in the school head’s office and remedial teachers have to be exempted from some if not all extracurricular activities (Ndebele, 2014). According to ZED’s Circular number 26 of 2008, Zimbabwean secondary schools are required to avoid situations where learners’ interests in other
activities (like sports) are compromised through inappropriate timetabling which results in conflict of interests.

In Zimbabwean primary schools, struggling students served with clinical remediation take the full curriculum in mainstream classrooms and receive clinical remedial instruction as needed (Mutepfa, Mpofu, and Chataika, 2007). The clinical remediation is designed to target the student’s specific learning difficulties rather than the broader curriculum competencies (Mpofu, 2001 in Mutepfa, Mpofu, and Chataika, 2007). Furthermore, remedial education at primary school is provided in small groups to remedial students perceived to have similar learning needs or skills deficits.

According to Ndebele (2014), the responsibility of the remedial teacher in Zimbabwean primary school is to provide remediation that is suitable for the struggling student and to keep records of an individual remedial student’s area of need and performance as well as assistance given. The researcher further explains that Zimbabwean primary school students are kept in the remedial programme for six months to two years. Therefore, the primary school remedial teacher in liaison with the class teacher should be satisfied that the remedial student has overcome his or her difficulties but those remedial students who do not show improvement over a period of two years, a referral note is written for a School Psychologist’s attention (Ndebele, 2014).

According to CEO Circular Minute Number 12 of 1987, every Zimbabwean primary school is required to keep a remedial file in which all information pertaining to remedial education in the
school is kept. Termly reports by both remedial teachers and heads of schools are to be submitted to the District Remedial Tutor before the end of each term (Ndebele, 2014). However, the above local studies show the practical implementation of remedial education at primary school level in Zimbabwe without mentioning Zimbabwean secondary schools. Using a qualitative methodology with multiple case study method, the present study sought to find out the implementation of the programme from secondary school remedial teachers, administrators and remedial tutors in order to establish and describe the effectiveness of remedial education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province.

2.6 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 and Rodrigo (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. Bettinger and Long (2008) 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. Results from the study by Abu Armana (2011) present that most of schools in Gaza offer afterschool and summer-school remedial programmes improved learning deficits of remedial student. Allington and Bennett (2009) in Abu Armana (2011) portray remedial programmes
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 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 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 Rosenbluth, Gwendolyn and Reed (2002) in 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 their basic skills in English and have a high positive attitude towards the remedial education. The remedial education program should be able to remedy the students’ common mistakes in solving the Mathematics problems 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 assist 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 (Aguele 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. In fact, a study by Miller (2011) shows that the brain actually changes in a fundamental way to improve its performance when engage 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 consummate 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 Bulawayo metropolitan province.
2.7 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 (Tierney and Gracia, 2008; Gutierrez and Rodrigo, 2011; Elmetwally, 2012). 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 (Townsend, 2007). 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 (Townsend, 2007). 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 and Rodrigo, 2011) thereby compromising the effectiveness of remedial education. The above findings from developed countries’ literature agree with results from Manyumwa et al. (2013) and Ndebele (2014) that primary school remedial teachers in Zimbabwe were poorly trained for remedial teaching. The above researchers discovered that primary school remedial teachers did not have crafted competence to administer remedial treatment and seriously hampered the implementation of remedial education programme at primary schools.

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 (Townsend, 2007). 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 and qualified for the program to be effective in the teaching and learning situations.

According to Gutierrez and Rodrigo (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 (Moussu, 2010 in 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. This is in agreement with Ndebele (2014) that remedial materials for use by both primary school remedial teachers and students in Zimbabwe were grossly inadequate. Therefore, the use of remedial education had a very little positive effect on the performance of students in learning English at university level in the Arab world and Zimbabwean primary schools. In view of the above literature, the present study would like to assess whether remedial learning materials
for use for both teachers and students are adequate in order to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

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 achievers (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 demoralising, 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 demoralised 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 sought to assess whether the above scenario also applied in Zimbabwean secondary schools for the establishment of the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

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 (Elmetwally, 2012). Some students report to have developed a negative attitude toward remediation and this compels them to assume a passive approach to learning (Tremblay, 2011). They put little or no effort to remedial lessons. This agree with Ndebele (2014) that the effectiveness of remedial education at primary schools in Zimbabwe was affected by the negative attitude developed among remedial students. This reiterated with the findings from Tierney and Gracia (2008) that remedial education in all learning institutions were 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. Townsend (2007) 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 school in Zimbabwe. The above researchers indicate that certain parents wish to withdraw children from schools. Therefore, the present study sought to establish if the above is applied to Zimbabwean secondary schools to determine the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

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 was not helped by their remedial interventions which emphasizes streaming and labelling of students (McNicholas, 1983). 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 stigmatisation 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 labelled 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 labelling 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 sought to establish if the above applied to Zimbabwe in order to confirm the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

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 (McNicholas, 1983). 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 Wells, Blendinger and Greenberg (2000) 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 sought to assess whether the above applied to Zimbabwean situation in order to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province.

A study by Rujukan (2007) 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 cornerstone of remediation.

Timetabling of remedial lessons was inappropriate and conflicted with the teachers’ interests in South African secondary schools (Townsend, 2007). 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. In Zimbabwe, Ndebele (2014) presents that the remedial programme was poorly slotted in the primary school timetable. The researcher disclosed that remedial lessons were in the afternoon while other students were engaged in sports activities. In brief, it was concluded that most of primary school remedial teachers felt that it was unfair for the remedial students to miss their co-curricular activities. 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 sought to assess the effectiveness of remedial education in the teaching and learning situations in secondary schools in Bulawayo metropolitan province.

In the Zimbabwean primary schools, Kaputa (2012) writes that there has been a lack of clear explanation of learning deficit in the Zimbabwean remedial programme and remedial teachers were providing remediation to their students without the underlying theoretical framework of the
programme. The other challenge which confronted Zimbabwean primary school remediation was that the remedial programme has seen a drastic decline and shifted towards parent initiated extra lessons (Kaputa, 2012). The above challenge resulted in teachers abandoning the remedial programme and in parents turning to private tutorial programmes.

The remedial programme at Zimbabwean primary schools as presented by Chireshe 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 Zimbabwean 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 (Mpofu, 1999; Tambara, 2001; Mutepfa, Mpofu and Chataika, 2007). In view of above Zimbabwean perspective and related literature, the present study sought to establish if the above applied to secondary school remediation in order to confirm the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province.

2.8 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 (Muchemwa, 2014; Manyumwa, Manyumwa and Mutemeri, 2013; Abu Armana, 2011; and Crowe, 1998). 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 in Rafa, 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 (Townsend, 2007) and in Malta (McNicholas, 1983) 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), Muchemwa (2014) and Ndebele (2014) 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 need 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. In Rafa, 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 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 Bulawayo metropolitan province.

Manyumwa, et al. (2013) suggest that the Zimbabwean Ministry of Primary and Secondary education need to revise the Chief Education Officer (CEO) Circular Number12 of 1987 for remediation as one of the mitigation 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 standardised 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 recognise 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 secondary school remediation in Zimbabwe may be addressed.

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 militating 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, Mayumwa 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 inservice 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 Kezar (2000) in 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 Mukoko and Mdlongwa (2014) 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) suggests that Zimbabwean Ministry of Primary and Secondary Education should recruit more trained and qualified remedial teachers to promote effective remediation at primary schools. By considering the above researcher’s recommendation, I believe remedial education in the teaching and learning situation at secondary school in Bulawayo Metropolitan Province will be effective.

2.9 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 were 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 3

RESEARCH METHODOLOGY

3.1 Introduction

The procedures for collecting and analysing data necessary to react to a problem can effectively guide the researcher to achieve the objectives of the study. Rajasekar, Philominathan and Chinnathambi (2006) observe research methodology as the procedures by which researchers go about their work of describing, explaining and predicting phenomena. It is understood as the ways of obtaining, organising and analysing data (Polit and Hungler, 2004). The major aim of this research methodology is to provide the work plan of the research study to establish the effectiveness of remedial education in the teaching and learning situation in Bulawayo Metropolitan secondary schools. Therefore, this chapter will provide the research paradigm of this study and its justification. The case study design which is qualitative will be described in this study. Justification for adopting the case study design to assess and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province will be presented. The questionnaires and interview guides as instruments for this study will be explained. Sections on how data will be collected and analysed as well as ethical considerations that guide the research when collecting data will be presented. The following section presents the research paradigm for this study.
3.2 Research paradigm

Scientific research is often carried out within a specific paradigm, a basic set of beliefs or world view that guide an action. Creswell (2009) and, De Vos, Delport, Fouche and Strydom, (2012) observe a paradigm as a set of basic beliefs to the research study or a model containing a set of legitimated assumptions and a design for collecting and interpreting data. Research paradigm is composed of certain philosophical assumptions that guide and direct thinking and action throughout the research study (Mouton, 2009). According to Ladbrook (2009) in Chimhenga, (2014), the purpose of research and how it will be conducted is influenced by the researcher’s chosen paradigmatic beliefs. They are central to research design because they impact on both the nature of the research question and on the manner in which the research question is to be studied.

The research philosophy or set of beliefs that informed the conduct and writing of this research was constructivism (Creswell, 2009). Mertens (2005) and Creswell (2009) state that in this phenomenological world-view, individuals seek understanding of the world in which they live and work. Constructivists claim that truth is relative and that it is dependent on one’s perspective (Baxter and Jack, 2008; Yin, 2003). Therefore, constructivism philosophy or approach to research provided me with an opportunity to understanding “… the world of human experience …” (Cohen and Manion, 1994:36), and reality was socially constructed (Mertens, 2005) in order to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province. This paradigm assisted me to assess, from the remedial teachers, secondary school administrators and remedial tutors’ personal views, the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo
metropolitan province. This paradigm is significant to this study because it recognises the importance of the subjective human creation of meaning over the research question. Constructivism is built upon the premise of a social construction of reality (Creswell, 2009). This philosophy established a close collaboration between me and my participants (Baxter and Jack, 2008). Participants of this study were able to describe their views of reality regarding the effectiveness of remedial education in the teaching and learning situation in secondary schools and empowered me to better understand the participants’ actions (Yin, 2003). The constructivist researcher tends to rely upon the “participants’ views of the situation being studied” (Creswell, 2009) and recognises the impact on the research of their own background and experiences. Thus, this philosophy helped me to understand the context of remedial education in secondary schools from the perspectives of the participants. My main duty was to make sense or interpret the constructed meanings participants had on the effectiveness of remedial education in the teaching and learning situation in secondary schools. Constructivism does not generally begin with a theory but it generates or develops a theory or pattern of meaning (Creswell, 2009) throughout the research process. Thus, constructivism philosophy enables building of new theory through interaction, hence generating new knowledge (Creswell, 2007) on the effectiveness of remedial education in the teaching and learning situation in secondary schools.

3.3 Research methodology

Basing on constructivism paradigm, this study used qualitative research methodology. According to Struwig and Stead (2001), qualitative research methodology allowed me the researcher to
understand the participants’ thoughts, feelings and viewpoints on the phenomenon under then study. Mouton (2001), explains the qualitative research methodology as a naturalistic research method that describes and evaluates the effectiveness of remedial education programme in secondary schools in its natural settings. Mouton (2001) continues to explain that the strengths of qualitative research to me the present researcher are the establishment of trust and rapport with research participants. This qualitative research methodology minimised suspicion and distrust, and allowed for an increase in trust and credibility with my research participants. The present research opted for a qualitative research methodology to influence suitable methods of data collection because it afforded me the opportunity to record and understand the participants’ views regarding remediation on their own terms and lived experiences. It allowed me to use interviews and open ended questionnaires to draw suitable data from the small size of the sample for this study (Creswell, 2009). Using the qualitative research methodology to data collection and analysis, it also encouraged generation of data related to the genuine concerns and viewpoints of secondary school remedial teachers, secondary school administrators and district remedial tutors regarding the effectiveness of remedial education in the teaching and learning situations in secondary schools. In so doing, a relationship of trust and truthfulness was established with the participants during the interview sessions, eliciting trustworthy and valid responses, which was necessary for this study.

Criticisms of this methodology revolved around issues of trustworthiness, reliability and generalisability but measures to ensure trustworthiness was put in place to circumvent the limitations. Like any other qualitative researcher, I experienced challenges of credibility,
dependability and confirmability of the generated findings to establish trustworthiness, reliability and generalisability of the data. To address the challenge of credibility, believability or degree of confidence of the generated findings, personal interaction with remedial teachers, secondary school administrators and remedial tutors as multiple sources of data and assessment of their perception on the effectiveness of remedial education in the teaching and learning situation in secondary schools using triangulation technique to promote trustworthiness of data was carried out. To address challenge of dependability or consistency of findings, I asked the interview participants to check and verify (member checking) what I have documented and correctly interpreted their views to establish trustworthiness of data. Finally, to address challenge of confirmability or check whether what was said still the same, rereading of the open-ended questionnaire transcribed responses and interview transcripts repeatedly to check whether the same themes kept coming up and whether there were contradictory themes was carried out. Member checking with the interview participants to verify the interpretations and conclusions of their contributions reached was also personally administered.

3.4 Research Method

Research method is a blueprint for conducting the qualitative research study in such a way that maximum control will be exercised over challenges that could interfere with the trustworthiness of the research findings (Creswell, 2013). It is a road map that determines the most appropriate route to take when carrying out qualitative research study (Yín, 2009). According to McMillan and Schumacher (2010) the research method is the chosen overall plan for generating answers to the research questions guiding the study. In this study, multiple case study was considered a suitable research method to assess and describe the effectiveness of remedial education in the teaching and
learning situation in secondary schools in Bulawayo Metropolitan Province. A multiple case study is an in-depth study of a particular situation rather than a sweeping statistical survey (Gustafsson, 2017; Johnson and Christensen, 2014; Baxter and Jack, 2008). Within this study, a multiple case study research method was used to explore a real-life, multiple bounded systems (‘cases’ like Bulawayo Metropolitan Province secondary schools providing remedial education) over time, through detailed, in-depth data generation techniques involving multiple sources of information (Gustafsson, 2017; Creswell, 2013; Creswell, 2009). It is a method used to narrow down a very broad field of research into one easily researchable topic (Shuttleworth, 2008).

A multiple case study provides more realistic responses for the phenomenon under the study from multiple perspectives rooted in a specific context (Baxter and Jack, 2008; Ritchie and Lews, 2003). Yin (2003) defines a multiple case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The main aim is to understand multiple participants (for instance, secondary school remedial teachers, administrators and remedial tutors from different secondary schools and SPS district offices) in a social context by interpreting their actions as a single group or community, hence the case. The present study opted for multiple case study as an action plan or method because it allowed a lot of primary data generation using multiple techniques from multiple bounded systems (Creswell, 2009; Baxter and Jack, 2008). The goal was to replicate findings across multiple bounded systems or secondary schools providing remedial education (Yin, 2003). Multiple case study also allowed me, the present researcher, to generate a variety of participant perspectives over the phenomenon under study (Ritchie and Lews, 2003). Thus, the method helped me to explore multiple perspectives from secondary school remedial teachers,
administrators and remedial tutors on the effectiveness of remedial education in the teaching and learning situation in secondary schools (Baxter and Jack, 2008). It assisted me to predict similar (literal replication) or different perspectives across cases (Bulawayo Metropolitan Province secondary schools providing remedial education) and to analyse within each setting and across settings or secondary schools (Yin, 2003). With multiple case study approach, all generated evidences on the effectiveness of remedial education in the teaching and learning situations at secondary schools were interpreted to arrive at the best possible responses to the research question(s). As a result, this research method allowed me to gain a sharpened understanding of the implementation of remedial education in the teaching and learning situation in Zimbabwean secondary school in order to describe its effectiveness.

Multiple case study research method can be criticised for cumbersome data but themed data segmentation technique assisted me by sorting and classifying generated data into themes to gain a sharpened understanding of the phenomenon under study and effective analysis. Another challenge experienced from this research method was that the sample used was small to generate information applicable to other provinces. However, I used detailed data generating techniques such as triangulation and member checking to in-depth exploring a multiple bounded systems (cases) of Bulawayo Metropolitan Province secondary schools providing remedial education repeatedly, overtime. During that exploration of secondary schools providing remedial education, I discovered that some of the participants in this study had a teaching experience from outside Bulawayo Metropolitan Province Secondary schools and they supplied me with knowledge that may be generalised in other Zimbabwean provinces and elsewhere.
3.5 Population

Struwig and Stead (2001) as well as Burns and Grove (2009) assert that a research population has certain characteristics that can be completely homogeneous, and of interest to the researcher. According to McMillan and Schumacher (2010), research population refers to the whole group of individuals from which a sample is drawn and to which results can be generalised. Thus, it is a restricted group of people in which the researcher is interested in gaining information regarding a certain phenomenon that occurs in their midst and how they make sense of it. In this study the population was comprised of 50 secondary schools in Bulawayo Metropolitan Province with an approximate target population of 250 Remedial Teachers, 50 School Administrators and 10 Schools of Psychological Services Remedial Tutors at district level. The researcher used this population because it was a source of rich information for the study. These remedial teachers were specialised remedial teachers appointed by school heads as well as Form one to four English and Mathematics teachers in Bulawayo Metropolitan Province secondary schools. School administrators were, at one time school heads, heads of Mathematics or English Language department at Bulawayo Metropolitan Province secondary schools. Therefore, the approximate total target population of this study was 310 people. It is from this whole population that the present researcher selected participants for this study as discussed in the next section. The target population might not be manageable due to its size, location and distribution. For this reason, the target population was scaled down to the accessible or manageable study population (Johnson and Christensen, 2014) which involves secondary schools that were providing remedial education in Bulawayo Metropolitan Province and which were also data rich sources with regard to the effectiveness of remedial education in the teaching and learning situation in secondary schools.
The specialised remedial teachers and form one to four English and Mathematics teachers were used in this study because they were the implementers of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province in Zimbabwe. They will be in a position to give the required information regarding the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. Secondary school heads and heads of Mathematics or English Language department as School administrators and district remedial tutors, as the main remedial education policy implementers, were directly involved with the implementation of remedial education in secondary school in Bulawayo Metropolitan Province. They were also suitable potential participants of this study because of being rich data source of information relevant for describing the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. The next part will discuss the target sample of the study.

3.6 Sample

According to Best and Kahn (1993), sample refers to a small group of population selected for survey and analysis. Thus, a sample is described as a small, selected group from the population chosen to fairly represent this section of the population (Neuman, 2006; Johnson and Christensen, 2014). In this study, the chosen sample was made up of purposively snowballed selected secondary school remedial teachers who voluntarily responded to the questionnaires. I, the researcher, also used data saturation principle to obtain a sample from secondary school administrators and district remedial tutors who voluntarily participated in the interviews. Therefore, the sample size of 50
snowballed participants was determined by data saturation where no new or relevant information seems to image (Creswell, 2007; Johnson and Christensen, 2014). During the data generation process, I finally came to a point at which the data saturated. I was no longer finding new information that adds to the generated knowledge.

This study was limited to a small group of remedial teachers, school administrators and SPS remedial tutors which is acceptable and typical of qualitative research. These participants were therefore the small group of knowledgeable and informative remedial practitioners in secondary schools. In this regard, McMillan and Schumacher (2010) maintain that qualitative researchers investigate in-depth small, distinct groups as the researcher was concerned with understanding the social phenomena from the participants’ perspective. The researcher focused on the detail and quality of an individual participant or small group’s opinion, feelings, experience and facts (Mpya, 2007) on the effectiveness of remedial education in the teaching and learning situation in secondary schools. The next section discusses the snowball purposive sampling procedure used in this study.

3.7 Sampling procedure

Latif and Maunganidze (2003) state that sampling procedures are important because they allow the researcher to generate information economically and give each person an equal chance to be selected. In this study, snowball purposive sampling method was used. According to Creswell (2013) and Neuman (2006), snowball purposive sampling is a procedure for building a sample based on individuals or groups judged as being appropriate and rich in information for the study.
that is underway. Maree (2007) states that purposive sampling means choosing participants according to pre-selected criteria relevant to a particular research question. The snowball purposive sampling only follows the rule that the participants should be individuals who are rich in information related to the phenomenon under study (Johnson and Christensen, 2014; Creswell 2013; Struwig and Stead, 2001). McMillan and Schumacher (2001) further recommend snowball purposive sampling for this qualitative research because the research participants (sample) that are chosen are likely to be knowledgeable and informative about the phenomena I, the researcher, investigated. In this study, the sample was drawn from secondary schools providing remedial education through snowballing technique to maximise the depth of data that was elicited (Johnson and Christensen, 2014). In the beginning of the research study, few knowledgeable, informative and volunteered participants were identified through the department of Schools of Psychological Services/Special Needs Education (SPS/SNE). Then, each research participant was asked to identify one or more additional potential research participants who voluntarily participated in the current study (Johnson and Christensen, 2014; Creswell 2013). These selected sample were desirable participants for me the researcher to gain insight about their perception of the effectiveness of remedial education in the teaching and learning situation in secondary school in Bulawayo metropolitan province. According to Barbour (2008), I, the researcher, snowball purposefully selected the research participants who had an experience in remedial work and teaching Mathematics plus English Language in secondary schools.

Another condition for snowballing sample selection was that all the participants were to be active remedial practitioners and familiar with the demands within the present educational system. Thus,
snowball purposive sampling procedure resulted in identification of rich data sources (Johnson and Christensen, 2014; McMillan and Schumacher, 2001; Struwig and Stead, 2001). However, snowball purposive sampling can be hampered by attrition and can consume time when looking for rich data sources. In the context of this study, the researcher used the experts in education such as remedial tutors from SPS/SNE and school heads to identify the rich data sources for the sampling method to be less costly in terms of time consuming. The researcher selected a sample that was truly representative of the population in order to generate results that can be effectively generalised in the entire secondary schools population. In the next section, data generating instruments will be discussed.

3.8 Data generating instruments

Data generating instruments in this study included the researcher as a main instrument, open-ended questionnaire and interviews aiming to obtain information on effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

3.8.1 Researcher as a main instrument

I was the major instrument as advised by Creswell (2007). The qualitative researchers collect data themselves through personally administering open-ended questionnaires and interviewing participants. According to Creswell (2007), qualitative inquiry is for the researcher who has a strong commitment to extensive time in the field. As a qualitative researcher, I spent many hours in the field, collecting extensive data, and laboured over field issues of trying to gain access,
rapport, and an insider perspective. Thus, I administered questionnaires and conducted interviews personally. Using researcher as the main instrument allowed me to establish rapport and trust with my participants as well gained an access and insider perspective. This data generating instrument allowed me to understand the participants’ thoughts, feelings and viewpoints on the phenomenon under the study. It also allowed me to exercise maximum control over challenges that could interfere with the trustworthiness of generated findings.

As a main qualitative data generating instrument, I experienced challenges of credibility, dependability and confirmability of the generated findings to establish trustworthiness of the data. To address credibility or degree of confidence of the generated findings, I interacted with the secondary school remedial teachers, administrators and remedial tutors as multiple sources of data and assessed their perception on the phenomenon under the study using triangulation to promote trustworthiness of the data. To address the challenge of dependability of the findings, I asked interview participants to check and verify (member checking) what I had documented and correctly interpreted their views to establish trustworthiness of the data. Finally, to address the challenge of confirmability, I reread the open-ended questionnaire transcribed responses and interview transcripts repeatedly to check whether the same themes kept coming up or contradicting.
3.8.2. Open-ended questionnaire

An open-ended questionnaire (see Appendix B) was developed to generate data related to the effectiveness of remedial education in teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. Best and Kahn (1993) view the questionnaire as a data generating instrument through which participants answer questions or respond to statements in writing. It is a document containing questions designed to solicit information appropriate for analysis. Questionnaire was used to collect information from participants about their attitudes, knowledge, beliefs and feelings (Babbie, 2009) towards the effectiveness of remedial education in the teaching and learning situation. In this study, self-administered open-ended questionnaires were presented to purposively select 40 remedial teachers in Bulawayo Metropolitan Province secondary schools. Delport (2003) defines self-administered open-ended questionnaire as personal questionnaire handed to the participant who completes it on his or her own. For this study, participants were free to provide as much information as they wish to provide since they were not required to disclose their names or any information leading to their identification.

To increase the questionnaire’s validity and reliability, I ensured that the questions were framed in a language that most if not all participants would understand. I also ensured that bias questions were avoided through ensuring that the questions used have to be approved through rigorous item analysis, testing and checking with my supervisor’s opinion. I used open-ended questions to allow the participants to provide answers that express their own experiences with remedial education in teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. The
open-ended questionnaire was deemed an appropriate tool of collecting data for this research because it sets out the questions in a formal way in order to produce the desired information about the effectiveness of remedial education in the teaching and learning situation in secondary schools. The challenge I experienced when using this data generating instrument was on the returning of the open-ended questionnaires from the participants. Some of the participants were reluctant to return the questionnaires to me. As a qualitative researcher, I developed strong commitment to extensive time in the field. I established rapport and trust with my participants as well gained an access and insider perspective until they voluntarily completed and returned the questionnaires.

3.8.3 The interview guide

I used semi-structured interviews (see Appendix C) which enabled me to generate vast amounts of descriptive qualitative data and in the process built trust relationships with the participants thereby ensuring myself of room to make further follow-up questions to authentify the data obtained. Semistructured interview can be more flexible and allow the researcher to better understand the perspective of participants (Dane, 2010). According to Baskarada (2014), semi-structured interview allows the qualitative researcher to refocus on the questions or prompt for more information, if something interesting of novel emerges. Semi-structured interview sessions were presented to a target sample of 10 purposefully snowballed selected secondary school administrators and SPS remedial tutors of Bulawayo Metropolitan Province. Thus, semi-structured interview guides were employed and their usage allowed me to elicit information regarding specific questions and the topic. This study used the semi-structured interview guide which was
determined by the need to probe as deeply as possible into the individual’s subjective experiences of the phenomenon under the study. The semi-structured interview guide had a list of thematic questions or items that were used to explore, probe, and assess the effectiveness of remedial education in the teaching and learning situation at secondary schools. The semi-structured interview guide simply served as a basic checklist during the interview to make sure that all relevant themed topics were covered. The challenge I experienced when using semi-structured interview was on some participants’ difficulty in articulating their views such as provision of brief or vague responses. As a qualitative researcher, I developed a strong rapport with the participants and elicited more detail using overt encouragement. I asked for elaboration, clarification and repetition to address response which were too brief and vague. I also verified understanding by paraphrasing participants’ responses as well as triangulated such data with findings from openended questionnaires.

3.9 Data generation procedure

I was the main data generating instrument to administer open-ended questionnaires (see Appendix B) to the purposively selected remedial teachers from chosen secondary schools in Bulawayo Metropolitan Province. I, the researcher, obtained the necessary verbal approval or consent from the participants before any questionnaire administered to them. Personal appointment with the selected participants were made to secure permission from the sample population and maintain confidentiality. The questionnaires were personally given to 40 purposively selected remedial teachers by me. I verbally explained the purpose of the study to the participants. To achieve a hundred (100%) return of questionnaires, I made a follow up exercise to the respective participants.
Semi-structured interview (see Appendix C) sessions with selected secondary school administrators and remedial tutors were carried out at their respective selected secondary schools and district educational offices, in Bulawayo Metropolitan Province, by myself. To achieve effective data generation during the interview process, I allowed participants to continuously provide their responses for as long as they feel they have answers and I only responded by asking probing questions and follow-up questions to fill in the gaps that I might not understand. Questions were posed one at a time in order to prevent confusion and maintain the participant composure. The secondary school administrators and remedial tutors were briefed about the procedure before the interview started. They were requested to be open and honest about effectiveness of remedial education in the teaching and learning situation in secondary schools. Moreover, secondary school administrators and remedial tutors were made aware that they were valuable participants so they have to air their views confidently and honestly. During the semi-structured interview, I personally captured the data through memoing or reflective notes. I took down all the responses (verbally or nonverbally) from the participants in form of notes in my research diary awaited for data transcription.

3.10 Data analysis procedure

Data analysis is the process of making sense out of the data which involves consolidating, reducing and interpreting what participants have said and what the researcher has seen and read (McMillan and Schumacher, 2001). In other words, data analysis refers to the systematic organisation and synthesis of research data to make sensible meaning (Burns and Grove, 2009). Data analysis gives meaning to data collected during research in order to transform information or data into an answer.
to the original research question. In this empirical study, interim analysis approach propounded by Miles and Huberman in Johnson and Christensen (2014) was employed throughout the study for data processing. The approach involved the cyclical process of collecting data, analysing data, collecting additional data, analysing those data and so on until I ran out of data resources or data saturation. Interim analysis helped me to collect data over an extended time period until I successfully deeper understood the participants’ opinions on the effectiveness of remedial education in the teaching and learning situation in secondary school. Memoing technique, which refers to reflective notes written by researchers recording ideas on emerging concepts, themes and patterns generated during data processing (Johnson and Christensen, 2014) was used. The data generated were constantly reviewed, categorised, labelled and analysed to form themes and patterns based on sub-research questions which guided the current study (see section 1.5). The qualitative data generated was effectively analysed through transcription, segmenting, and coding as recommended by (Johnson and Christensen, 2014).

3.10.1 Transcription

Data transcription is the process of transforming qualitative research data into typed text (Johnson and Christensen, 2014). Therefore, memos or reflective notes of interviews with secondary school administrators and remedial tutors, and open-ended questionnaires of remedial teachers from Bulawayo Metropolitan Province were transformed into typed text which is a more usable form for further qualitative data analysis.
3.10.2 Member checking

As prescribed by Creswell (2009), I asked the interview participants to check and verify (member checking) what I have documented and correctly interpreted their views to establish trustworthiness of data for better data analysis.

3.10.3 Segmenting

Segmenting involves grouping the data into meaningful analytical units (Johnson and Christensen, 2014). This was done by carefully reading the transcribed data from interviews and open-ended questionnaires line by line deriving the specific meaning which was important for this empirical study. A meaningful segment bracketed was in form of a word, phrase, single sentence or a paragraph to address the sub-research questions which guided the current study (see section 1.5). Data segmentation helped me to group similar meaningful units of data, to differentiate various segments provided by participants and classified them according to themes provided by subresearch questions. The segmented data or text was documented for further data analysis.

3.10.4 Coding

Coding is the process of marking segments of text data with symbols, descriptive words or category names (Johnson and Christensen, 2014). Miles and Huberman (1994) in Johnson and Christensen (2014) explain that codes are usually attached to chunks of words, phrases, sentences or paragraphs when a researcher finds a meaningful segment of text in a transcript to signify a particular theme.
Segmented data from the open-ended questionnaires of secondary school remedial teachers and interviews of secondary school administrators and remedial tutors were coded in a form that made it amenable for effective data analysis. The responses from interviews and open-ended questionnaires were analysed into concepts and related concepts were categorised into themed codes. Themed codes or categories (see Appendix A) based on sub-research questions (see section 1.5) which guided the current study were used to label the segmented data in order to address the research problem.

A master coded list (see Appendix A) was used to assist an effective coding. Each individual participant was termed a case and coded with a serial number. Responses for each item were also assigned codes and recorded on the master coded list in order to categorise, segment and arrange the generated data into themes. The sequence of coding in the analysis of the findings were to look at the transcripts or memos (reflective notes) that were formulated during the interviews and openended questionnaire stages of the research. It also mainly involved looking for indicators of codes or categories in the behaviour during interviews. The codes were compared to check for consistency, differences and relationships (themes or patterns). The following paragraphs will discuss measures ensured trustworthiness of data.

### 3.11 Measures to ensure trustworthiness of data

A common term used to describe validity in qualitative research is trustworthiness. Qualitative researchers can establish trustworthiness of data by addressing the credibility, dependability and
conformability (Gay, Mills and Airasian, 2006). According to Human (2010), credibility relates to the degree of confidence in the findings of the study, or how believable the findings are. Generally, believability will be made easier when I provide a rich, thick description regarding the setting, participants, procedures and interaction (De Vos, 2005). In this study, I interacted with remedial teachers, secondary school administrators and remedial tutors and assessed their perception on the effectiveness of remedial education in teaching and learning situation in secondary schools. This provided multiple sources of data, hence using triangulation to promote trustworthiness of data.

According to Creswell (2007), dependability refers to the degree to which the study’s findings might be found again, or about how consistent the findings are. To help determine such consistency, De Vos (2005) notes that the qualitative researcher must describe the context and circumstances fully and also describe the data collection process and analysis clearly. The data collection process was described in Chapter 3, and how the data was thematically analysed will be presented in Chapter 4. In addition, I, the researcher, asked the interviewed participants to check or verify whether I have documented and correctly interpreted their interviews (member checking) to achieve trustworthiness of data.

Moreover, confirmability can be used to measure the trustworthiness of the data. I did this by rereading the interview transcripts repeatedly to check whether the same themes keep coming up and whether there were perhaps themes that contradict those that were identified (Human, 2010).
I, the researcher, double checked whether there were contradictory themes. I also used member checking or ask participants to verify the interpretations and conclusions of their contributions reached.

3. 12 Ethical considerations

Johnson and Christensen (2014) note that research ethics are a guiding set of principles that assist researchers in conducting ethical studies. Ethical considerations serve as standards upon which each researcher ought to follow during the research process (De Vos, 2005). McMillan and Schumacher (2010) present that qualitative researchers need to be sensitive to ethical principles due to their research topic, face-to-face interactive data collection and reciprocity with participants. It was important in this study for me to carry out this study in an ethical manner where the principles of informed consent, anonymity, harm to participants and confidentiality were always addressed. The discussion below focuses on the ethical considerations that were observed in this study to ensure that the rights and welfare of all the remedial teachers, secondary school administrators and remedial tutors who participated in the current research study were observed, respected and protected.

3.12.1 Informed consent

Informed consent involves voluntary participation in the study by participants (Creswell, 2007). According to Strydom (2005), Pieterse (2010) and Johnson and Christensen (2014), all possible
and adequate information regarding the purpose of the research, nature and conditions of the study, all possible benefits and risks to which the participants may be exposed, as well as information to establish the credibility of the researcher must be provided to potential participants. The participants needed to be informed that their privacy and sensitivity were protected and that the information they would have imparted will be used in the study (Townsend, 2007). In this study, an informed consent was verbally obtained from the chosen sample population of the study. I explained the nature of the study, conditions, risks and benefits of the study to the participants without jeopardising their privacy as well as encouraging their voluntary participation. Participants were assured that they would not be prejudiced or victimised whether they agree to participate or not. The participants were told that they were allowed to withdraw their response even giving concerned without prejudice.

3.12.2 Anonymity

According to McMillan and Schumacher (2001) and Polit and Hungler (2009) in Chimhenga (2014), anonymity refers to the protection of the participant’s confidences from other people in different settings where private information enabled identification. Therefore, participants’ confidences were protected from other persons in different settings. To ensure anonymity, steps were taken to protect the identity of the individual by neither giving their names when presenting research results, nor including identification details which could reveal their identity such as workplace (schools) and personal characteristics. Thus, in this study, anonymity was achieved by not putting names on the open-ended questionnaires (see Apendix B). The participants were not
required to identify themselves which meant that chances of getting accurate and sensitive information was high. The selected secondary schools and participants were assured of anonymity. No names of participants or even of selected secondary schools were used on the final write-up of this thesis.

3.12.3 Confidentiality

Burns and Grove (2009) in Chimhenga (2014) note that confidentiality is the researcher’s management of private information shared with others without the authorisation of the source (participant). Confidentiality is maintained when participants are protected in a study such that their identities are not linked to the information provided and are never publicly divulged (Polit and Beck, 2004). In this study, the participants were assured that all research information given by them would be treated in strict confidence. Confidentiality was guaranteed by making sure that the data would not be linked to individual respondents by name. No participants’ names were used or written in the questionnaire for the sake of anonymity.

3.12.4 Harm to participants

According to Creswell, (2007), researchers should not expose research participants to undue physical or psychological harm. In research, harm to respondents may include irritation, anger, frustration, negative labelling, invasion of privacy and damage to personal dignity (Johnson and Christensen, 2014). In this study, participants were not exposed to such harm. Maintaining privacy,
confidentiality and anonymity during the interviews prevented psychological harm. The semistructured interviews (see Appendix C) were done at a specific and convenient time arranged with the participants to prevent psychological harm.

3.12.5 Permission

Researchers need to secure the approval of the research participants and beneficiaries prior to conducting their studies (Denzin and Lincoln, 2005; Leedy and Ormrod, 2005; Townsend, 2007). The researcher first sought and secured clearance from the Zimbabwe Open University – Higher Degrees Directorate, Provincial Education Director - Bulawayo Metropolitan Province, District Education offices, district remedial tutors, secondary school administrators and remedial teachers in secondary schools in Bulawayo metropolitan province (see Appendix D). I, the researcher, had an obligation to respect the rights, needs, desires and values of the participants (Johnson and Christensen, 2014). Participation in the research remained optional and participants were informed of their right to withdraw at any stage.

3.13 Summary

This chapter looked at the research methodology of the study. The research paradigm and research design has been highlighted. Other issues discussed in this chapter include: the research population, sample, instruments used in the study, data collection procedures, data analysis and ethical considerations. The measures to ensure the trustworthiness of data was also discussed. The next chapter will focus on the data presentation, analysis, discussion, and interpretation.
CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study focused on assessing and describing the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. The previous chapter presented the research methodology I used to generate, organise and analyse data to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. In this chapter, the data generated from the empirical study is presented and discussed in the context of the five sub-headings derived from the sub-research questions which guided the current study (see section 1.5). The sub-headings are: Conceptualisation of remedial education; Implementation of remedial education in secondary school in Bulawayo Metropolitan Province; Benefits of remedial education in the teaching and learning situations in secondary schools; Challenges that affect the effectiveness of remedial education in secondary school and finally, strategies that can be employed to improve the effectiveness of remedial education 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 on questionnaires and 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 in secondary schools in Bulawayo Metropolitan Province.
In the following section, the biodata of the research participants of the current study, that is, selected secondary school remedial teachers, secondary school administrators and remedial tutors, are presented. The biodata of the research participants portray the research context in which data was generated in the current study.

4.2 Biodata of the research participants

Table 4.1 presents the biodata of the secondary school remedial teachers, administrators and remedial tutors who participated in the current study.
Table 4.1: Biodata of the secondary school remedial teachers, administrators and remedial tutors in this study

(N = 50)

<table>
<thead>
<tr>
<th>Biographical Variable</th>
<th>Variable Description</th>
<th>Open-ended questionnaire participants from Secondary School Remedial Teachers (Special Needs Education, English and Mathematics Teachers)</th>
<th>Interview participants from Secondary School Administrators (Head of Mathematics/English Department or School Head) and Remedial Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>38% (15)</td>
<td>60% (6)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>62% (25)</td>
<td>40% (4)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100% (40)</td>
<td>100% (10)</td>
</tr>
<tr>
<td>Age</td>
<td>20-25 years</td>
<td>5% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td></td>
<td>26-30 years</td>
<td>25% (10)</td>
<td>0% (0)</td>
</tr>
<tr>
<td></td>
<td>31-35 years</td>
<td>20% (8)</td>
<td>20% (2)</td>
</tr>
<tr>
<td></td>
<td>36-40 years</td>
<td>12% (5)</td>
<td>20% (2)</td>
</tr>
<tr>
<td></td>
<td>Over 40 years</td>
<td>38% (15)</td>
<td>60% (6)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100% (40)</td>
<td>100% (10)</td>
</tr>
<tr>
<td>Qualification</td>
<td>Certificate In Education</td>
<td>5% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td></td>
<td>Diploma In Education</td>
<td>25% (10)</td>
<td>0% (0)</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s Degree</td>
<td>30% (12)</td>
<td>30% (3)</td>
</tr>
<tr>
<td></td>
<td>Honours Degree</td>
<td>35% (14)</td>
<td>50% (5)</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
<td>5% (2)</td>
<td>20% (2)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100% (40)</td>
<td>100% (10)</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>Less than 5 years</td>
<td>12% (5)</td>
<td>0% (0)</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>18% (7)</td>
<td>10% (1)</td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>25% (10)</td>
<td>10% (1)</td>
</tr>
<tr>
<td></td>
<td>Over 15 years</td>
<td>45% (18)</td>
<td>80% (8)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100% (40)</td>
<td>100% (10)</td>
</tr>
</tbody>
</table>
Table 4.1 presents biodata of open-ended questionnaire group and interview group of participants who participated in the current study. The composition of the open-ended questionnaire group by gender present a ratio of male to female secondary school remedial teachers, whereby female participants were more than male participants in this study. However, majority of the male participating secondary administrators and remedial tutors were more than their female counterparts. The majority of the participating secondary school remedial teachers, administrators and remedial tutors were over 40 years of age and the minority were in the 20 to 25 year range.

The table further reveals that the majority of the participating secondary school remedial teachers, administrators and remedial tutors had the Honours and Bachelors degree as their highest qualification and that few participants held Masters’ degree, diploma and certificate in education as their highest qualification. From the semi-structured interviews remedial tutors had Honours degree in psychology with some internship in schools psychological services as their highest qualification. These revelations concurred with Muponde (2015) that Bulawayo Metropolitan Province had failed to translate its numerical advantage of being one of the provinces with the highest number of trained high school teachers into results and was instead, the worst performing province in 2014 ‘O’ Level examination with only one school in the top 100 nationally. The academic qualifications that the participating secondary school remedial teachers and remedial tutor had also influenced the type of answers and gave credit to the information they gave.
The table further shows that most of the secondary school remedial teachers, administrators and remedial tutors in the current study had over 15 years of teaching experience with some in the range of 11 to 14 years teaching experience. Only an average of participating secondary school remedial teachers had teaching experience in the range of 6 to 10 years whilst very few participants had less than 5 years’ experience. The teaching experience of the participants also showed that they had been in the teaching field for appreciable periods to have experience of teaching remedial work at secondary schools and also influenced the type of data they provided.

These highlighted biodata contributed to the credibility, dependability and conformability as well as trustworthiness of the generated findings. In view of the qualifications and experience of the secondary school remedial teachers, administrators and remedial tutors, reasonable inferences were made about the situation regarding the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. In the following section, the study participants labeling for easy interpretation of their findings are presented.

4.3 Study participants’ codes

Due to the number of open-ended questionnaire and interview participants in this qualitative study, all participants were coded for easy follow up of their responses. Secondary school remedial teachers, administrators and remedial tutors were many hence they had to be coded. Therefore, the following codes were used for these categories:
Bulawayo Central District Secondary School Remedial Teacher 1 to 10 – BCD REM Tr 1 up to 10;
Imbizo District Secondary School Remedial Teacher 1 to 9 – ID REM Tr 1 up to 9;
Khami District Secondary School Remedial Teacher 1 to 8 – KD REM Tr 1 up to 8;
Reigate District Secondary School Remedial Teacher 1 to 7 – RD REM Tr 1 up to 7
Mzilikazi District Secondary School Remedial Teacher 1 to 5 – MD REM Tr 1 up to 5
Bulawayo Metropolitan Province Secondary School Administrator 1 to 7 – BP Sec Sch Adm 1 up to 7 and
Bulawayo Metropolitan Province Remedial Tutor 1 to 3 – BP REM Tut 1 up to 3.

The subsequent section presents the findings of the current study on how stakeholders defined or conceptualised remedial education in the teaching and learning situation at secondary schools.

4.4 How stakeholders define remedial education in the teaching and learning situation in secondary schools

The first sub-research question presented in section 1.5 intended to find out how stakeholders (secondary school remedial teachers, administrators and remedial tutors) define remedial education in the teaching and learning situation in secondary schools. Therefore, this question aimed at finding out the extent of secondary school remedial teachers, administrators and remedial tutors’ knowledge or conceptualisation of remedial education in the teaching and learning situation in secondary schools. The question was addressed by items from section B on the open-ended questionnaire for secondary school remedial teachers (Special Needs Education, English and
The study revealed that there was a mixed understanding and conceptualisation of the meaning of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. Findings from the open-ended questionnaires showed that very few secondary school remedial teachers, particularly from private secondary schools and schools with special needs education department, 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 mainstream lessons. They confirmed that remedial education is a teaching and learning programme designed to bring low achieving students’ academic performance closer to the standard of their grade. The following extracts from the open-ended questionnaires confirm the above:

From my personal experience, remedial education involves instructional session for correcting the errors or teach concepts that have not been understood or have been missed by the student during Mathematics and English mainstream lessons (BCD REM Tr 6).

From my general understanding, it is the planned teaching and learning activity attempts to improve or assist remedial students to acquire skills or concepts they missed in a certain subject area (ID REM Tr 9).

From my personal observation, remedial education is a teaching facility for lagging students to catch up and cover up their learning gaps occurred in the mainstream lessons (RD REM Tr 2).
From my psychology degree qualification I learnt that remedial education are lessons carried out to redress problems identified after a specific lesson in which a different approach is used. Therefore, remedial education is a means of helping to bridge the gaps in concept development in children (ID REM Tr 1).

The above results agree with the findings from the interview which revealed that all remedial tutors had adequate knowledge and understanding of secondary school remediation. 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.

One of the remedial tutors (BP REM Tut 1) proudly presented her understanding of remedial education by saying;

“From my personal experience and qualification, I understand and define remedial education as a learning and teaching programme designed to bring students who are lagging behind up to the level of achievement realised by their peers. And it is necessary for remedial students to quickly assimilate the missed concept and relate it to the rest of the topic or area of study.”

This was in agreement with BP REM Tut 3 who 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.”
However, majority of the open-ended questionnaire participants, especially government secondary school remedial teachers, from the current study conceptualised and understood remedial education as simplified work given to students who are slow during the mainstream lessons. The study confirmed that majority of the remedial teachers who participated in the current study conceptualised and define remedial education as PLAP (Performance Lagging Addressing Programme) exercises given to slow students. The study also revealed that secondary school remedial teachers conceptualised remedial education as extra lessons for slow learners in Mathematics and English subjects given outside normal lessons. Findings from the study showed that secondary school remedial teachers understood remedial education as giving individual attention or guidance to slow learners or those students who find the subject difficult. The following extracts from the open ended questionnaires confirm the above.

Remedial education means giving simplified work to slow learners during the mainstream lessons especially the last or weak classes (RD REM Tr 7).

It means PLAP lessons were slow learners are given written exercises according to the level of their understanding while fast learners are given planned and challenged work (KD REM Tr 5).

These are extra lessons organised 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 Mathematics or English particularly weak classes at secondary school (MD REM Tr 3).

The above findings were similar to the results from the majority of interview participants, particularly from secondary school administrators, who disclosed that their remedial teachers did
not have basic knowledge and understanding of remedial education in secondary schools. They confirmed that secondary school remedial teachers and administrators did not have a clear and precise conceptualisation as well as understanding of remedial education in the teaching and learning situation in their secondary schools.

One secondary school administrator (BP Sec Sch Adm 4) expressed her understanding of remedial education in secondary schools as teaching and learning aimed at helping remedial students to assimilate missed concepts and skills but this was not the case as remedial teachers had no knowledge about secondary school remediation. The participant supports this when she argued and say:

“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”

Another secondary school administrator (BP Sec Sch Adm 1) personally expressed his understanding of remedial education at secondary school by saying

“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”

Participant (BP Sec Sch Adm 7) supports this when she said
“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”.

4.4.1 Discussion on the data generated by the first sub-research question on the extent to how stakeholders defined or conceptualised remedial education in the teaching and learning situation in secondary schools

The study revealed that majority of the secondary school remedial teachers and administrators who participated in the current study had lack of adequate knowledge and understanding of remedial education in the teaching and learning situation in secondary school. Secondary school remedial teachers and administrators 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 situation at their secondary schools. The results from the current study confirmed that secondary school remedial teachers and administrators perceived remedial education in the teaching and learning situation at secondary school as simplified work given to students who are slow during the mainstream lessons. Other secondary school remedial teachers who participated in the current study also felt that remedial education means PLAP (Performance Lagging Addressing Programme) exercises given to slow learners with the rest of secondary school remedial teachers and administrators viewing remedial education as extra lessons for slow learners in Mathematics and English subjects given outside normal lessons. Their understanding and definitions of remedial education from the current study did not agree with the conceptualisation 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 (Chireshe and Mapfumo, 2002; Ozden and Gutekin, 2008) in reading, writing and Mathematics (Cox, 2003; Georgia, 2010). Remedial education in the teaching and learning situation suggests an activity which rectifies a deficiency or correct some learning disability or specific skill deficits (Casazza and Silverman, 1996). 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 remedial tutors 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 use 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 Kasayira, Chireshe and Chipandambira (2004) that remedial education programme is directed at students who are considered to be at risk of attaining weak terminal performance in standardised examinations in Mathematics and English language (see 1.2).

Therefore, the findings from the study showed that majority of the secondary school remedial teachers and administrators had a confusion and minimal understanding of the meaning of remedial education in the teaching and learning situation in secondary schools thereby diluted the effectiveness of remedial education in secondary schools in Bulawayo metropolitan province. The
The second sub-research question posed in section 1.5 examined the implementation of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province. This question aimed at assessing the secondary school remedial teachers, administrators and remedial tutors’ experiences from the implementation of remedial education in the teaching and learning situation in their secondary schools in Bulawayo metropolitan province in order to establish its effectiveness. This sub-question number two was addressed by items in section D on the open-ended questionnaire for remedial teachers (Special Needs Education, English and Mathematics teachers) (see appendix B) and item number 2 from the interview guide for secondary school administrators and remedial tutors (see Appendix C). Results from items in section D on the open-ended questionnaire for remedial teachers are shown in Table 4.2
Table 4.2 Remedial teachers’ (Special Needs Education, English and Mathematics teachers) responses on the extent to which remedial education programme is implemented in their secondary schools in Bulawayo metropolitan province.

\[(N = 40)\]

<table>
<thead>
<tr>
<th>Remedial education implementation variables</th>
<th>Responses generated</th>
<th>Frequency/Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of secondary school remedial policy.</td>
<td>Remedial education policy was not available.</td>
<td>36 (90%)</td>
</tr>
<tr>
<td></td>
<td>Remedial education policy was available.</td>
<td>4 (10%)</td>
</tr>
<tr>
<td>Availability of adequate knowledge about remedial education implementation in the teaching and learning at secondary schools.</td>
<td>Did not have adequate knowledge of secondary school remediation.</td>
<td>34 (85%)</td>
</tr>
<tr>
<td></td>
<td>Had adequate knowledge of secondary remediation.</td>
<td>6 (15%)</td>
</tr>
<tr>
<td>Criteria for the selection of students for remedial education in the teaching and learning at secondary schools.</td>
<td>Based on teachers’ assessment of students’ performance.</td>
<td>32 (80%)</td>
</tr>
<tr>
<td></td>
<td>Based on diagnostic screening instrument; WRAT-1, 2 and 4.</td>
<td>28 (70%)</td>
</tr>
<tr>
<td></td>
<td>Referral system from subject teachers.</td>
<td>4 (10%)</td>
</tr>
<tr>
<td>Professional qualification of secondary school teachers in remedial education.</td>
<td>Not specialists in remedial education.</td>
<td>38 (95%)</td>
</tr>
<tr>
<td></td>
<td>Qualified and Specialist in primary school remedial education.</td>
<td>2 (5%)</td>
</tr>
<tr>
<td>Type of remediation offered at their secondary school.</td>
<td>Classroom remediation</td>
<td>24 (60%)</td>
</tr>
<tr>
<td></td>
<td>Clinical remediation</td>
<td>10 (25%)</td>
</tr>
<tr>
<td></td>
<td>On-the-spot remediation</td>
<td>6 (15%)</td>
</tr>
<tr>
<td>Size of the class or remedial classes.</td>
<td>+ or -20 remedial students ; Mainstream class with + or -46 students</td>
<td>40 (100%)</td>
</tr>
<tr>
<td>Timetabling of remedial lessons at secondary schools.</td>
<td>Difficulty to fit in the school timetable – Not timetabled</td>
<td>36 (90%)</td>
</tr>
<tr>
<td></td>
<td>Timetabled – two to three times a week</td>
<td>4 (10%)</td>
</tr>
<tr>
<td>Availability of psychological reports.</td>
<td>Did not use psychological reports at secondary school level</td>
<td>40 (100%)</td>
</tr>
<tr>
<td>Effectiveness of remedial education implementation at secondary schools</td>
<td>Not significantly effective</td>
<td>40 (100%)</td>
</tr>
</tbody>
</table>
Table 4.2 shows that majority of remedial teachers’ (Special Needs Education, English and Mathematics teachers) responses from the questionnaire revealed that their secondary schools did not have any policy or instrument from the district or provincial SPS/SNE offices to guide them on the implementation of the remedial education in the teaching and learning situation in secondary schools. In the same vein, some of the participants declared that they never heard anything of the remedial education policy or circular to guide its implementation in the teaching and learning situation in secondary schools and they felt that it was there at their district or provincial SPS/SNE offices. The participants pointed out that secondary school remedial teachers were guided by verbal reports and notes they got from district school heads’ workshops and PLAP seminars. The following excerpts from the open-ended questionnaires reflect the above sentiments.

The district or provincial SPS/SNE offices did not even try to provide the school with guideline or policy to implement remedial education in the secondary school. The English, Mathematics and special needs education teachers are more confused as they try to assist students with learning difficulties (BCD REM Tr 7).

This was supported by participant MD REM Tr 5 who said

We never heard anything of remedial education policy and the document is not even existing in our secondary schools. May be it is there at our district or provincial SPS/SNE offices not at our secondary school. Our secondary school remedial teachers are guided by verbal reports and notes brought by school heads from their district school heads workshops and PLAP seminars.

Even the participant KD REM Tr 4 personally presented herself and said

Remedial education policy or circular is not available at our secondary school but we just heard about it from our school head who got the information from their district workshops.
The above findings from open-ended questionnaires agreed with participants such as secondary school administrators from the interviews in the current study who disclosed that their secondary schools did not have remedial education policy from district or provincial SPS/SNE offices to guide them on the implementation of the remedial education in secondary school level. However, district remedial tutors admitted that the policy for remediation in secondary school level was available but it was not adequately accepted by the secondary schools. This was supported by participant BP REM Tut 1, who said

“This programme is available but most of the secondary school heads and their teachers do not like it. They have negative attitude towards this remedial education programme labelling it as a primary school programme”.

The availability of the remedial policy by remedial tutors from the interviews was also confirmed by very few remedial teachers (open-ended questionnaire participants) from private and boarding secondary schools who admitted that the policy for remediation in secondary schools level was available but it was not adequately accepted by some of their secondary school teachers. The study revealed that remedial teachers felt that the secondary school remedial policy was silent about how remedial teachers remediate secondary school students in the teaching and learning situations. Participants also felt that the policy did not provide clear guidelines on how remedial teachers provide remedial work at secondary school environment.

This was evidenced from the extracts of participant ID REM Tr 3 who said
“Although our secondary school have the Zimbabwean Educational Director’s circular number 26 of 2008 called the ‘guidelines on the implementation of remedial work at secondary school level’ giving 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 is silent about which type of instrument, how and when to design and administer it. Moreover how can we the mathematics and English teachers develop screening instruments to determine intelligence yet we are not qualified educational psychologists?”

This was supported by the participant MD REM Tr 5 who said

“Remedial education is available at our secondary school but it is silent about how we remediate our students in the teaching and learning situation and it is difficult to understand”.

Table 4.2 illustrates that majority of remedial teachers in the current study indicated that lack of policy to provide guidelines for effective implementation of remedial education programme in secondary schools led the remedial teachers to have different views on how to implement remedial education in the teaching and learning situation in secondary schools. The findings showed that most of remedial teachers in Bulawayo Metropolitan Province did not have basic knowledge about the implementation of remedial education in secondary schools. The study also revealed that secondary school remedial teachers did not have psychological knowledge on the educational implication of the child’s structure and function of the brain. They also lacked knowledge on the best conditions in which remedial learning takes place in the student’s brain. The findings indicated that remedial teachers did not have purposive strategies that apply to how remedial student’s brain works in the context of teaching and learning situation at secondary schools. The following extracts from the questionnaires reflect the above sentiments.
“How can I assist the students with learning difficulties when I do not have knowledge to deal with such students? The remedial students need a specialist trained teacher with knowledge to assist them” (BCD REM Tr 9).

“We are not specialists in remedial education and we do not have psychological knowledge on the best conditions in which remedial learning takes place in the student’s brain. The problem is that there are no seminars or workshops for secondary school remedia
tion by our school heads or remedial tutors” (KD REM Tr 2).

“We do not have basic knowledge about the implementation of remedial education in the teaching and learning situation at secondary school. In our country there no secondary school remedial training programmes and in-service remedial programmes for secondary school teachers except for primary school teachers at one of the primary school teachers training college and few universities. The universities offering a degree in special education are not equipping us with purposive strategies that apply to how remedial students’ brain works in the context of teaching and learning situation at secondary school” (RD REM Tr 1).

The above findings from the questionnaire participants agree with the results from the interviews in the current study which revealed that all remedial tutors and secondary school administrators admitted that their secondary school remedial teachers did not have adequate knowledge of secondary school remediation. They confirmed that their secondary school remedial teachers lacked knowledge on the best conditions in which remedial learning takes place in the student’s brain. This was evidenced from the participant BP Sec Sch Adm 3 who said

“Our remedial teachers do not have adequate knowledge on the implementation of remedial education. Although they are highly qualified, they are not trained to assist students with learning disabilities. They are not remedial specialists”.
Same experience was revealed by participant BP REM Tut 1, who said:

“To be honest, secondary school teachers do not have knowledge of Special Needs Education. They don’t have knowledge on the best learning conditions in which remediation takes place in the struggling student’s brain”.

However, only very few remedial teachers from the questionnaire admitted that they had adequate knowledge of secondary remediation from their Educational Psychology and Special Education qualifications. The findings from this current study revealed that they gained knowledge of remediation from their Educational Psychology and Special Education training, primary school teaching experience of teaching children with learning disabilities, from their school staff developments on differentiation and remediation. This was evidenced by the following extracts.

“I have enough knowledge of remediation due to my Special Education and Educational Psychology qualifications as well as a lot of experience in teaching children with learning disabilities” (ID REM Tr 5).

“I gained grounded knowledge of remediation from our school staff developments on differentiation and remediation and from our colleagues with Educational Psychology qualifications” (BCD REM Tr 8).

Table 4.2 also reveals that the secondary school remedial teachers’ selection and identification of remedial students was chiefly based on the teacher’s observation of students’ risk of failure. The results expressed that selection of students for remediation in Bulawayo Metropolitan Province 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 was 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. The following extracts from the questionnaires reflect the above sentiments.

“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” (BCD REM Tr 1).

This agrees with findings from the interview Participants in the current study who admitted that identification of remedial students was chiefly based on the teacher’s observation of student’s risk of failure. The findings indicated that the criteria for the selection of students for remedial education in their secondary schools was based on the teachers’ assessment of students’ performance. This was supported by participant BP Sec Sch Adm 5 who 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”.

However, some of the remedial teachers from the open-ended questionnaires expressed that selection of remedial students was based on placement tests designed by subject teachers or department but the findings raised a concern on how effective these teacher-made selection tests were since remedial 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 such as WRAT-1, 2 or 4 designed by Jastack at the beginning
of the year to establish how lagging was the student in some English language and Mathematics concepts and skills but the participants also queried on the relevance and suitability of the instruments since WRAT is a Euro-centric selection instrument. This was evidenced by the following extracts from the questionnaires:

“Selection of our remedial students is based on placement or selection tests designed by subject teachers or department but the challenge is on how effective are these teacher-made selection tests since secondary school remedial teachers are not qualified educational psychologists, not remedial specialists and not trained in designing selection test” (KD REM Tr 4).

“Mathematics 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 failed to select the suitable students who need remediation” (MD REM Tr 2).

“Our remedial students are identified through PLAP tests where WRAT1 or 2 is being administered at the beginning of the year to identify those students who need remediation. However, WRAT-1 or 2 is not relevant to the Zimbabwean student. It is a Euro centric psychometric instrument” (RD REM Tr 3).

The above results agree with remedial tutors and secondary school administrators from the interviews who revealed that some of their secondary schools’ selection of remedial students was based on diagnostic screening instrument such as WRAT-1 or 2 at the beginning of the year or term. This was supported by participant BP REM Tut 2 who said

“Some of our secondary schools use PLAP tests where WRAT-1 or 2 is being 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”.
Only very few remedial teachers in the current study indicated that selection of remedial students was also based on the use of referral system by subject teachers to special remedial teacher who used Clinical remediation. The following extracts from the questionnaires reflect the above sentiments.

“Selection of remedial students is based on referrals from subject teachers for students with potential but performing at a low level. Teachers used their personal observation from their mainstream lessons and written exercises and send them to clinical remedial class” *(KD REM Tr 1)*.

Table 4.2 reveals that secondary school remedial teachers in the current study indicated that remediation was aimed at helping remedial students to assimilate missed concepts and skills but this was not the case as the programme was provided by teachers who were not specialists in remedial education. The participants declared that they were not trained to deal with students experiencing learning difficulties. The majority of the participants admitted that remedial education was provided by every English and Mathematics teachers without experience and skills of remediation. Although only very few of the remedial teachers in Bulawayo Metropolitan secondary schools were qualified in teaching remedial work, the majority of them were not specialists in remediation. They did not have psychological knowledge on the educational implication of the child’s structure and function of the brain. This was evidenced in the following excerpts from the questionnaires.

“Remedial education is provided by English and Mathematics teachers but they are not specialists in remediation. The remedial students need a specialist trained teacher to assist them” *(RD REM Tr 5)*.
“We are not specialists in remedial education and we do not have psychological qualification to assist students with learning difficulties” (BCD REM Tr 3).

This agrees with the responses from the interviews in the current study that all secondary school administrators and remedial tutors admitted that most of the secondary school remedial teachers were not specialists in remedial education. Participants confirmed that secondary school teacher had no professional qualification in special education or educational psychology to deal with remedial student although they were highly qualified teachers. This was evidenced by Participant BP Sec Sch Adm 1 who said

“Although our teachers are highly qualified in teaching, they are not specialists in remedial education. The truth is they don’t have professional qualification in Special Education or Educational Psychology to assist our struggling students”.

Participant BP REM Tut 2 give the same view by saying

“From my personal observation, secondary school remedial teachers do not have professional qualification in Special Needs Education”.

However, very few participants from the open-ended questionnaire disclosed that they were qualified remedial teachers with Diploma in Special Needs Education and Degree in Educational psychology. The study revealed that only very few secondary school remedial teachers, particularly from some private and boarding secondary schools had professional qualification to deal with primary school remedial students. This was evidenced in the following excerpts from the questionnaires.
“I am qualified and specialist in primary school remedial education due to my Diploma in Special Needs Education” (MD REM Tr 4).

“I have Masters in Educational Psychology and am qualified and specialist in remedial education” (ID REM Tr 2).

Table 4.2 also presents that majority of secondary school remedial teachers indicated that they used Classroom remediation to help their remedial students at least once a month not twice a week because they had no time for remediation during the lesson otherwise they would not finish the syllabus. The participants in the current study also confirmed that they could not cope with the afternoon 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. Some of the participants openly argued that Classroom remediation was not significantly effective due to lack of time to plan and administer it, to the large size of the mainstream class which demand the teacher’s individual attention and lack of knowledge on how to assist remedial students with dyslexia. They also confirmed that Classroom remediation resulted in student stigmatisation, humiliation, and development of inferiority complex, anxiety and fear of the subject. The following extracts from the open-ended questionnaires reflect the above sentiments.

“We are using Classroom remediation to help our remedial students at sometimes once a month. The big challenge is we cannot offer it twice a week due to lack of time for remediation during the lesson otherwise we would not finish the syllabus. Our school cannot cope with the afternoon sessions due to sports, lesson planning and marking. We also need study periods for marking students’ written work and for student’s independent learning, otherwise remediation would increase their workload” (BCD REM Tr 5).
“We opted for Classroom remediation but we discovered that it was not significantly effective due to lack of time to plan and administer it. Big sizes of the mainstream class which demand the teacher’s individual attention and lack of knowledge on how to assist remedial students with dyslexia compromised the effectiveness of Classroom remediation. It also influenced stigmatisation among the students, humiliation, inferiority complex, anxiety and fear of the subject” (ID REM Tr 8).

This agrees with findings from the interview participants who disclosed that majority of their secondary schools used classroom remediation although remedial teachers were complaining of lack of time to remediate struggling students and large number of remedial students who demand the remedial teacher’s individual attention during the mainstream lesson. This was evidenced by participant BP Sec Sch Adm 5 who said

“Our remedial teachers are using Classroom remediation but most of them are complaining of shortage of time to assist all struggling students during the mainstream lesson. Moreover, mainstream classes are too big and difficulty for the remedial teachers to provide individual attention to all struggling students”.

Findings from the current study also revealed that only very few secondary schools used Clinical remediation provided after normal school lessons or during off session. They admitted that although clinical remediation increased their workload, it promoted effective scaffolding and encouraged remedial students to participate in the remedial teaching and learning situation actively but majority of the remedial students stagnated in the remedial class for a longer time without returning to the mainstream class. The following extracts from the questionnaires reflect the above sentiments.
We sometimes offer clinical remediation especially after normal school lessons or during off session. Although it promoted effective scaffolding and empowered remedial students to participate actively, it increased our workload and majority of the remedial students stagnated in the remedial class for a longer time without returning to the mainstream class” (MD REM Tr 4).

The above findings agree with the results from the interview participants in the study who admitted that some few secondary schools used clinical remediation although their remedial teachers were experiencing some challenges to implement it. Remedial tutors disclosed that they witnessed some few secondary schools providing clinical remedial education although their remedial teachers were complaining of some challenges such as increase of workload, student stagnation and stigmatisation. This was supported by participant BP REM Tut 3 who said

“I can witness one or two secondary schools providing clinical remediation although their remedial teachers are complaining of increase of workload, student stagnation for the whole term or two without returning to the mainstream and student stigmatisation”.

The results from the current study also revealed that some of the secondary school remedial teacher used On-the-Spot remediation but they were affected by shortage of time, delay on the coverage of the syllabus and stigmatisation creeping among the mainstream class. They openly disclosed that On-the-Spot remediation was significantly effective since it was done by the subject teacher during the course of his or her lesson and correct identified errors instantly but there was no opportunity for practising real life learning experiences. They also complained that On-the-Spot remediation did not allow effective teacher communication with student, guiding them through their learning process (scaffolding). Thus, mainstreams with On-the-Spot remediation were not
‘Brain friendly places’. The implication was that their secondary school remediation was not within the remedial student who was free from anxiety eliminated by scaffolding from the remedial teacher and Brain based remedial classrooms (Brain-friendly places). The following extracts from the open-ended questionnaires reflect the above sentiments:

“Our schools used On-the-Spot remediation but we are affected by shortage of time, delay on the coverage of the syllabus and stigmatisation among mainstream class. Moreover, On-the-Spot remediation does not permit effective teacher-student communication, enough guiding them through their learning process” (RD REM Tr 6).

“I sometimes use On-the-Spot remediation if the time permits but it’s not brain friendly environment. I discovered that most of the remedial students will suffer from humiliation and labelling from peers”. (BCD REM Tr 7).

Table 4.2 reveals that all the open-ended participants in the current study indicated that size of their remedial classes had an average 20 remedial students. Mainstream classes had an average of 46 students where every struggling student demand the teacher’s attention. They complained that their remedial classes were too big and difficulty for the remedial teacher to prepare teaching material according to individual student’s learning preferences. This was supported by the findings from the participant (KD REM Tr 6) who said

“Our classes are too big such as + or -20 but it will be difficult for the teacher to prepare teaching material according to individual student’s learning preference”.
Table 4.2 shows that majority of the secondary school remedial teachers in the current study indicated that timetabling of remedial classes was difficult. The findings illustrated that their secondary school timetables were fully loaded with their wide curriculum thereby making it difficult to fit in remedial lessons. However, the results unfolded that timetabled remedial classes at private secondary schools were difficult to monitor due to absenteeism, truancy, and stigmatisation among the peers. This was evidenced by the following excerpts from the questionnaire.

“It is difficult to fit in the remedial lessons on the school master timetable. Secondary school time tables are fully loaded with the wide curriculum” (BCD REM Tr 2).

This agrees with the results from the interviews in the current study which also disclosed that Bulawayo metropolitan province secondary school timetables were fully loaded with their wide curriculum thereby making it difficult to fit in remedial lessons. Secondary school administrators admitted that timetabling remedial education was not ease due to a fully loaded secondary school master timetable. Participant BP Sec Sch Adm 7 said

“Its not ease to timetable the remedial lessons on our master timetable due to our wide curriculum”.

However, very few remedial teachers admitted that they managed to slot their remedial lessons on the master timetable but it was not effective due to high absenteeism of remedial students, truancy and stigmatisation among mainstream peers. This was evidenced by the following sentiments from the questionnaire;

“We managed to timetable the remedial lessons but it was not effective due to absenteeism, truancy and stigmatisation among the students” (ID REM Tr 7).
Table 4.2 also illustrates that all remedial teachers participated in the current study did not use psychological reports to aid the effective implementation of remedial education in the teaching and learning situation at secondary school. They unfolded that they had no educational psychologists at their secondary schools because it was very expensive. They further confirmed that educational psychologists from SPS/SNE district or provincial offices were not even visiting their schools to provide psychometrics in order to establish psychological reports to aid effective remediation. This was evidenced by the participants BCD REM Tr 8, ID REM Tr 3 and KD REM Tr 4 who said

“We do not have educational psychologists at our secondary schools because it is expensive. It is difficult for our student to obtain psychological reports. Parents cannot afford the psychological expenses and even educational psychologists from the SPS/SNE provincial offices are not even visiting our schools to offer such service”.

Table 4.2 shows that all remedial teachers who participated in the current study felt that implementation of remedial education in the teaching and learning situation at secondary schools was not significantly effective. The results revealed that lack of policy to provide guidelines for effective implementation of the remedial education programme at secondary schools led the remedial teachers to have different views on how to implement it in the teaching and learning situation. Participants in the current study confirmed that lack of knowledge caused inferiority complex among some of the remedial teachers resulted in negative attitude and not taking it seriously. Findings from the current study disclosed that implementation of remedial education at secondary schools was not significantly effective due to lack of assistance from district and
provincial remedial tutors and educational psychologists, time constraints, size of class and lack of specialists. Majority of the participants in the current study admitted that the implementation of the remedial education programme in secondary school was not significantly effective due to lack of adequate knowledge about remedial education in the teaching and learning situation at secondary school level. They confirmed that they did not have psychological knowledge on the best conditions in which remedial learning takes place in the student’s brain. Remedial teachers had no psychological knowledge on the educational implication of the child’s structure and function of the brain. Findings from the current study also revealed that due to the use of classroom and On-the-Spot remediation during their mainstream lessons, remedial students had no opportunity for practising real life experiences in their remedial learning environments thereby diluted the effectiveness of the programme. Remedial students did not get adequate guiding (scaffolding) through their learning processes. Thus, their classrooms were not ‘Brain friendly places’ (Brain based remedial classrooms). The following excerpts from the questionnaires reflect the above sentiments.

“To be honest enough, the implementation of remedial education at secondary schools is not significantly effective due to lack of knowledge causing inferiority complex among some of the remedial teachers resulted in negative attitude and not taking it seriously. It is a very confusing teaching and learning experience” (MD REM Tr 4).

“Generally, this exercise is not significantly effective due to lack of assistance from district and provincial remedial tutors and educational psychologists, time constraints, size of class and lack of specialists” (KD REM Tr 5).
“The implementation of remedial education at secondary school is not significantly effective because we don’t know the best conditions in which remedial learning takes place in the student’s brain” (ID REM Tr 1).

“Due to the use of Classroom remediation or On-the-Spot remediation in our mainstream lessons, there is no opportunity for the remedial student to practice real life experiences in their remedial learning environments. Our remedial students are not getting enough guidance through their learning processes” (BCD REM Tr 7).

This agrees with all secondary school administrators and remedial tutors who participated in the interviews of the current study who disclosed that implementation of remedial education in the teaching and learning situation in their secondary schools was not significantly effective. They confirmed that lack of knowledge caused the development of the teachers’ negative attitude towards remedial education programme and not taking it seriously. They admitted that their remedial teachers did not have psychological knowledge on the best conditions in which remedial learning takes place in the student’s brain. This was evidenced from the participant BP Sec Sch Adm 3 who said

“Generally, the implementation of remedial education at our secondary schools is not significantly effective due to lack of knowledge among some of the remedial teachers resulted in negative attitude and not taking it seriously”.

BP REM Tut 3 also expressed herself and said

“Ummm, the implementation of remedial education at our secondary schools is not significantly effective because these remedial teachers don’t know the best conditions in which remedial learning takes place in the student’s brain”.

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4.5.1 Discussion of the data generated by the second sub-research question on the extent to which remedial education programme was implemented in the teaching and learning situation in secondary schools in Bulawayo metropolitan province.

The current study aimed at assessing the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. In this section, the findings from the study were discussed addressing the third sub-research question posed in section 1.5 of chapter 1 which reads: How is remedial education programme implemented in Bulawayo Metropolitan Province secondary schools? Thus, the present discussion looked into the extent to which remedial education was implemented in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province as shown by the findings of the current study.

References are made to the developed countries’, developing countries’ and Zimbabwean reviewed related literature available on the implementation of remedial education in the teaching and learning situation at secondary schools.

It emerged from the majority of participants of all the five districts of Bulawayo Metropolitan Province in the current study that their secondary schools did not have any policy or instrument from the district or provincial SPS/SNE offices to guide them on the implementation of the remedial education in the teaching and learning situation in secondary school level. In the same vein, some of the secondary school remedial teachers 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 situation in secondary school level and they assumed that it was there at their district or provincial SPS/SNE offices. The study revealed that secondary school remedial teachers were guided by verbal reports and notes brought by their school heads from district school heads workshops and PLAP seminars.
The results were contrary to the Zimbabwean reviewed literature that the implementation of primary school remedial programme was officially declared and guided by the CEO Circular Minute Number 12 of 1987 (Chireshe and Mapfumo, 2002; Ndebele, 2014). This concurs with an announcement by ZED’s Circular Number 26 of 2008 that Zimbabwean secondary schools remediation should be guided by its guidelines while the provincial remedial tutors were finalizing their researches. The circular placed on every Zimbabwean secondary school the responsibility of providing remediation to all remedial students under its jurisdiction.

However, some secondary school administrators from private and boarding secondary schools, and district remedial tutors admitted that the policy for remediation in secondary school level was available but it was not adequately accepted by the secondary schools. The official implementation of remedial education programme in Zimbabwean secondary schools was communicated out in the ZED’s Circular Number 26 of 2008 (see section 1.2) 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 remedial teachers remediate their students in the teaching and learning situations. Participants felt that the policy did not provide clear guidelines on how remedial teachers provide remedial work at secondary school 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 form scaffolding until the student master the missed concepts or skills.

This is supported by the conceptual framework of this study from the convergence of the psychological views of Vygotsky, Skinner, Piaget and Carl Rogers 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 (Roosevelt, 2008; Glozman, 2011). The secondary school remedial policy can be precise if it includes Skinner’ 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 Zimbabwean secondary school remedial policy’s guidelines to achieve effective remediation. Therefore, the inclusion of Vygotsky, Skinner, Piaget and Carl Rogers’ psychological perspectives can assist the Zimbabwean secondary
school remedial policy to provide a clear brand new picture of how remedial students should be effectively remediated in the teaching and learning situation. This can also give the remedial teachers a broader way of understanding effective remedial education in the teaching and learning situation at their secondary schools.

The secondary school remedial teachers and administrators in the current study revealed that lack of policy to provide guidelines for effective implementation of remedial education programme in secondary schools led the remedial teachers to have different views on how to implement remedial education in the teaching and learning situation in secondary schools. The study indicated that most of remedial teachers in Bulawayo Metropolitan Province did not have basic knowledge about the implementation of remedial education in secondary school level. This concur with the findings from the available developed countries’ reviewed literature by Guitierrez and Rodrigo (2011) that secondary school teachers in Mexico were not fully taught the intricacies of reading, and were unaware of the various techniques used by elementary teachers to teach remedial students. Similarly, lack of basic skills was also a likely culprit as some available international studies suggest that remedial teachers at high schools in South Africa (Townsend, 2007) and in Malta (McNicholas, 1983) understand little about the preparation necessary for secondary school remediation. Although the teachers were highly qualified, they did not have basic knowledge to deal with secondary school remedial students in their mainstream classrooms (Townsend, 2007) (see section 2.4). The above findings from developed and developing countries’ studies reiterated with Chireshe et al (2004) that Zimbabwean primary school remedial teachers running the remedial programme were not specialist teachers. Zimbabwean primary school remedial teachers should
gain relevant knowledge for remedial teaching through in-service trainings, seminars, workshops organized by specialized teachers and SSP/SNE staff (Ndebele, 2014).

However, psychological principles of Vygotsky unfolded some skills and techniques to equip remedial teachers with basic skills in remediation so that their help will be interactive and keep the remedial students in their proximal level of development as well as teaching by scaffolding until students are able to work on their own (Moll, 1990; Glozman, 2011). Even Piagetian sensorimotor theory can equip remedial teachers with basic skills of remediation for them to create sociointellectual conditions (psychomotor) that encourage remedial students to perform missed novel experiences (Zelazo and Bar, 2014). Gestalt psychology believe that remedial teacher can be equipped with some basic knowledge of helping the remedial student to visualize the missed concept or skill through imagery training skill (Boon, 2010) and require the remedial student to verbalize what is being visualized until they master the concept. Carl Rogers’ humanistic psychology can also equip the remedial teachers with basic skills of remediation such as developing a warm, accepting and unconditional positive regard as well as developing student-centered remediation to assist remedial students to develop their sense of self efficacy and self-actualisation (Medalia et al, 2009; Villares et al., 2011).

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 Bulawayo metropolitan province 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 Bulawayo Metropolitan Province secondary school 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 (convergence of Vygotsky, Skinner, Piaget and Carl Rogers’ psychological perspectives) explain the best remedial conditions that remedial teachers’ help should be interactive and assist the students to discover their missed skills (Roosevelt, 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, remedial teacher should have purposive strategies that apply to how remedial student’s brain works in the context of education.

The results from the current study revealed that the secondary school remedial 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 was based on the teachers’ assessment of students’ performance. They used daily written exercises to determine students who needed remediation. This concur 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 agree with Zimbabwean reviewed literature from Mpofu (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 concur with the announcement by Zimbabwe Education Director’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 raised 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 Zimbabwe Education Director’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.

Findings from the current study also revealed that some of the secondary schools’ selection of remedial students was based on diagnostic screening instrument such as WRAT-1, 2 or 4 designed by Jastack at the beginning of the year to establish how lagging was the student in some English language and Mathematics concepts and skills. This concur with Mapfumo and Nyanhungo (1998), Chireshe et al., (2003) and Ndebele (2014) that at the Zimbabwean primary school, students suspected to be having specific learning difficulties were given Mathematics and language diagnostic tests, by the school’s remedial teachers at the beginning of every year. This is also in agreement with the Chief Education Officer (CEO) circular minute number 12 of 1987 which maintain that selection of remedial students at Zimbabwean primary schools is based on selection tests provided by the Schools of Psychological Services or Special Needs education (SPS/SNE).
Other available developed countries’ literature concur with the above sentiments that majority of educational institutions in London, Palestine, Rafah and Mexico identified their remedial students by administering placement tests in basic skills (Conley, 2007; Holmlund and Silva, 2009; Boatman and Long, 2010; Abu Armana, 2011; and Gutierrez and Rodrigo, 2011; Jarrar, 2014). In Florida, selection of remedial students was based on Florida College Entry Level Test (CPT) (Calcagno and Long, 2008; 2009). In Chicago, selection of remedial students was based on Chicago Public Schools standardized Test (CPST) (Jacob and Legren, 2002). However, the secondary school remedial teachers and administrators who participated in the current study queried and doubted on the relevance and suitability of the WRAT-1 or 2 instruments and negatively viewed them as Euro-centric selection instruments thereby diluted the effectiveness of secondary school remediation.

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 Zimbabwe Education Director’s Circular Number 26 of 2008 that selection of students for remediation at secondary school level in Zimbabwe 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 shy to come forward and request for assistance.
Secondary school remedial teachers 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. The majority of the participants confirmed that remedial education was provided by every English and Mathematics teachers without experience and skills of remediation. This concur with the findings from the available local study by Chireshe et al. (2004) who maintain that teachers running the remedial programme in Zimbabwean 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 (CEO circular minute number 12 of 1987, Ndebele, 2014). 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
remedial teachers and administrators in the current study concluded that the secondary school remediation in Bulawayo Metropolitan Province was not significantly effective.

Majority of secondary school remedial teachers and administrators indicated that they used Classroom remediation to help their remedial students at least once a month not twice a week as announced by Zimbabwe Education Director’s Circular number 26 of 2008 because they had no time for remediation during the lesson otherwise they would not finish the syllabus. This concurs with the findings from the studies by Melton (2010) and Smith and Wallace (2011) in developed countries that most of their secondary schools used Classroom remediation to help their remedial students. This was supported by the findings from a study by Abu Armana (2011) in Gaza that remedial education programmes were usually offered during normal school lessons (classroom remediation). Classroom remediation happens in the classroom for students who need remediation after having been taught certain concept or topics. After identified students with a need, the teacher planned for them and carried out the remedial process while the rest of the students continued with assigned exercises.

Since Classroom remediation happened in the classroom during mainstream lesson for students who need remediation, secondary school remedial teachers in the current study negatively viewed Classroom remediation as not significantly effective due to lack of time to plan and administer it, to the large size of the mainstream class which demand the teacher’s individual attention and lack of knowledge on how to assist remedial students with dyslexia. They also confirmed that
Classroom remediation resulted in student stigmatisation, feel humiliated, developed inferiority complex, anxiety and fear of the subject. This is corrected by BBL principles which demand adequate time for the remedial student to practice real life experiences in the learning environment, establishing an effective communication with students, and guiding them through their learning processes (scaffolding) to achieve effective secondary school remediation (Ozden and Gultekin, 2008). This is also supported by some available international researchers who advocated that Brain-based classroom remedial activities should be encouraging and should eliminate the remedial students’ redundant fears and anxiety (Caine, Caine, McClintic, and Klimek, 2005; Ozden and Gultekin, 2008). This was reiterated by Banerjee et al. (2007) that remedial education in Indian secondary schools improved students’ confidence, self-esteem, motivation and locus of control (that is non cognitive skills) as a way to improve Mathematics and English lessons attendance and academic achievement.

To eliminate student stigmatisation, feel humiliated, inferiority complex, anxiety and fear of the subject due to remediation at secondary schools, Vygotskian psychology presents that the task of the remedial teacher is to help the student to realise the positive changes in him/herself as a new functional system (Glozman, 2011). The help of the remedial teacher must be interactive and assist the students to discover their missed skills. This agree with Carl Rogers’ humanistic psychology that the role of the remedial teacher is to help students to remove conditions that thwart their selfactualization such as negative beliefs and expectation (fear and anxiety) upon mathematics and English subjects (Cain and Cain, 2011; Bohart, 2003 in Medalia et al, 2009). Thus, effective remediation in the teaching and learning situation in secondary schools should be exhibited within
the remedial student who is free from anxiety, fear, stigmatization, inferiority complex eliminated by scaffolding from the remedial teacher and Brain-Based remedial classrooms (Caine, 2004; Ozden and Gultekin, 2008).

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 with Allington and Bennett (2009) in Abu Armana (2011) who maintains that remedial education programmes implemented after school lessons were reported to be more successful as student did not have to miss the normal classroom instructions. This is reiterated by Cox (2003) that in USA, remediation during the study periods was the best since it gave the impression that students were being assisted. In Kenya, remedial lessons were also conducted late in the evening to allow every remedial student to attend the mainstream instruction. The findings from Kenya agree with a study by Ndebele (2014) that in Zimbabwean primary schools, nominated remedial teachers were required to carry out the remedial work in at least two afternoons each week to allow every remedial student to attend mainstream lessons fully. Findings from the above studies contrary with Jacob and Lefgren (2002) and Abu Armana (2011) who maintain that most of educational institutions in Chicago and Gaza usually offer their remedial education programmes after school and summer sessions, and were reported to be more successful as remedial students did not miss the normal classroom instruction while attending remedial lessons.
Findings from other secondary school remedial teachers in the current study disclosed that only very few of the secondary schools in Bulawayo Metropolitan Province used Clinical remediation provided after normal school lessons or during off session. They admitted that although Clinical remediation increased their workload, it promoted effective scaffolding and encouraged remedial students to participate in the remedial teaching and learning situation actively but majority of the remedial students stagnated in the remedial class for a longer time without returning to the mainstream class. This concurs with the results from the studies by Cox (2003) and Smith and Wallace (2011) in developed countries that the remedial students were placed in classes (clinical remediation) which were most likely to provide improved learning outcome benefits and indeed, this promoted effective scaffolding until the student mastered the concept. Clinical remedial classes were focusing on high student-teacher interaction until the remedial student mastered the missed concept. This is also in agreement with Dreyer (2008) who observed that remedial teachers in Western Cape in South Africa withdraw students with special education needs from the mainstream class to teach and give specific learning support in a small clinical remedial class. The findings from the above studies agree with Mutepfa et al. (2007) who maintain that in Zimbabwean primary schools, remedial students perceived to have similar learning needs or skills deficits receive clinical remedial instruction. Besides the stagnation of the remedial student in the clinical remedial class, the above results concur with the findings from Wilson (2013) who maintains that effective remediation with Brain-based teaching materials encouraged remedial student to participate in the learning and teaching process actively. This is supported by National Education Association NEA (1994) which perceives Brain-based remediation (particularly in Clinical remedial classes) as an effective remedial education which immerses students in a multiplicity of
complex experiences and then provided a number of ways for them to process those experiences, including reflections, critical thinking and artistic elaboration for the remedial student to return to the mainstream class.

Some of the secondary school teachers in the current study indicated that they used On-the-Spot remediation but they were also affected by shortage of time, delay in the coverage of the syllabus and stigmatisation creeping among the secondary school students in the mainstream lessons. They openly disclosed that On-the-Spot remediation was effective since it was done by the subject teacher during the course of his or her lesson and corrected identified errors instantly but there was no opportunity for remedial students to practice real life learning experiences. Despite the lack of opportunity for students to practice real life learning experience, the results concur with the findings from the study by Smith and Wallace (2011) that On-the-spot remediation was effective because identified errors were corrected instantly during the mainstream lesson. As the subject teacher goes round and listens to various students he or she was able to pick up errors and corrected them instantly.

However, remedial teachers’ responses, in the current study, negatively viewed the implementation of On-the-Spot remediation that it did not allow effective teacher communication with student, guiding them through their learning process (scaffolding) as prescribed by the principles of BBL theory (Caine, 2004; Ozden and Gultekin, 2008; Jensen, 2013). Thus, classrooms with On-theSpot remediation were not ‘Brain friendly places’. Brain-friendly places are classrooms or learning
environments where the remedial student’s brain functions meaningfully without threats as well as eliminating remedial student’s anxiety by scaffolding from the remedial teacher and Brainfriendly classroom. The principles of BBL theory as maintained by Caine, Caine, McClintic, and Klimek (2005); Ozden and Gultekin (2008) reflect that effective remediation require remedial student to practice real life experiences in the learning environment, the teacher to establish an effective communication with students, and guiding them through their learning processes (scaffolding). Thus, effective remediation in the teaching and learning in secondary schools should be located within the remedial student who is free from anxiety eliminated by scaffolding from the remedial teacher and Brain-Based remedial classrooms (Brain-friendly places). This opinion has its foundation in Caine and Caine’s Brain-Based learning theory (Caine, 2004; Ozden and Gultekin, 2008). Impliedly, the results from the secondary school remedial teachers in the current study depicted that On-the-Spot remediation was not significantly effective in the teaching and learning situation in secondary schools in the Bulawayo Metropolitan Province.

The findings from the current study disclosed that secondary school remedial teachers’ studentteacher ratio was very high and that the remedial teachers could not cope with remedial students. All secondary school remedial teachers, administrators and remedial tutors who participated in the current study admitted that the size of their remedial classes was of averagely of 20 remedial students. Mainstream classes had an average of 46 students where every struggling student demand the teacher’s attention. Secondary school remedial teachers in Bulawayo Metropolitan Province complained that their remedial classes were too big and difficulty for the remedial teacher to prepare teaching material according to individual student’s learning
preferences. However, this is contrary with what was stated by the Zimbabwe Education Director’s circular number 26 of 2008 that remediation usually implies small-group or individual instruction that is conducted by the subject teacher or special teacher. This is reiterated by Cox (2003) who maintained that remedial classes are often small, and their lesson focus is on high teacher-student interaction. In the same vein, Jacob and Lefgren (2002) present that classes of summer remedial education in Chicago were generally quite small to promote effective implementation. These findings from the above developed countries available literature agree with Mutepfa et al. (2007) who maintain that remedial education at Zimbabwean primary schools is provided in small groups to remedial students perceived to have similar learning needs or skills deficits. Indeed, small group or individual instruction promotes effective scaffolding and effective interactive help by the remedial teachers as prescribed by the convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers (Glozeman, 2011; Villares et al., 2011; Zelazo and Bar 2014) until the remedial student mastered the missed concept. Based on BBL principles, it is important that a reasonable remedial student-teacher ratio should be encouraged to allow high student involvement in the teaching and learning process and enable the remedial teacher to prepare teaching materials according to individual remedial student’s learning preferences (Wilson, 2013).

The secondary school remedial teachers and administrators who participated in this study disclosed that Bulawayo Metropolitan Province remedial teachers did not use psychological reports to aid the effective implementation of remedial education in the teaching and learning situation at secondary schools. They unfolded that they had no educational psychologists in their secondary schools because they were very expensive. They further confirmed that government educational
psychologists from SPS/SNE district or provincial offices were not even visiting their schools to provide psychometrics in order to establish psychological reports to aid effective remediation. The findings that secondary school remedial teachers did not use psychological reports to aid the effective implementation of remedial education in secondary schools by the current study are contrary to the results from the study by Kirst (2007) that remedial educators were required to carry out an interview with parents for identified students highlighting the child’s limitations and asking for the psychologist reports if available. This is supported by Gutierrez and Rodrigo (2011) in Mexico who maintain that where psychological reports are not available, the secondary school should recommend psychological assessment by the school’s psychologist.

The study further revealed that all secondary school remedial teachers and administrators who participated in the current study felt that implementation of remedial education in the teaching and learning situation in secondary schools was not significantly effective. The results confirmed that unavailability of secondary school remedial policy to provide guidelines for effective implementation of the programme in secondary schools and lack of knowledge led the remedial teachers to have different views and experiences on the secondary school remedial education programme implementation.

The above findings from the current study imply that remedial education in the teaching and learning situations in secondary schools in Bulawayo Metropolitan Province 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. The subsequent section presents the findings of the current study on the benefits of remedial education in the teaching and learning situation in secondary school in Bulawayo Metropolitan Province.

4.6 Which are the benefits of remedial education in the teaching and learning situation in secondary schools

The third sub-research question posed in section 1.5 examined the benefits of remedial education in the teaching and learning situation in secondary schools. This question aimed at assessing, from the secondary school remedial teachers, administrators and remedial tutors’ opinion, the benefits of remedial education in the teaching and learning situation in their secondary schools in Bulawayo Metropolitan Province in order to establish its effectiveness. The sub research question was addressed by items from section D on the open-ended questionnaire for secondary school remedial teachers (special needs education, English and Mathematics teachers) (see Appendix B) and item number 3 from the interview guide for secondary school administrators and remedial tutors (see Appendix C).

From the open-ended questionnaire, secondary school remedial teachers indicated a number of benefits of remedial education gained by the remedial students in the teaching and learning situation in their secondary schools in Bulawayo Metropolitan Province. Findings from participants revealed that remediation in secondary schools was aimed at helping remedial students to assimilate missed concepts and skills but this was not the case with majority of remedial students
who were not regularly attending remedial lessons due to negative attitude towards the programme, stigmatisation and labelling. The study revealed that only very few remedial students with regular attendance benefited from remedial education programme in secondary schools in Bulawayo Metropolitan Province. Secondary school remedial teachers disclosed that remedial education improved remedial students’ outcomes in Mathematics and English language, particularly those remedial students with regular attendance. The participants also admitted that clinical remediation carried outside the school timetable (off session) improved remedial students’ (those with regular attendance only) confidence, self-esteem, locus of control and their abilities in Mathematics and English language. Excerpts from the open-ended questionnaires in section D (see Appendix B) reflecting these sentiments are given below:

“Although we did not have enough time to assist a large number of struggling students during the lesson (On-the-Spot remediation), remedial education helped our fortunate remedial students to overcome their learning challenges in Mathematics. They improved their mathematics skills. Recalling and application has significantly improved especially to those remedial students who got a chance to be remediated” (RD REM Tr 4).

“The big challenge we have at our secondary school is the high rate of remedial students’ absenteeism. I believe students are taking an advantage of that remedial lessons are done off session outside school time table (Clinical remediation). However, remedial education at our school improved regular attending students’ outcomes in Mathematics and related subjects. I can say three of our remedial students passed their November 2015 ‘O’ Level examinations with five subjects including Mathematics and English language” (BCD REM Tr 10).
“It is good enough to note that remedial education improved our very few individual secondary school students’, with highest attendance, reading and Mathematics achievements. This programme improved their Mathematics scores as compared to the majority of remedial students who developed negative attitude and absenteeism. Two of our remedial students passed their November 2015 examinations” (ID REM Tr 2).

“Remedial work is an unwelcome business at my school due to too much work load and high demands of my subject. By using On-the-Spot remediation during some of my lessons, sometimes, I discovered that remediation helped my remedial students quickly assimilate the missed concepts and skills. In my English subject, they improved their reading, writing and comprehension skills” (KD REM Tr 3).

“Extra lessons I provided outside normal school time or off session improved only very few regular remedial students’ (struggling students) confidence, self-esteem and locus of control in Mathematics activities. It increased their abilities in Mathematics and even other related subjects. At our secondary school we have two remedial students who passed their November 2015 Zimsec examinations with five subjects including Mathematics and English language” (MD REM Tr 1).

“Remedial students with off-session remediation regular attendance performed significantly better in their mid-year, end of year and even final national examinations. The main worry is about the majority of struggling students who are not serious with remediation” (BCD REM Tr 1).

“In our school Clinical remedial education which is well time tabled, developed some of the students’ positive attitude in Mathematics and English language especially those with regular attendance. They graduated from remedial classes and returned to the mainstream although it took time. However, majority of remedial students developed negative attitude, subject inferiority or hatred” (ID REM Tr 6).
The above results agree with findings from the secondary school administrators’ (Heads of Mathematics/English department or School Heads) and remedial tutors’ responses to the interviews which showed that very few remedial students with regular attendance benefited from remedial education programme in their province. Secondary school administrators also admitted that remedial education improved remedial students’ (with regular attendance only) outcomes in Mathematics and English language, subject interest and overall pass rate. One of the secondary school administrators (BP Sec Sch Adm 2) presented himself by saying

“Although there is a confusion on the implementation of this programme at secondary school level, I’m seeing a significant improvement in our remedial students’ outcomes in Mathematics and English language. Remedial students with regular attendance are performing significantly better in their class work, fortnightly or monthly tests and even their midyear tests”

This was supported by (BP Sec Sch Adm 6) who said

“Yes, this programme is increasing the work load of remedial teachers since it will demand them to remediate their students off session or outside school time but those remedial students who attending every time as required by their teacher improved their tests scores in Mathematics and English language”.

Participant BP Sec Sch Adm 1 also said

“Most of slow learners who received educational remediation improved their performance, subject interest and produced better results”.

The study also revealed that many challenges experienced by majority of secondary schools during the implementation of remedial education affected them to gain significant benefits from this
programme with only very few private secondary schools and boarding schools appreciated the benefits. The findings indicated that remedial education improved the overall pass rate of very few secondary schools in Bulawayo Metropolitan Province by 5% in November 2015 Mathematics ‘O’ Level examinations. Remedial teachers wrote that although there were challenges which required urgent attention and great considerations, overall results of very few secondary schools improved by 4% in English and 3% in Mathematics of their November 2015 ‘O’ Level examinations. Furthermore, the study also revealed that secondary school remediation helped only few secondary schools, particularly boarding schools in Bulawayo Metropolitan Province, to overcome the learning disabilities and challenges faced by students. They indicated that most of their slow learners who received educational remediation improved their performance, general classroom behaviour, and subject interest and school attendance. The following extracts reflect the above sentiments.

With an aid of Special Needs Education (SNE) department at our secondary school using Clinical remediation and On-the-Spot remediation with Teaching Assistants (TA), remedial education improved the overall pass rate of our secondary school by 5% in November 2015 Mathematics ‘O’ Level examination (ID REM Tr 4).

Although we experienced many challenges which need urgent attention and great considerations, overall results of the school improved by 3% in Mathematics and 4% in English language November 2015 examinations. There is a significant rise of pass rate in November 2015 examinations (BCD REM Tr 2).
The use of off session remedial time helped our secondary boarding school to overcome the learning disabilities and challenges faced by students. Most of our slow learners who received educational remediation improved their performance, general classroom behaviour and subject interest as well as school attendance. Our last streams with a lot of struggling students produced better mid-year results and this programme was a solution to disciplinary issues (BCD REM Tr 9).

Above findings agree with the results from the interviews in the current study which indicated that only those secondary schools which tried to offer remedial education benefited from it. Remedial tutors disclosed that benefits of remedial education were evidenced at very few private secondary schools and boarding schools offering remedial education programme to improve their pass rate and overcome the learning disabilities and challenges faced by their students. The following extracts from the interviews reflects the above sentiments.

“To be honest, only those secondary schools trying to offer remedial education are benefiting from the programme. From our records, benefits of remedial education were evidenced at private secondary schools and boarding schools executing remedial education programme only. It improved their overall pass rate in Mathematics and English language as well as other related subjects” (BP REM Tut 2).

“Immmm, I’m not sure whether the majority of our secondary school in Bulawayo metropolitan province are benefiting from the programme because the remedial education was not effectively welcomed by the secondary school remedial teachers. We received a number of reports from various secondary school remedial teachers that they did not have time to carry out remedial work, syllabus is too long, it is increasing their work load and, majority opted to ignore it. But reality is some private schools and boarding schools are improving their pass rate and overcoming the learning disabilities and challenges faced by their students” (BP REM Tut 1).
However, findings from the majority of the secondary school remedial teachers (open-ended questionnaire) in the current study revealed that their secondary schools did not significantly benefited from remedial education programme. They argued that two or three remedial students who passed in November 2015 examination did not even improve their overall school or subjects pass rates. Some remedial teachers indicated that their secondary schools did not gain any benefit from remedial education because the programme was not effectively or seriously carried out. The following excerpts reflect the above revelations.

Our secondary school did not significantly benefited from this programme because two or three remedial students who passed their November 2015 examinations did not change or increase the overall pass rate of the school or even individual subjects (KD REM Tr 6).

No benefits from remedial education was noted at our school because the programme is not effectively or seriously carried out due to lack of knowledge, lack of policy for guidelines, student and parental attitude towards the programme (KD REM Tr 8).

Remedial lessons were difficult to implement as majority of remedial students did not turn up for remedial lessons during off session. Frustrated remedial students developed truancy and absenteeism. All remedial students failed their November 2015 ‘O’ Level examinations (BCD REM Tr 4).

4.6.1 Discussion of the data generated by the second sub-research question on the benefits of remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province

The study revealed that only very few remedial students with regular attendance benefited from remedial education programme in secondary schools in Bulawayo Metropolitan Province.
Although they experienced high rate of absenteeism, secondary school remedial teachers, administrators and remedial tutors admitted that remedial education improved their students’ (with regular attendance) outcomes in Mathematics and English language as well as related subjects. They also noted that these remedial students passed their November 2015 ‘O’ Level examinations with five subjects including Mathematics and English language. This concurred with the findings from the available international study by Machin, McNally and Meghir (2007), 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.

The study also revealed that remedial education improved very few individual secondary school remedial students’ (with highest attendance) reading and Mathematics achievements. This programme improved their Mathematics scores as compared to the majority of remedial students who developed negative attitude and absenteeism. It was evidenced that two of their remedial students passed their November 2015 examinations. The findings that remedial education improved some individual secondary school students’ reading and mathematics achievements by the current study concur with another available international literature by Lavy and Schlosser (2005), which maintained 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.
Although remedial work in secondary school was an unwelcome business in Bulawayo Metropolitan Province due to too much workload and high demands of respective subjects, the remedial teachers in the current study revealed that remedial education at secondary schools helped very few remedial students quickly assimilate the missed concepts and skills in Mathematics and English language subjects. The study further revealed that On-the-Spot remediation during some of their lessons improved remedial students’ reading, writing and comprehension skills. The above findings concur with the results from the study by Gutierrez and Rodrigo (2011) that remediation in Mexican secondary schools helped 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 during the mainstream lesson. Thus, remedial education gives students an opportunity to develop skills which they can use to pursue their learning. Furthermore, a study by Bettinger and Long (2008) in California States discovered and concluded that remedial classes were designed to address academic deficiencies and prepare students for the development of missed concepts and skills which they can use to pursue their learning.

The current study further revealed that Clinical remediation carried outside the school time table (off session) by the secondary school remedial teachers improved remedial students’ (those with regular attendance only) confidence, self-esteem, locus of control and their abilities in Mathematics and English language. The findings indicated that remedial education increased remedial students’ abilities in Mathematics and even other related subjects. Remedial students with off-session remediation regular attendance performed significantly better in their mid-year, end of
year and even final national examinations. The study also revealed that Clinical remedial education
developed some of the students’ positive attitude in Mathematics and English language especially
those with regular attendance. They graduated from remedial classes and returned to the
mainstream although it took time. The results of the current study evidenced that very few of their
remedial students passed their November 2015 examinations with five subjects including
Mathematics and English language. The findings concur with the results from a study by Abu
Armana (2011) that most of schools in Gaza offer after-school and summer-school remedial
programmes improved learning deficits of remedial students. This agrees with Allington and
Bennett (2009) in Abu Armana (2011) who portray that remedial programmes implemented after
school lessons were reported to be more successful with remedial students improving their
confidence, self-esteem and locus of control.

The findings that remedial education improved remedial students’ confidence, self-esteem, locus
of control and their abilities in Mathematics and English language concur with Banerjee et al.
(2007) who maintained that most remarkable reason for remediation in Indian secondary schools
was to improve students’ confidence, self-esteem, motivation and locus of control (that is students’
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. This is supported by Abu Armana (2011)
who concluded that, through an experimental approach on the impact of a remedial programme on
English writing skills of the seventh grade low achievers in Rafah, 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.

Secondary school remedial teachers and administrators admitted that many challenges experienced by majority of secondary schools during the implementation of remedial education in their teaching and learning situation affected them to gain significant benefits from this programme with only very few private secondary schools and boarding schools appreciated the benefits. The findings revealed that remedial education improved the overall pass rate of very few secondary schools in Bulawayo metropolitan province by 5% in November 2015 Mathematics ‘O’ Level examinations. They noted that although there were challenges which required urgent attention and great considerations, overall results of some secondary schools also improved by 4% in English Language and 3% in Mathematics at their November 2015 ‘O’ Level examinations.

The findings that remedial education improved the overall pass rate of very few secondary schools in Bulawayo Metropolitan Province by 5% in November 2015 Mathematics ‘O’ Level Examinations concur with the results from the study by Aragon (2004), on the influence of a community college remedial education on academic performance, in the Midwest in USA, that the remedial participants had significantly higher cumulative grade point averages (GPA) and higher English grades than those non-participants. This was supported by a similar available international
study by Leak and Lesik (2007), using the regression discontinuity design, on the impact of remedial education on first-year students’ success in college which acknowledged that English remedial program increased first-year students’ GPA. Even findings from another study by Sheu, Hsu and Wang (2007), on the effects of an English remedial lesson on low proficiency first-year students, agreed by saying that experimental group performed significantly better in the final examination compared with the controlled group.

Furthermore, findings from remedial teachers, administrators and remedial tutors in the current study revealed that secondary school remediation helped some of the few secondary schools, particularly boarding schools, in Bulawayo Metropolitan Province to overcome the learning disabilities and challenges faced by students. They indicated that most of their slow learners who received educational remediation improved their performance, general classroom behaviour and subject interest as well as school attendance. This concurs with the findings from one of the available international study by Aguele et al. (2010) in Edo State secondary schools in Nigeria that the main function of remedial teaching was to remove the effects of poor learning or lack of learning. They went on stressed 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 learning disabilities.

However, the majority of the remedial teachers who participated in the current study indicated that their secondary schools did not significantly benefit from remedial education despite the
implementation of this programme. They argued that two or three remedial students who passed in November 2015 examination did not even improve their overall school or subjects pass rates because the programme was not effectively or seriously carried out due to lack of knowledge, lack of policy for guidelines, student and parental attitude towards the programme. Moreover the findings revealed that remedial lessons were difficult to implement as majority of remedial students did not turn up for remediation during off session. Frustrated remedial students developed truancy and absenteeism. The current study also revealed that remedial tutors were not sure whether majority of secondary schools in their Bulawayo Metropolitan Province benefited from the remedial education because the programme was not effectively welcomed by the secondary school remedial teachers.

Although very few remedial students benefited from Zimbabwean secondary school level remediation, the findings of the current study imply that remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province was not significantly effective. The effectiveness of the remedial education in secondary school level was affected by high remedial student’ absenteeism, remedial students’ negative attitude, and remedial teachers’ negative attitude towards to the implementation of the programme which need great considerations and attention from the Ministry of Primary and Secondary Education and policy makers. The subsequent section presents the findings of the current study on challenge that affect the effectiveness of secondary school remediation in Bulawayo Metropolitan Province.
4.7 Which are the challenges that affect the effectiveness of remedial education in the teaching and learning situation in secondary schools

The fourth sub-research question posed in section 1.5 examined the challenges that affected the effectiveness of secondary school remediation in Bulawayo Metropolitan Province. This question aimed at assessing the secondary school remedial teachers, administrators and remedial tutors’ experience, observation, views and description of the challenges that affected the effectiveness of secondary school remediation in Bulawayo Metropolitan Province in order to establish its effectiveness.

This sub-question number four was addressed by item in section E on the open-ended questionnaire for remedial teachers (Special Needs Education, English and Mathematics teachers) (see appendix B) and item number 4 from the interview guide for secondary school administrators and remedial tutors (see Appendix C). Results from open-ended questionnaire are presented below;

The secondary school remedial teachers indicated that remediation in secondary schools increased remedial teachers’ normal workload. Since remedial teachers were also subject teachers for different classes, they felt that remediation increased their workload thereby affected the smooth implementation of the programme. The following excerpts from the open-ended questionnaires confirm the above:

“Remediation increases my workload and I am failing to cope with my demands of my subject area” (BCD REM Tr 1).
“It is difficult to plan for individual educational plans for students with learning difficulties after I would have planned for the majority of students in class” (ID REM Tr 9).

“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” (RD REM Tr 7).

“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?” (MD REM Tr 5).

Above findings agree with the results from the interviews of secondary school administrators and remedial tutors which disclosed that remediation in secondary school level increased remedial teachers’ normal workload in Bulawayo Metropolitan Province. Secondary school administrators and remedial tutors confirmed that secondary school remedial teachers felt that remediation at secondary school level gave them extra work on their normal workload. This is evidenced by the participant BP REM Tut 2 who 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”.

This sentiment is in agreement with Participant BP Sec Sch Adm 3 who said

“Mmmm 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 it disturb their sports activities”.

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The other participant **BP Sec Sch Adm 5** admitted and 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”.

Data from the secondary school remedial teachers’ responses to the open-ended questionnaires 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. Excerpts from the open-ended questionnaires reflecting these sentiments are given below:

> “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” (*KD REM Tr 2*).

> “Due to the wider curriculum of secondary schools, there is no space for remedial classes on the master timetable and it is difficult to fit in” (*MD REM Tr 5*).

> “Timetabling of remedial lessons at secondary school level is not easy due to a lot of subjects to be covered. To schedule it in the afternoon is to deprive the students’ right to afternoon activities such as sports, clubs and study” (*BGD REM Tr 10*).

This agree with the results from the secondary school administrators’ and remedial tutors’ responses to the interviews which disclosed that timetabling of remedial classes was difficult.
Findings revealed that their secondary school timetables were fully loaded with their school broad curriculum and made it difficult to fit in remedial lessons or remedial activities in a thirty-five minute lesson. Participant **BP Sec Sch Adm 7** said

> “Yeah, 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”.

Participant **BP Sec Sch Adm 6** disclosed similar feelings and said

> “I tried to fit in remedial lessons on the master timetable at my school but I failed. There is no space at all. Even the teacher to include remediation during a thirty-five minute Mathematics lesson of fifty two students’ mainstream class is impossible”.

Participant **BP REM Tut 1** also disclosed the same feeling and said

> “One of the major challenges experienced by our secondary schools is that timetabling of remedial classes is difficult. The secondary school heads and teachers are complaining that there is no space for remedial classes on their master timetable”.

Secondary school remedial teachers complained that they did not receive or have a policy for remediation at secondary school level which affected the standardised implementation of remedial education programme in Bulawayo Metropolitan Province. They noted that they did not receive a policy for secondary school remediation from SPS/SNE district or provincial offices to guide the implementation of this programme. The study also revealed that remedial teachers were not aware of the Zimbabwe Education Director’s circular number 26 of 2008 which spelt out the guidelines
on the implementation of remedial work at secondary school level. The following excerpts highlight these sentiments:

“The big challenge is that we did not receive a policy from the SPS/SNE district or provincial offices to guide the implementation of the remedial education programme at secondary school level. We do not know that policy they are talking of. We only rely on verbal reports and notes from heads’ district workshops” (RD REM Tr 7).

“We are not aware of the Educational Director’s circular number 26 of 2008. We never heard of it except reports or feedback on remediation by our school heads from their district seminars or workshops” (MD REM Tr 4).

Our school Office did not receive any secondary school level remedial policy from any Ministry of Primary and Secondary Education Offices. We are just remedying our students using our general knowledge” (ID REM Tr 2).

Secondary school remedial teachers who participated in the current study revealed that lack of basic skills of remediating struggling students in the mainstream classes was one of the burning challenges that affected the effective implementation of remedial education at secondary school level. Secondary school remedial teachers admitted that they understood little about the preparation necessary for secondary remediation. This shows that remedial teachers had inadequate knowledge of effective provision of remedial work at secondary school level. Some complained that they were unaware of various skills or techniques used by primary school teachers to teach remedial students. Excerpts from the open-ended questionnaires reflecting these sentiments are given below:
“Lack of basic skills and knowledge of providing remedial work to struggling students in the mainstream lesson is one of the biggest challenges affected the effective implementation of remedial education at secondary school level” (BCD REM Tr 3).

“We have little knowledge about the preparation necessary for secondary school remediation. Moreover, most of secondary school English and Mathematics teachers are not aware of various techniques used by primary school teachers to teach remedial students” (ID REM Tr 7).

“I have little knowledge about the preparation necessary for remediation at secondary school level. I never did that at university when I was doing my degree. Definitely, I have challenges when I am trying to carry out a remedial lesson with my English Language struggling students” (KD REM Tr 3).

This agree with the findings from the interview Participants who disclosed that lack of basic skills and knowledge of remediation was one of the main challenges affected the effective implementation of remedial education at secondary school level. Secondary school administrators and remedial tutors admitted that their remedial teachers had inadequate knowledge of effective provision of remedial work at secondary school level. This was evidenced by participant BP Sec Sch Adm 2 who said

“The major problem is that our English and Mathematics teachers have inadequate knowledge of providing remedial work at secondary school level”.
Participant **BP Sec Sch Adm 4** unfolded the same feeling and said

“Our teachers don’t have necessary remedial skills as compared to primary school teachers. They don’t have relevant information or knowledge of how to provide remedial education at secondary school level”.

This was in agreement with participant **BP REM Tut 1**’s view who 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”.

Secondary school remedial teachers’ responses from the open-ended questionnaires indicated that there was a negative attitude among remedial teachers, parents, remedial students and peers towards remediation at secondary schools. The study revealed that secondary school remedial teachers experienced sensitivity of the students to failure resulting in negative attitude towards remedial lessons. They also admitted that most of remedial teachers developed psychological threats such as negative attitude, programme hatred and minimisation resulted in not giving remedial work an immediate attention and not regarding it seriously. Some of the secondary school remedial teachers in the current study complained that majority of parents failed to accept that their children need remedial education and they wished to withdraw them from their schools. The following excerpts from the open-ended questionnaires confirming the above sentiments are presented below:
“This programme is not easy to administer at secondary school level due to teachers’, students’ and peers’ negative attitude towards it. Teachers are not taking it seriously and eventually not carrying it out at their schools” (KD REM Tr 5).

“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” (MD REM Tr 4).

“The challenge we are experiencing is that most of parents do not accept that their children are struggling in Mathematics and English language while they are above average in other subjects. They put blame of their children’s failure on subject teachers. Some parents wish to withdraw their children from school due to their enrolment in the remedial classes” (BCD REM Tr 8).

This agrees with Secondary school administrators and remedial tutors who participated in the interviews of this study and disclosed that there was a negative attitude towards remediation in secondary schools among schools and teachers which affected the effective implementation of remedial education in the teaching and learning situation. The study revealed that remediation in secondary school level was not adequately accepted by the secondary schools and their remedial teachers. They confirmed that most of remedial teachers and their secondary schools did not give remedial work at secondary school level an immediate attention and not take it seriously. This is evidenced by the participant BP REM Tut 1 who personally expressed himself and said

“To be honest enough, remedial education is not adequately accepted by secondary schools and their teachers. Teachers are not taking it seriously and eventually not carrying it out at their schools. The bottom line is they just have negative attitude towards the programme”.
These sentiments were also evidenced from Participant **BP Sec Sch Adm 1** who said

“Our remedial teachers at my school are not taking this programme serious. Teachers have negative attitude towards secondary remedial education programme”.

Another Participant **BP Sec Sch Adm 3** with similar views said

“The remedial education programme is causing confusion here at our secondary school. We don’t have guidelines, no special education teachers at our school. No one from the SPS/SNE offices is coming down to assist us on how to do it properly. This thing is just causing problems”.

Results from the open-ended questionnaires for secondary school remedial teachers indicated that effective remediation at secondary school level was affected by embarrassment experienced by struggling and remedial students in the mainstream. The study revealed that remedial students were frustrated by their failures and experienced embarrassment of being treated as less achievers. Secondary school remedial teachers admitted that majority of the remedial students were demoralised by the remedial education programme in secondary school level. The results from the study also revealed that stigmatisation associated with remediation in secondary schools affected the effective implementation of this programme. Remedial teachers indicated that remedial students were stereotypically labelled as unintelligent by peers resulting in negative peer effects and poor remedial students’ self-esteem. The following excerpts from open-ended questionnaires reflecting the above are presented below:
“One of the challenges we are facing as remedial teachers is that most of the remedial students are frustrated by their failures and are experiencing embarrassment of being treated as less achievers by their peers” (BCD REM Tr 6).

“Truly speaking, stigmatisation associated with remediation in secondary schools has affected the effective implementation of this programme. Stereotypically labelled as unintelligent students by their peers lowered remedial students’ self-esteem and disturb our remedial lessons” (RD REM Tr 1).

“Remedial students at our school are demoralised by the remedial education programme at secondary school level and make it difficult to implement. Majority of the remedial students’ self-esteem will be reduced” (ID REM Tr 8).

Results from the open-ended questionnaires for secondary school remedial teachers also revealed that there were no workshops for secondary school remedial teachers to improve their skills on remediation in secondary school level. The study indicated that lack of in-service training provision to remediate secondary school students with severe academic deficiencies affected the effective implementation of remedial education in the teaching and learning situation in secondary schools.

The following excerpts highlight these sentiments:

“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” (ID REM Tr 2).
“Our Ministry of Primary and Secondary education is not even providing us with an in-service training to remediate secondary school students with severe academic deficiencies at secondary school level. This is only available at primary teachers’ training college and particularly relevant to primary school remedial teachers only” (KD REM Tr 4).

“We are not even getting staff development exercises on secondary school remediation. The School Heads just announce to us without the provision of training us how to implement the programme at secondary school level” (RD REM Tr 3).

Secondary school remedial teachers’ responses from the open-ended questionnaires indicated that their school departmental policies exerted more pressure on remedial teachers (English and Mathematics teachers) to complete syllabus despite the difficulties they faced during the implementation of the programme in the teaching and learning situation. Secondary schools Mathematics and English language departmental policies required total coverage of the syllabuses and high pass rate from remedial teachers despite the expectations by the remedial programme. The following excerpts confirm the above:

“We have a challenge of departmental demands during the implementation of the remedial education programme at our secondary schools. Our Mathematics and English language secondary school departmental policies and objectives required total coverage of syllabuses and high pass rate, thereby exerting pressure on us to complete the syllabuses. As a result, our teaching is swift learning and exam-oriented, with an emphasis on completing the syllabus. Eventually, it will be very difficult to consider the struggling students who need remediation” (RD REM Tr 6).
“Secondary school departmental subjects demand results and total coverage of syllabuses. Therefore, it is so hard for us to spare time for remedial lessons than to cover the syllabus for the sake of final examinations” (BCD REM Tr 6).

The results from the interviews of the current study also revealed that remedial tutors felt that secondary school remedial teachers were unaware of various skills used by primary school teachers to teach remedial students. This was disclosed by the participant BP REM Tut 3 who said

“The main problem we are experiencing in our province is that most of secondary school English and Mathematics teachers are not aware of various skill and techniques used by primary school teachers to teach remedial students”.

Participant BP REM Tut 1 revealed the same feeling and said

“Secondary school Mathematics and English teachers are not aware of remedial skills and techniques used to help remedial students to discover their potential. I guess they never did that as curricula at their teachers’ training colleges”.

Participants from the interviews of the current study also disclosed that students’ stagnation on the same level without returning to the mainstream as one of the main challenges affected the effectiveness of remedial education in the teaching and learning situation in secondary schools. The results revealed that it was sad that some of the students stagnated for the whole year in the remedial class without returning to the mainstream. They confirmed that most of remedial students were recycling material they had already covered without progressing. Thus, student stagnation forced remedial students to experience a cycle of boredom and repetition of materials while the peers were completing the syllabus. This is evidenced by participant BP Sec Sch Adm 5 who said
“The main psychological problem I observed from this secondary school remediation is that most of remedial students are staying for the whole year in the clinical remedial class without returning to the mainstream missing more essential skills and concepts for examination covered by the peers in the mainstream. The programme is forcing the students to experience a cycle of boredom and repetition of concepts without progressing and not returning to their mainstream”.

Participant BP Sec Sch Adm 4 disclosed the same feeling and said

“It’s so sad to tell you that this remedial programme is forcing a student to stagnate in the remedial class repeating and repeating the same concept without returning to the mainstream. Honestly, students are missing a lot of concept needed for their Zimsec examination”.

BP REM Tut 2 also revealed the similar observation and said

“The other challenge I discovered from my secondary school Special Needs and Remediation inspection is students stagnation in remedial classes for a longer time, say a term or a year, without returning to the mainstream”.

Finally, results from the secondary school administrators’ and remedial tutors’ responses to the interviews revealed that lack of resources capable of helping remedial students was one of the major challenges affected the effective implementation of remedial education programme in secondary schools in Bulawayo Metropolitan Province. They felt that secondary schools had lack of teaching material relevant to the secondary school remedial students for them to master the missed skills and concepts. Participant BP Sec Sch Adm 2 revealed the above and said
“Another problem we are experiencing at our schools is the lack of resources capable of helping remedial students for them to master the missed concepts and skills. Teachers are struggling to design their own learning material to assist the remedial student but such learning resource might be too shallow or hard for the student to master the missed skills or concepts”.

Participant **BP Sec Sch Adm 4** revealed the same feeling and said

“They biggest problem we are facing is that our government is not supporting us with resources capable of helping our remedial students. We don’t have remedial learning material suitable for secondary school level like what is happening at primary school level”

These sentiments were in agreement with participant **BP REM Tut 1** who said

“Truly speaking, lack of resources capable of helping remedial students is one of the serious challenges affecting the effective implementation of remedial education at secondary school level. Those secondary schools which are carrying out remedial education do not have learning resources suitable to secondary school level to assist the student to master the missed concept”.

### 4.7.1 Discussion of the data generated by the fourth sub-research question on the challenges that affected the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

The current study focused on assessing and describing the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. In this section, the findings from the study are discussed addressing the fourth sub-research question posed in section 1.5 of chapter 1 which reads: Which are the challenges that affect the effectiveness of secondary school remediation in Bulawayo Metropolitan Province? References are made to the
Zimbabwean and international reviewed related literature that was presented in chapter two on the challenges that affect the effectiveness of secondary school remediation. The secondary school remedial teachers, administrators and remedial tutors 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. This concurs with the findings from the study by Townsend (2007) 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 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. This concurs with findings from a study by Townsend (2007) that it was difficult for the South African secondary schools to include remedial lessons on their master timetables. This concurs with Ndebele (2014) who presents that, in Zimbabwe, remedial lessons were poorly slotted in the primary school timetable. However, the results were contrary to the announcement by Zimbabwe Education Director’s Circular Number 26 of 2008 that remediation in Zimbabwean secondary schools had to be timetabled at least twice a week. In the same vein, Chireshe et al. (2004) present that Zimbabwean primary school remediation has to be timetabled for sessions of one hour duration each on two separate days a week. This is in agreement 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 study revealed that secondary school remedial teachers and administrators did not receive or have a policy for remediation at secondary school level thereby affected the standardised implementation of the remedial education programme in Bulawayo metropolitan province. Remedial teachers and administrators confirmed that they did not receive a policy for secondary school remediation from SPS/SNE district or provincial offices to guide the implementation of this programme. The study also revealed that remedial teachers were not aware of the Zimbabwe Education Director’s Circular Number 26 of 2008 which spelt out the guidelines on the implementation of remedial work at secondary school level. The above results from the current study were contrary to the announcement by Zimbabwe Education Director’s Circular Number 26 of 2008 that secondary school remediation should be guided by its guidelines while the provincial remedial tutors were finalizing their researches.

The secondary school remedial teachers, administrators and remedial tutors in the current study revealed that lack of basic skills of remediating struggling students in the mainstream classes was one of the burning challenges affected the effective implementation of remedial education at secondary school level. They confirmed that secondary school remedial teachers understood little about the preparation necessary for secondary school remediation. This shows that remedial teachers had inadequate knowledge of effective provision of remedial work at secondary school level. The study further revealed that secondary school remedial teachers were unaware of various skills or techniques used by primary school teachers to teach remedial students. The findings in this current study that lack of basic skills of remediating struggling students was one of the burning challenges affected the implementation of remedial education in secondary school level concur
with findings by Townsend (2007) and McNicholas (1983) that lack of basic skills of remediation was one of the main challenges as some remedial teachers at high schools in South Africa and Malta understood little about the preparation necessary for secondary school remediation. These international studies further reveal that although the remedial teachers in South Africa and Malta were highly qualified, they did not have the expertise to deal with remedial students in their classrooms. They were not well equipped with basic skills to handle students struggling with Mathematics and English due to dyslexia (Townsend, 2007; McNicholas, 1983). In similar vein, the findings were supported by the results of a studies from Gutierrez and Rodrigo (2011), Manyumwa et al. (2013) and Ndebele (2014) that Mexican secondary school remedial teachers Zimbabwean primary school remedial 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 thereby compromising the effectiveness of remedial education. Remedial teachers did not have crafted competence to administer remedial treatment to struggling students.

The current study revealed that all secondary school remedial teachers, administrators and remedial tutors agreed that there was a negative attitude towards remediation in secondary schools crept among teachers, parents, students and peers which affected the effective implementation of remedial education in the teaching and learning situation. The study also revealed that secondary school remedial 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 minimisation 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 Tremblay (2011) and Elmetwally (2012) 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 Ndebele (2014) who maintains that the effectiveness of remedial education in primary schools in Zimbabwe was affected by the negative attitude developed among remedial students.

Secondary school remedial teachers and administrators from the current study revealed that majority of secondary school parents of remedial students failed to accept that their children need remedial education and they wished to withdraw them from their schools thereby disturbed the effective implementation of the programme. The findings that parental attitude affected the implementation of remedial education in secondary school concur with the results from a study by Stuck (2004) in Canada, who discovered that remedial education in secondary schools was affected by parental attitude. The above researcher added that some of the parents of remedial students did not accept that their children had learning problems in Mathematics or English while they were above average in all other subjects. In England, parental involvement in remedial 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. In Canada, they put total blame of their children’s failure on the teachers of respective subjects (Stuck, 2004).

Secondary school remedial 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 achievers. The results from the current study also revealed that majority of the remedial students were demoralised 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 achievers. 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 demoralising, 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 demoralised 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.
The results from the secondary school remedial teachers in the current study also revealed that stigmatisation associated with remediation in secondary schools affected the effective implementation of this programme in Bulawayo metropolitan province. Secondary school remedial teachers confirmed that remedial students were stereotypically labelled as unintelligent by peers resulted in negative peer effects and lowered remedial students’ self-esteem. The above findings concur with the results from a study by McNicholas (1983) who concluded that attempts to raise students’ performance in Maltese system of education was not helped by their remedial interventions which emphasizes streaming and labelling 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 studies by Howerton (2004) and Melton (2010) in developed countries discovered that there was a stigma associated with remediation in secondary schools, and this psychological burden negatively affected outcomes and discouraged student’s effort. Thus, secondary school remedial students experienced stigmatisation associated with remedial education. The researchers further explain that grouping less ability students in remedial classes produced negative peer effects 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 labelling of the remedial students and stigma attached to being in the remedial class served to demotivate the student. The researchers concluded that primary school remedial students in Zimbabwe did not like being pulled out for remedial lessons due to peer labels and stigmatisation.
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. The study also confirmed that lack of in-service training provision to remediate secondary school students with severe academic deficiencies affected the effective implementation of remedial education in the teaching and learning situation in secondary schools. This concurs with findings from Townsend (2007) and Holmlund and Silva (2009) who maintain that secondary school Mathematics and English teachers had difficulties in teaching remedial students because they suffered from a lack of in-service training provision to remediate students with severe academic deficiencies. The findings of the current study are contrary with CEO Circular Minute Number 12 of 1987 and Ndebele (2014) who maintain that remedial teachers are expected to attend in-service trainings, workshops and seminars organised by experienced and specialised remedial teachers or SPS staff for them to develop skills on remedial education.

The results from the current study revealed that secondary school remedial teachers complained that their school departmental policies exerted more pressure on remedial teachers to complete syllabuses despite the difficulties they faced during the implementation of the programme in the teaching and learning situation. Thus, secondary schools Mathematics and English language departmental policies required total coverage of the syllabuses and high pass rate from remedial teachers despite their expectations by the programme.
Secondary school administrators and remedial tutors in the current study revealed that students’ stagnation on the same level without returning to the mainstream was one of the main challenges that affected the effectiveness of remedial education in the teaching and learning situation at secondary schools. The results further disclosed that it was sad that some of the students stayed for the whole year in the remedial class without returning to the mainstream. They confirmed that most remedial students were recycling material they had already covered without progressing. Thus, student stagnation forced remedial students to experience a cycle of boredom and repetition of materials while the peers were completing the syllabus. The findings that student stagnation without returning to the mainstream affected the effective implementation of remedial education at secondary school concur with results from a study by Klinger, Cramer and Harry (2006) in America, who discovered that one of the greatest remedial implementation challenges in American urban schools involved students stagnating and not proceeding 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 through the same materials repeatedly. Even Wells, Blendinger and Greenberg (2000) reiterated by saying that remedial students who struggled with reading often entered a cycle of boredom and repetition of materials.

Results from the current study revealed that all secondary school administrators and remedial tutors disclosed similar view that lack of resources capable of helping remedial students was one of the major challenges affected the effective implementation of remedial education programme at secondary schools in Bulawayo Metropolitan Province. They felt that secondary schools had lack of teaching material relevant to the secondary school remedial students for them to master the
missed skills and concepts. The above findings concur with the results from a study by Gutierrez and Rodrigo (2011) in Mexico who maintain that secondary school teachers who were teaching reading remediation did not have dynamic material or learning resources, capable of helping remedial students. Similarly, studies by McNicholas (1993) and Chireshe et al. (2004) reiterated that there was an apparent lack of appropriate teaching material for those experiencing difficulties in the Maltese system of education and Zimbabwean primary schools. This also concur with the findings from Fadel, Othman and Shuqair (2013) in Arabia that the methods and materials used in the remedial teaching process were not effective and capable of helping remedial students in Arab nations. The remedial education programmes that were offered in the colleges were quite ineffective in helping the students fit into the societies where they have to constantly use the English language due to lack of suitable remedial resources and learning material (Moussu, 2010 in Fadel et al., 2013). The studies maintain that the remedial teaching material was too basic to capture the attention of some of the remedial students in Mexico, Malta, Arab nations and Zimbabwean primary schools.

Therefore, findings from the current study depict that remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province 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.
4.8 How should the challenges affecting the effectiveness of remedial education in the teaching and learning situation in secondary school be addressed?

The fifth sub-research question posed in section 1.5 examined how the challenges affecting the effectiveness of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning situation in Bulawayo Metropolitan Province. This question aimed at assessing, from the secondary school remedial teachers, administrators and remedial tutors’ views and opinions, how the challenges affecting the effectiveness of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning situation.

This sub-question number five was addressed by item number 1 in section F on the open-ended questionnaire for remedial teachers (Special Needs Education, English and Mathematics teachers) (see appendix B) and item number 5 from the interview guide for secondary school administrators and remedial tutors (see Appendix C). Results from item 1 in section F of the open-ended questionnaire are presented below:

The secondary school remedial teachers indicated that the Zimbabwean Ministry of Primary and Secondary Education, through its department of SPS/SNE, should train all secondary school teachers on how to administer remedial lessons. Since remedial teachers were not specialists on the remedial education and lack adequate knowledge on remediation in the teaching and learning situation at secondary schools, they felt and 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. The following excerpts from the open-ended questionnaires confirm the above:

“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 Ministry of Primary and Secondary education, through SPS/SNE department, should establish training programmes for secondary school remedial teachers and all teachers affected” (BCD REM Tr 8).

“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” (KD REM Tr 4).

“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” (RD REM Tr 1).

This agrees with the findings from the interview 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 administrators and remedial tutors admitted that their remedial teachers had inadequate knowledge of effective provision of remedial work in secondary school level. Therefore, they proposed that training programs for secondary school remedial teachers on remediation in secondary school level can address challenges affecting effective implementation of remedial education at secondary school level. This was evidenced by participant BP REM Tut 3 who said

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“To address one of the major problems of our English and Mathematics 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 was in agreement with participant BP Sec Sch Adm 1’s view who said

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

Results from the open-ended questionnaires for secondary school remedial teachers revealed that the challenges affecting the effectiveness of secondary school remediation should be addressed by adequate support from the educational stakeholders to promote its effectiveness in the teaching and learning situation. Remedial teachers who participated in the current study suggested that there is a need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing issues militating the effective implementation of the programme. The results suggested that Ministry of Primary and Secondary Education should encourage school heads to support remedial education programmes by sourcing remediation materials and media, scheduling remedial time in order to address challenges affecting effective implementation of secondary school remediation. Remedial teachers suggested that Educational Psychologists and remedial tutors should visit secondary schools and educate teachers on how to provide remedial education, should assist secondary school teachers in the assessment, diagnosis, screening and selection of students need remedial education. The remedial teachers from the study revealed and suggested that parents should support secondary school level remedial education by actively involving in the remediation of their children through monitoring their homework in order to curb absenteeism and
truancy among the remedial students. The results also suggested that government should support this programme 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. The following excerpts from open-ended questionnaires reflect the above:

There is a need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing challenges affecting the effective implementation of the remedial education in our secondary schools (BCD REM Tr 9).

It is suggested that qualified Educational Psychologists and Remedial tutors should visit secondary schools and educate remedial teachers on how to carry out assessment, diagnosis, screening and selection of students need remedial education (MD REM Tr 5).

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 (KD REM Tr 6).

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 (ID REM Tr 7).

Secondary school remedial teachers’ responses from the open-ended questionnaires 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 Primary and Secondary Education should employ secondary school special teachers or remedial teachers for all schools who concentrate on remedial classes only. The following excerpts from the open-ended questionnaires confirm the above are presented below:

“To address most of the challenges affecting the effective implementation of remedial education at secondary school, it is suggested that Ministry of Primary and Secondary education with the help of SPS/SNE department should recruit secondary school remedial teachers for all secondary schools who will concentrate on remedial classes only” (KD REM Tr 3).

“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” (RD REM Tr 2).

Results from the open-ended questionnaires for secondary school remedial teachers revealed that minimization of remedial class student-teacher ratio can address the problem of large class size which affects the effectiveness of remedial education implementation in the teaching and learning situation at secondary schools. Since remedial teachers in Bulawayo Metropolitan Province complained of large class sizes, the results from the study suggested that size of the clinical remedial class at secondary school level should be reduced in order for the remedial teachers to carry out remediation effectively. The following excerpts highlight these sentiments:
“To address the challenge of class size which affect the effective implementation of remedial education at our schools, secondary schools should reduce remedial teacher-student ratio” (MD REM Tr 1).

“We need to reduce the size of classes to allow high student attention and carry out remediation effectively” (BCD REM Tr 10).

This agree with the results from the interviews in the current study which disclosed that size of remedial classes should be reduced to address the challenge of remediating a large group of remedial students. Secondary school administrators admitted and suggested that reducing their remedial teacher-student ratio can assist remedial teachers to effectively implement remedial education in the teaching and learning situation at secondary school level. Participant BP Sec Sch Adm 3 said

“Remedial classes are too big for our teachers. Therefore, it’s better to reduce teacher-student ratio in order for our remedial teachers to carry out remediation effectively”.

Secondary school remedial teachers’ responses from the open ended questionnaires stated that reducing remedial student’s curriculum load can address the problem of timetabling which affect the effective implementation of remedial education in secondary school level. Since timetabling of remedial classes was difficult in secondary school master timetable, the results from the study suggested that remedial students who need remedial education should take few subjects (such as from 6 to 8 subjects) for them to have adequate time for remediation as well as for their remedial lessons to fit into the master timetable. The following excerpt confirms the above:
“It is 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” (RD REM Tr 2).

Results from the open-ended questionnaires for secondary school remedial teachers revealed that equipping remedial students with adequate knowledge on the importance of remediation can address the students’ problems such as absenteeism, negative attitude towards the programme and truancy which affect the effectiveness of remediation at secondary schools. Since remedial teachers experienced students’ absenteeism, attitude and truancy, the results from the study suggested that secondary school administrators and teachers should provide students with adequate awareness on the importance of remediation to address the problems of absenteeism, negative attitude and truancy. The following excerpt highlights these sentiments:

“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” (ID REM Tr 9).

Results from the open-ended questionnaires for secondary school remedial teachers revealed that revision and reviewing of the secondary school remediation policy and supplying it to all secondary schools can address the problem experienced by secondary schools of not receiving or having the policy for remediation at secondary school level. Since remedial teachers complained that they did not receive or not have a policy for remediation at secondary school level, the results of the current study proposed that Ministry of Primary and Secondary Education through its
department of SPS/SNE should revise the secondary school remediation policy and provide clear standardized guidelines for the implementation of remedial work at secondary school level as well as making it available to all secondary schools. The following excerpts highlight these sentiments:

“Ministry of Primary and Secondary Education should revise the secondary school remediation policy and draft clear and standardized guidelines for the implementation of remedial work at secondary school level. It should make it a policy that every secondary school has a secondary school remediation policy at the beginning of every year” (KD REM Tr 1).

4.8.1 Discussion of the data generated by the fifth sub-research question on strategies that can be used to improve the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province

The current study focused on assessing and describing the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. In this section, the findings from the study are discussed addressing the fifth sub-research question posed in section 1.5 of Chapter 1 which reads: How should the challenges affecting the effectiveness of remedial education in the teaching and learning situation in secondary school be addressed? References are made to the Zimbabwean and international reviewed related literature available on how the challenges affecting the effectiveness of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning situation.

The secondary school remedial teachers, administrators and remedial tutors indicated that the Zimbabwean Ministry of Primary and Secondary Education, through its department of SPS/SNE, should train all secondary school teachers on how to administer remedial lessons. Since Bulawayo metropolitan province remedial teachers were not specialists on the remedial education and lack
adequate knowledge on remediation in the teaching and learning situation in secondary schools, remedial teachers, administrators and remedial tutors 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 studies by Kaputa (2012), Muchemwa (2014) and Ndebele (2014) propose 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 SPS department need 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.

Results from the current study revealed that the challenges affecting the effectiveness of secondary school remediation should be addressed by adequate support from the educational stakeholders to promote its effectiveness in the teaching and learning situation. Remedial teachers suggested that there is a need for close collaboration among SPS and SNE department, school heads, teachers and
parents in addressing issues affecting the effective implementation of the programme. The results also suggested that Ministry of Primary and Secondary Education should encourage school heads to support remedial education programmes by sourcing remediation materials and media, scheduling remedial time. Remedial teachers proposed that Educational Psychologists and remedial tutors should visit secondary schools and educate teachers on how to provide remedial education, carry out assessment, diagnosis, screening and selection of students who need remedial education. The remedial teachers from the study felt that 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. They also suggested that government should support this programme by establishing teacher education development programme for secondary school teachers through sponsoring their academic advancement in remedial education at universities or secondary school teachers’ colleges. After discovered that primary school remedial programme did not receive enough support from remedial tutors, teachers and parents, local studies by Manyumwa et al. (2013) and Muchemwa (2014) concur with the above findings from the current study by suggesting that there is a need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing issues militating the effective implementation of the programme. An international study by Abu Armana (2011) also reiterates the above suggestions by indicating that UNRWA schools administrators in Rafa, should support remedial program by preparing and distribute instructional material that increase remedial teachers’ awareness on how to teach remedial skills for low achievers to make the remedial lesson process more effective.
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 Primary and Secondary Education should employ secondary school special teachers or remedial teachers for all secondary schools who concentrate on remedial classes only. This concur with a 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 Bulawayo Metropolitan Province will be effective.

Remedial teachers from the current study revealed that minimisation of remedial class teacher student ratio can address the problem of large class size which affect the effectiveness of remedial education implementation in the teaching and learning situation in secondary schools. Since remedial teachers in Bulawayo Metropolitan Province complained of class sizes, the results from the study suggested that size of the remedial class at secondary school should be reduced in order for the remedial teachers to carry out remediation effectively.
The secondary school remedial teachers, administrators and remedial tutors from the current study proposed that reducing remedial student’s curriculum load can address the problem of timetabling which affect the effective implementation of remedial education at secondary school level. Since timetabling of remedial classes was difficult to fit into the secondary school master timetable, the results from the study suggested that remedial students who need remedial education should take few subjects (such as from 6 to 8 subjects) for them to have adequate time for remediation as well as for their remedial lessons to fit into the master timetable.

Results from secondary school remedial teachers revealed that equipping remedial students with adequate knowledge on the importance of remediation can address the students’ problems such as absenteeism, truancy and negative attitude towards the programme which affect the effectiveness of remediation at secondary schools. Since remedial teachers experienced students’ absenteeism, attitude and truancy, the results from the study suggested that secondary school administrators and teachers should provide students with adequate awareness on the importance of remediation to address the problems of absenteeism, negative attitude and truancy. To address remedial students’ absenteeism, low self-esteem, anxiety and negative attitude which affect the effective implementation of the programme, the above findings from the current study concur with Abu Armana (2011) who suggested 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 self-
confident in their abilities (Abu Armana, 2011). 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.

Majority of secondary school remedial teachers from the current study revealed that revising and reviewing of the secondary school remediation policy and supplying it to all secondary schools can address the problem experienced by secondary schools of not receiving or having the policy for remediation at secondary school level. Since remedial teachers complained that they did not receive or not have a policy for remediation at secondary school level, the results of the current study proposed that Ministry of Primary and Secondary Education through its department of SPS/SNE should revise and review the secondary school remediation policy and provide clear standardized guidelines for the implementation of remedial work at secondary school level as well as making it available to all secondary schools. This concurs with the findings from a local study by Manyumwa et al (2013), in Gweru urban primary schools, who suggested that the Zimbabwean Ministry of Primary and Secondary education need to revise the Chief Education Officer (CEO) Circular Number12 of 1987 for remediation as one of the mitigation to address the challenges affecting the effectiveness of urban primary school remediation. The policy 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 an international 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.
Therefore, findings from the current study suggest that challenges affected the effectiveness of remedial education in the teaching and learning situation 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 Bulawayo Metropolitan Province will be achieved.

4.9 Summary

This chapter presented, analysed and discussed the data generated from the empirical study under the five sub-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 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 situation in secondary schools in Bulawayo Metropolitan Province. It emerged from the study that remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province 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 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to assess and describe the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. 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 sub 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.

5.2 Thesis summary

Chapter 1 revealed that, official implementation of remedial education in Zimbabwean secondary schools was communicated out in the Zimbabwe Education Director’s Circular Number 26 of 2008 but the circular does not provide the comprehensive definition and understanding of the programme. Local literature stated that many students struggle to achieve secondary school level Mathematics and English Language (Sibanda, 2011; Gonda, 2013) despite the implementation of the remedial programme. Moreover, there is a massive increase in Zimbabwean secondary school enrolment figures since 2009 to date raising high student-teacher ratios in Mathematics and English
Language subjects (Mafa, 2012; Zimstats, 2013; 2014). Finally, Zimbabwean literature revealed that most of Bulawayo province secondary schools performed dismally in 2014 ‘O’ Level examinations despite of being the province with the highest number of trained high school teachers in Zimbabwe (Ndebele, 2013; Muponde, 2015). Therefore, the study specifically tried to find an answer to the following statement of the problem: How effective is the remedial education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province?

Chapter two gave an account of reviewed literature to the study. International literature defined remedial education as the instructional programme which is designed to bring students who are lagging behind up to the level of achievement expected by their academic level (Cox, 2003; Parker, Bustillos and Behringer, 2010; Abu Armana, 2011; Smith and Wallace, 2011). Previous researchers on remediation in developed countries such as Bettinger and Long (2008), Gutierrez and Rodrigo (2011) and Holmlund and Silva (2009) presented that remediation was designed to address academic deficiencies and help students quickly assimilate the missed concepts or skills. International researchers investigated on the implementation of remedial education revealed that selection of remedial students was based on teacher’s assessment of a student’s risk of failure (Stuck, 2004; Abu Armana, 2011). In other developed countries, reviewed literature stated that some secondary schools used classroom remediation, on-the-spot remediation and clinical remediation with small groups (Cox, 2003; Melton, 2010; Smith and Wallace, 2011). Remedial education was time-tabled (Abu Armana, 2011) and implemented after school lessons (Allington and Bennet, 2009). Previous international studies on the challenges associated with the
implementation of remedial education at schools stated that teachers were not specialists in remediation (Tierney and Gracia, 2008; Elmetwally, 2012), time-tabling was difficult (Townsend, 2007), there was lack of appropriate teaching material (McNicholas, 1993; Fadel, Othman and Shuqair, 2013) negative attitude, embarrassment and stigmatisation felt among the students (Howeton, 2004; Rujukan, 2007; Fadel et al., 2013) and students stagnation affected the effective implementation of remedial education at secondary schools (Klinger, Cramer and Harry, 2006). However, researches by international and local literature suggested that Ministry of Primary and secondary education should equip teachers with remedial skills McNicholas, 1983; Abu Armana, 2011; Muchemwa, 2014), and support remedial programmes (Muchemwa, 2014), effective review of remedial education policy should be carried out (Parker et al., 2010; Manyumwa, Manyumwa and Mutemer, 2013).

Chapter three focused on the research methodology that assisted me to assess and describe the effectiveness of remedial education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province. The research paradigm or set of beliefs that informed the conduct and writing of this research was constructivism (Mertens, 2005; Creswell 2009) and it influenced qualitative methodology which allowed the participants to construct reality or true data in order to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. The study used multiple case study method as a qualitative plan of study which empowered me to explore a case of Bulawayo
Metro
politan Province secondary schools providing remedial education overtime through detailed data generating techniques such as the researcher himself, open-ended questionnaire and semistructured interview. Fifty (50) knowledgeable and informative participants determined by data saturation through purposively snowballing techniques were used in the study. The study used interim analysis approach throughout the study and thematic analysis based on sub-questions guided the study as well as qualitatively presented. Assurance of ethical principles were highlighted and observed during data generation and presentation.

Chapter four reported on the findings presentation, interpretation and analysis. Data gathered was qualitatively presented, thematically analysed based on sub-questions and an interpretation was made to establish the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

The following sub-section presents a summary of the findings of the study.

5.3 Findings

5.3.1 Sub-research question 1: How do stakeholders (school heads, teachers and remedial tutors) define remedial education?

It emerged from the study that secondary school remedial teachers and administrators in Bulawayo Metropolitan Province lacked knowledge and understanding of remedial education in the teaching and learning situation at secondary school. The findings indicated that majority of the secondary school remedial teachers and administrators did not have basic knowledge or a clear and precise definition as well as understanding of remedial education in the teaching and learning situation at
their secondary schools. The results from the study confirmed that secondary school remedial teachers and administrators perceived remedial education in the teaching and learning situation at secondary school as simplified work given to students who are slow during the mainstream lessons. It also emerged in the study that secondary school remedial teachers defined and understood remedial education as PLAP (Performance Lagging Addressing Programme) exercises given to slow learners. Furthermore, the findings from the study indicated that some of secondary school remedial teachers and administrators viewed remedial education as extra lessons for slow learners in Mathematics and English subjects given outside normal lessons.

However, it emerged from the study that remedial tutors in Bulawayo Metropolitan Province had adequate knowledge and understanding of secondary school remediation although secondary school remedial teachers and administrators lacked adequate understanding of the programme. The results indicated that remedial tutors 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 secondary school remedial teachers and administrators had a confusion and minimal understanding of the meaning of remedial education in the teaching and learning situation at secondary schools, thereby, diluted the effectiveness of remedial education in secondary schools in Bulawayo Metropolitan Province.
5.3.2 Sub-research question 2: How is remedial education programme implemented in Bulawayo Metropolitan Province secondary schools?

It emerged from the study that the majority of remedial teachers and administrators in Bulawayo Metropolitan Province admitted that their secondary schools did not have any policy or instrument from the district or provincial SPS/SNE offices to guide them on the implementation of the remedial education in the teaching and learning situation at secondary school level. The findings indicated that some of the secondary school remedial teachers and administrators declared that they never heard anything of the remedial education policy or circular to guide its implementation in the teaching and learning situation at secondary school level and they assumed that it was there at their district or provincial SPS/SNE offices. The study revealed that secondary school remedial teachers were guided by verbal reports and notes brought by their school heads from district school heads workshops and PLAP seminars.

However, the results revealed that some secondary school administrators from private and boarding secondary schools, and district remedial tutors admitted that the policy for remediation in secondary school level was available but it was not adequately accepted by the secondary schools. It also emerged that secondary school remedial policy was silent about how remedial teachers remediate their students in the teaching and learning situations. The findings indicated that the policy did not provide clear guidelines on how remedial teachers provide remedial work at secondary school learning environment. Lack of policy to provide guidelines for effective implementation of remedial education programme in Bulawayo Metropolitan Province secondary schools led the remedial teachers to have different views on how to implement remedial education.
in the teaching and learning situation at secondary schools. Furthermore, the study indicated that most of remedial teachers in Bulawayo Metropolitan Province did not have basic knowledge about the implementation of remedial education at secondary school level.

The results from the study revealed that the secondary school remedial teachers’ selection and identification of remedial students was chiefly based on the teacher’s observation and assessment of student’s risk of failure. Findings confirmed that secondary school remedial teachers in Bulawayo Metropolitan Province used daily written exercises and teacher-made selection tests to determine students who needed remediation. However, the findings from the study raised a concern on how effective were these teacher-made selection tools since secondary school remedial teachers were not qualified educational psychologists, not remedial specialists and not trained in designing selection test. This clearly diluted the effectiveness of remedial education in secondary school since the development of instruments to determine intelligence worldwide is done by qualified educational psychologists. Findings from the study also revealed that some of the secondary schools’ selection of remedial students was based on diagnostic screening instrument such as WRAT-1, 2 or 4, designed by Jastack, at the beginning of the year to establish how lagging was the student in some English language and Mathematics concepts and skills. However, it emerged that secondary school remedial teachers and administrators queried and doubted on the relevance and suitability of the WRAT-1 or 2 instruments and negatively viewed them as Eurocentric selection instruments thereby diluted the effectiveness of secondary school remediation.
The study confirmed that remedial education was provided by every English and Mathematics teachers without experience and skills of remediation.

It emerged that secondary school remedial teachers in Bulawayo Metropolitan Province used classroom remediation to help their remedial students at least once a month not twice a week as announced by Zimbabwe Education Director’s Circular number 26 of 2008 because they had no time for remediation during the lesson otherwise they would not finish the syllabus. It further emerged that secondary school remedial teachers negatively viewed classroom remediation as not significantly effective due to lack of time to plan and administer it, to the large size of the mainstream class which demand the teacher’s individual attention and lack of knowledge on how to assist remedial students with dyslexia. They also confirmed that classroom remediation resulted in student stigmatisation, feel humiliated, developed inferiority complex, anxiety and fear of the subject.

Findings from the study confirmed that secondary school remedial teachers could not cope with the afternoon sessions of remediation due to sports, lesson planning and marking. The results indicated that study periods could be used for marking students’ written work and for student’s independent learning, otherwise remediation would increase remedial teachers’ workload.

It also emerged that only very few of the secondary schools in Bulawayo Metropolitan Province used clinical remediation provided after normal school lessons or during off session. Findings
indicated that remedial teachers admitted that clinical remediation increased their workload and majority of the remedial students stagnated in the remedial class for a longer time without returning to the mainstream class.

The study revealed that some of the secondary school remedial teachers in Bulawayo Metropolitan Province used On-the-Spot remediation but they were also affected by shortage of time, delay in the coverage of the syllabus and stigmatisation creeping among the secondary school students in the mainstream lessons as well as lack of opportunity for remedial students to practice real life learning experiences.

The findings from the study disclosed that secondary school remedial teachers’ student-teacher ratio was very high and that the remedial teachers could not cope with remedial students. The results indicated that size of their remedial classes was of averagely of 20 remedial students, and an average of 46 mainstream students where every struggling student demand the teacher’s attention. Secondary school remedial teachers in Bulawayo Metropolitan Province complained that their remedial classes were too big and difficulty for the remedial teacher to prepare teaching material according to individual remedial student’s learning preferences.

It emerged that secondary school remedial teachers in Bulawayo Metropolitan Province did not use psychological reports to aid the effective implementation of remedial education in the teaching and learning situation at secondary schools. Findings unfolded that they had no educational
psychologists at their secondary schools because they were very expensive. It also emerged that government educational psychologists from SPS/SNE district or provincial offices were not even visiting their schools to provide psychometrics in order to establish psychological reports to aid effective remediation.

The results from the study further revealed that all secondary school remedial teachers and administrators admitted that implementation of remedial education in the teaching and learning situation at secondary schools was not significantly effective. The results confirmed that lack of policy to provide guidelines for effective implementation of the remedial education programme at secondary schools and lack of knowledge led the remedial teachers to have different views on how to implement it in the teaching and learning situation.

5.3.3 Sub-research question 3: Which are the benefits of remedial education in the teaching and learning situation in secondary schools?

The results revealed that majority of the remedial teachers in Bulawayo Metropolitan Province indicated that their secondary schools did not significantly benefited from remedial education despite the implementation of this programme. They argued that two or three remedial students who passed in November 2015 examination did not even improve their overall school or subjects pass rates because the programme was not effectively or seriously carried out due to lack of knowledge, lack of policy for guidelines, student and parental attitude towards the programme. It also emerged that remedial lessons were difficult to implement as majority of remedial students did not turn up for remediation during off session. Findings from the study indicated that frustrated
remedial students developed truancy and absenteeism. The study also revealed that remedial tutors were not sure whether majority of secondary schools in their Bulawayo Metropolitan Province benefited from the remedial education because the programme was not effectively welcomed by the secondary school remedial teachers.

However, some findings from the study revealed that only very few remedial students with regular attendance benefited from remedial education programme at some secondary schools in Bulawayo Metropolitan Province. It emerged that this programme improved very few remedial students’ (those with regular attendance) Mathematics and English language mid and end of year examination scores as compared to the majority of remedial students who developed negative attitude and absenteeism. The results also revealed that clinical remediation carried outside the school time table (off session) by some secondary school remedial teachers improved remedial students’ (those with regular attendance only) confidence, self-esteem, locus of control and their abilities in Mathematics and English language.

It also emerged that secondary school remedial teachers and administrators admitted that many challenges experienced by majority of Bulawayo Metropolitan Province secondary schools during the implementation of remedial education in their teaching and learning situation affected them to gain significant benefits from this programme with only very few private secondary schools and boarding schools appreciated the benefits.
5.3.4 Sub-research question 4: Which are the challenges that affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?

It emerged from the study that remedial education in Bulawayo Metropolitan Province secondary schools increased remedial teachers’ normal workload. Findings indicated that since secondary school teachers were also subject teachers for different classes, remediation increased their workload thereby disturbing the smooth implementation of the programme.

It also emerged from the study that time-tabling of remedial classes was difficult. The findings confirmed that their secondary school time tables were fully loaded with their broad curriculum thereby making it difficult to fit in remedial classes.

The study revealed that Bulawayo Metropolitan Province secondary school remedial teachers and administrators did not receive or have a policy for remediation at secondary school level thereby affected the standardised implementation of remedial education programme.

Lack of basic skills of remediating struggling students in the mainstream classes was one of the burning challenges affected the effective implementation of remedial education at secondary school level in Bulawayo Metropolitan Province.
Furthermore, the study revealed that there was a negative attitude towards remediation in Bulawayo Metropolitan Province secondary schools crippled among teachers, parents, students and peers which affected the effective implementation of remedial education in the teaching and learning situation. The findings indicated that secondary school remedial teachers experienced sensitivity of the students to failure thereby developed negative attitude towards remedial lessons. The study also indicated that most of remedial teachers developed psychological threats such as negative attitude, programme hatred and minimisation resulted in not giving remedial work a great attention and not regarding it seriously.

It also emerged from the study that majority of Bulawayo Metropolitan Province secondary school parents failed to accept that their children need remedial education and they wished to withdraw them from respective schools thereby disturbed the effective implementation of the programme.

The study revealed that effective remediation at secondary schools in Bulawayo Metropolitan Province was affected by embarrassment experienced by struggling and remedial students in the mainstream. The results confirmed that remedial students were frustrated by their failures and experienced embarrassment of being treated as less achievers. Findings from the study also revealed that remedial students were demoralised by the remedial education programme at secondary school level.
Moreover, stigmatisation associated with remediation at secondary schools level affected the effective implementation of this programme in Bulawayo Metropolitan Province. Findings from the study confirmed that remedial students were stereotypically labelled as unintelligent by peers resulted in negative peer effects and lowered remedial students’ self-esteem.

Lack of in-service training provision for secondary school remedial teachers in Bulawayo Metropolitan Province affected the effective implementation of remedial education at secondary school level. The results from the study indicated that there were no workshops for secondary school remedial teachers to improve their skills on remediation at secondary school level.

It emerged from the study that secondary school subject departmental policies exerted more pressure on remedial teachers to complete syllabuses despite the difficulties they faced during the implementation of the programme in the teaching and learning situation.

The study also revealed that remedial student’s stagnation on the same level without returning to the mainstream was one of the main challenges affected the effectiveness of remedial education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province. The results disclosed that it was sad that some of the secondary school remedial students stayed for the whole year in the remedial class without returning to the mainstream. They were recycling through material they had already covered without progressing while the peers were completing the syllabus.
Lack of resources capable of helping remedial students was one of the major challenges affected the effective implementation of remedial education programme in secondary schools in Bulawayo Metropolitan Province. Findings indicated that secondary schools in Bulawayo Metropolitan Province lacked teaching material relevant to the secondary school remedial students for them to master the missed skills and concepts.

5.3.5 Sub-research question 5: How should the challenges affecting the effectiveness of remedial education in the teaching and learning situation in secondary school be addressed?

Results from the study suggested that there is need for the Zimbabwean Ministry of Primary and Secondary Education, through its department of SPS/SNE, to train all secondary school teachers on how to administer remedial lessons. Findings from the study indicated that challenges affected the effectiveness of secondary school remediation should be addressed through in-service training programmes, seminars and workshops which equip secondary school teachers in Bulawayo Metropolitan Province with systematic remedial diagnosis skills and relevant knowledge for remedial teaching.

Results from the study also suggested that the challenges affected the effectiveness of secondary school remediation in Bulawayo Metropolitan Province should be addressed by adequate support from the educational stakeholders to promote its effectiveness in the teaching and learning situation. Findings suggested that there is need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing issues affected the effective
implementation of the programme. The results also suggested that there is also need for Ministry of Primary and Secondary Education to encourage school heads to support remedial education programmes by sourcing remediation materials and media, scheduling remedial time. The study also proposed that there is need for Educational Psychologists and remedial tutors to visit secondary schools and educate teachers on how to provide remedial education, carry out assessment, diagnosis, screening and selection of students who need remedial education in order to mitigate challenges affected the effective implementation of the programme. The results from the study also suggested that parents should be encouraged to support remedial education programme by actively involving in the remediation of their children through monitoring their homework in order to curb absenteeism and truancy among the remedial students. Furthermore, findings from the study suggested that there is need for the government to support this programme by establishing teacher education development programme for secondary school teachers through sponsoring their academic advancement in remedial education at universities or secondary school teachers’ training colleges.

Findings from the study suggested that there is need for the availability or recruitment of specialist remedial teachers at all Bulawayo Metropolitan Province secondary schools who concentrate on remedial classes only in order to address challenges affected the effectiveness of remedial education in the teaching and learning situation in secondary schools.

The study also suggested that there is need for the minimisation of remedial class teacher-student ratio in order to address the problem of large class size which affected the effectiveness of remedial
education implementation in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. The results from the study suggested that size of the remedial class at secondary school need to be very small in order for the remedial teachers to carry out remediation effectively at secondary school level.

It was suggested that there is need to reduce identified secondary school remedial student’s curriculum load in order to address the problem of timetabling which affected the effective implementation of remedial education at secondary school level in Bulawayo Metropolitan Province. The results from the study suggested that there is need for secondary school remedial students who need remedial education to take few subjects (such as from 6 to 8 subjects) for them to have adequate time for remediation as well as for their remedial lessons to fit into the master time-table.

Results from the study revealed that there is need for secondary school teachers and administrators to equip 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.

Findings from the study suggested that there is need for the Ministry of Primary and Secondary Education to revise and review the Zimbabwean secondary school remediation policy, provide
clear standardized guidelines for the implementation of remedial work at secondary school level and make it available to all secondary schools to address challenges affected the effective implementation of the programme. In the subsequent section, conclusions of the study are presented.

5.4 Conclusions

5.4.1 Sub-research question 1: How do stakeholders (school heads, teachers and remedial tutors) define remedial education?

From the findings of the study, it can be concluded that:

- Secondary school remedial teachers and administrators lacked knowledge and understanding of remedial education in the teaching and learning situation in secondary school.
- Remedial tutors in Bulawayo metropolitan province had adequate knowledge and understanding of secondary school remediation although secondary school remedial teachers and administrators lacked adequate understanding of the programme.

5.4.2 Sub-research question 2: How is remedial education programme implemented in Bulawayo Metropolitan Province secondary schools?

From the findings of this study, it can be concluded that:

- Majority of secondary schools in Bulawayo Metropolitan Province 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 private and boarding secondary schools, and district remedial tutors 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.

• Selection of secondary school remedial students was chiefly based on the remedial teacher’s (English and Mathematics teachers) observation, daily written exercises and use of WRAT-1, 2 or 4, designed by Jastack but remedial teachers were not remedial specialists and not trained on the use of WRAT-1, 2 or 4 which was not relevant and suitable to Zimbabwean or Bulawayo student.

• Very few secondary school remedial teachers used Classroom remediation, On-the-Spot remediation and Clinical remediation but were not significantly effective due to lack of time, requirements of syllabus coverage and the large size of the mainstream class.

• Secondary school remedial teachers did not cope with the afternoon sessions of Clinical remediation due to afternoon activities such as sports, lesson planning and marking.

• Secondary school remedial teachers’ student-teacher ratio was very high and it was difficult for them to prepare teaching material according to individual remedial student’s learning preferences.

• Secondary school remedial teachers did not use psychological reports due to lack of support from government educational psychologists at SPS/SNE district or provincial offices.
• Implementation of remedial education in the teaching and learning situation in Bulawayo Metropolitan secondary schools was not significantly effective.

5.4.3 Sub-research question 3: Which are the benefits of remedial education in the teaching and learning situation in secondary schools?

The study concluded that:

• Most of Bulawayo Metropolitan Province secondary schools did 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 benefited from remedial education programme at some secondary schools in Bulawayo Metropolitan Province.

5.3.4 Sub-research question 4: Which are the challenges that affect the effectiveness of remedial education in the teaching and learning situation in secondary schools?

The study also concluded that:

• Remedial education in Bulawayo Metropolitan Province 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 Bulawayo Metropolitan Province secondary schools crippled among teachers, parents, students and peers which affected the effective implementation of remedial education in the teaching and learning situation.
- Embarrassment and stigmatisation experienced by struggling and remedial students in the mainstream affected the effective implementation of remedial education at secondary schools in Bulawayo Metropolitan Province.

- Lack of in-service training provision for secondary school remedial teachers in Bulawayo Metropolitan Province affected the effective implementation of remedial education at secondary school level.

- Lack of basic skills of remediating struggling students in the mainstream classes was one of the burning challenges affected the effective implementation of remedial education at secondary school level in Bulawayo Metropolitan Province.

- Remedial students’ stagnation on the same level without returning to the mainstream was one of the main challenges affected the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province.

- Lack of resources capable of helping remedial students was one of the major challenges affected the effective implementation of remedial education programme in secondary schools in Bulawayo Metropolitan Province.

- The SPS has too many limitations in running the remedial services for all students who are in need so that alternative approaches besought to address the problem.

Therefore, it can be concluded that remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province was not significantly effective. In the following section, the recommendations of the study are presented.
5.5 Recommendations

To Ministry of Primary and Secondary Education Officials:

Based on the conclusions of the study, the following recommendations were made:

- The study recommended that there is need for the Ministry of Primary and Secondary Education, through its policy department, to revise and review the Zimbabwean secondary school remedial policy, provide clear standardised guidelines to promote general uniformity in the implementation of remedial work at secondary school level and make it available to all secondary schools to address challenges affecting the effective implementation of the programme. The policy should specify how the secondary school remedial students should be psychologically assisted to discover their missed skills. There is need for wider consultation among qualified educational psychologists, remedial tutors with psychology qualification, secondary school teachers, secondary school heads, parents, students and the community at large before the policy is put in place.

- There is need for the Zimbabwean Ministry of primary and Secondary Education, through its training institutions, to train all secondary school teachers on how to administer remedial lessons.

- 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.
• There is need for Educational Psychologists and remedial tutors from SPS/SNE department to visit secondary schools and assist remedial teachers on how to provide remedial education, carry out assessment, diagnosis, screening and selection of students who need remedial education in order to mitigate challenges affected the effective implementation of the programme.

• The study recommended that there is need for adequate support from Ministry of Primary and Secondary Education to promote effective remedial education in the teaching and learning situation in secondary schools. Ministry of Primary and Secondary Education should encourage and empower secondary school heads to support remedial education programmes by sourcing remediation materials and media, and scheduling remedial time.

• There is need for the government through Ministry of Primary and Secondary Education to support this programme by establishing teacher education development programme for secondary school teachers through sponsoring their academic advancement in remedial education at universities or secondary school teachers’ training colleges. Solving the remedial education problems should be addressed through training of remedial education teachers with recognisable certificate. Secondary school teacher training colleges should be revised to integrate remedial education curricular for every general teacher trained for secondary schools. The teachers in secondary schools need to be trained in remedial teaching methods that are child-centered and in the use of active and participative learning techniques that are interactive and assist the remedial students to discover their missed skills.
• There also is need for the availability or recruitment of specialist remedial teachers at all secondary schools who concentrate on remedial classes only in order to address challenges affected the effectiveness of remedial education in the teaching and learning situation at secondary schools.

To Secondary School Administrators and Remedial Teachers:

• The study recommended that there is need for secondary school administrators to review their schools 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.

• 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.
The study also recommended that there is need to reduce identified secondary school remedial student’s curriculum load in order to address the problem of timetabling which affected the effective implementation of remedial education at secondary school level.

Secondary school administrators and remedial teachers should help English and Mathematics struggling or remedial students who need remedial education to take few subjects (such as from 6 to 8 subjects) for them to have adequate time for remediation as well as for their remedial lessons to fit into the master time-table.

To Parents

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

The remedial education implementation model for use in secondary schools

The remedial education implementation model for use in schools is proposed below to advance the adoption of recommendations presented above to achieve effective remedial education in the teaching and learning situation in secondary schools in Bulawayo metropolitan province. This
model is grounded in the Brain Based Learning theory (BBL) and the convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning using the following components: adequate diagnosis, secure the remedial students’ cooperation, establish remedial students’ zone of proximal development, interactive direct teaching, ensure that remedial students are stretched to their potential and return remedial students to the mainstream. The model is inspired by BBL (see section 2.3) and convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning (see section 2.2) where the implementation of remedial education in the teaching and learning situation in secondary schools should be brain based and interactive until the remedial students discovered their missed concepts or skills. The model requires the remedial teacher to provide guidance and counseling to the remedial student throughout the stages.

BBL and convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning spell out that remedial teachers should structure remediation around real problems, immerse students in an interactive learning experience and remediation should be student centered (Ozden and Gultekin, 2008; Caine and Caine, 2011; Jensen, 2013). Moreover, remedial teachers should keep the remedial students in their proximal level of development and teach by scaffolding (Roosevelt, 2008; Glozman, 2011). BBL and convergence of psychological views of Vygotsky, Skinner, Piaget and Carl Rogers’ theories of learning require remedial teacher to establish Stimulus-Response (S-R) frames and constant reinforcement, create social-intellectual conditions during remediation (Psychomotor), and help remedial students to develop their sense of
self-efficacy and self-actualisation (Kearsley, 2003; Corey, 2009; Medalia et al., 2009; Zelazo and Bar, 2014).

This proposed remedial education implementation model creates a platform where help of the remedial teacher must be interactive and assist the students to discover their missed skills. The different components of the model are interlinked as shown in figure 5.1 and they are based on effective interaction between the remedial students and remedial teacher. The anchor for all stages of this model is a brain based interactive help, laced with guidance and counseling, of the remedial teacher to the remedial students in order to achieve effective remedial education.
Figure 5.1 Proposed remedial education implementation model for use in secondary schools
Stage 1. Adequate diagnosis

Effective remedial education in the teaching and learning situation in secondary schools would be enhanced by adequate diagnosis of remedial students’ weaknesses. Remedial teacher need to find out the exact or precise weaknesses of the remedial students. Skilled diagnosis of missed concepts or skills by remedial students would enhance the effective identification of actual concepts that need remediation.

Stage 2. Secure the remedial students’ cooperation

It is recommended that, with the help of guidance and counseling techniques, secondary school remedial teachers need to equip remedial students with adequate awareness on the importance or benefits of remedial education in order to secure remedial students’ cooperation and facilitate effective remedial education implementation. Secondary school remedial students would need to be aware of the remedial education benefits for them to develop positive attitude towards the programme. The study recommends that there is need to cultivate and nurture positive attitude towards remediation among secondary school remedial students. Therefore, it is recommended that securing the remedial students’ cooperation would enhance effective remedial education in the teaching and learning situation in secondary schools.
Stage 3. Establish remedial students’ zone of proximal development

Through the use of guidance and counseling skills, it is further recommended that remedial teacher need to establish the distance between the remedial student’s actual development level (independent problem solving) and the level of potential development (problem solving under the remedial teacher) to enhance effective remediation. The task of the remedial teacher is to help the remedial student to realize the positive changes in him or herself after remediation (Glozman, 2011).

Stage 4. Interactive direct teaching

With an aid of guidance and counseling, interactive direct teaching would enhance effective remedial education in the teaching and learning situation in secondary schools. The study recommends that remedial teachers need to teach from known to unknown in a Brain based learning environment. There is need for the remedial teacher to establish Stimulus-Response (SR) frames and constant reinforcement throughout remediation. Remedial teachers need to create social intellectual conditions (psychomotor experiences) during remediation. It is further recommended that remedial teachers need to always keep the remedial students in their proximal level of development and teach by scaffolding in small steps. Remedial teachers need to help remedial students to develop their sense of self-efficacy and self-actualisation.
**Stage 5. Ensure that remedial students are stretched to their potential**

After remediation, remedial teachers should ensure that remedial students are stretched to their potential. It is recommended that remedial teachers need to administer a test to check whether the remedial student’s problem has been corrected or not.

**Stage 6. Return remedial students to the mainstream**

When the remedial students discovered their potential, the study recommend them to return to the mainstream.

**For Further Study**

- The study recommended that a more comprehensive remedial education study executed nationally in secondary schools would establish the mitigations to address challenges affected the effectiveness of secondary school remediation. This would create a strong base for passing comprehensive and precise secondary school remedial policy that communicate effective remediation at secondary school level.

- The study did not include the secondary school remedial students as participants for establishing the effectiveness of remedial education in the teaching and learning situation at secondary school in the generation of data. It is therefore recommended to have an
inclusion of students as participants for further research in remedial education at secondary school level.

- Psychological model involvement, as a remedial teaching device, in the effective implementation of remedial education in the teaching and learning situation in secondary school is beneficial. The available the psychological model in the implementation of remedial education at secondary school level is, the greater the achievement of effective remedial education in the teaching and learning situation. Therefore, it is recommended that future studies should investigate psychological models that can be used or assist secondary school remedial teachers to implement effective remedial education at secondary school level.

5.6 Chapter summary

The study focused on the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan Province. 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 of secondary school remediation should be addressed to promote its effectiveness in the teaching and learning situation at secondary school level. Finally, the chapter rounded off with suggested recommendations for further research.
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APPENDIX A

MASTER CODED LIST

From my personal experience, remedial education involves instructional session for correcting the errors or teach concepts that have not been understood or have been missed by the student during mathematics and English mainstream lessons.

Instructional programme designed to correct errors made by the secondary school students

Designed to bring low achieving students’ academic performance closer to the standard of their grade level.

Instructional session to teach concepts that have been missed by the student

From my general understanding, it is the planned teaching and learning activity attempts to improve or assist remedial students to acquire skills or concepts they missed in certain subject area.

From my personal observation, remedial education is a teaching facility for lagging students to catch up and cover up their learning gaps occurred in the mainstream lesson.

From my psychological qualification I learnt that remedial education are lessons carried out to redress problems identified after a specific lesson in which a different approach is used. Therefore, remedial education is a means of helping to bridge the gaps in concept development in children

Means PLAP (Performance Lagging Addressing Programme) exercises given to slow learners

It means PLAP lessons were slow learners are given written exercises according to the level of their understanding while fast learners are given planned and challenged work

These are extra lessons organized by the Mathematics or English teachers for slow learners outside the normal lessons or outside school time.

Means giving simplified work to slow learners during the mainstream lessons

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 understanding of it.

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 lesson or outside school time.

This exercise is not clear to me but I think it involves extra lessons for slow learners
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 who missed some concepts and skills for the preparation of final examinations.

I think remedial education are extra lessons or private lessons for the preparation of final examination.

From my personal experience and qualification, I understand and define remedial education as a learning and teaching programme designed to bring students who are lagging behind up to the level of achievement realised by their peers. And it is necessary for remedial students to quickly assimilate the missed concept and relate it to the rest of the topic or area of study.

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.

Although there is lack of time, it helped students overcome their learning challenges

Recalling and application for student who got remediation has significantly improved

Despite absenteeism, 3 regular remedial students passed Nov 2015 ‘O’ Level exams with 5 subjects including Mathematics and English language

It improved remedial students’, with highest attendance, reading and Mathematics achievements.

Improved Mathematics scores of remedial students with positive attitude towards it.

Two of our remedial students passed their November 2015 examinations

Although it is an unwelcome programme, it helped my remedial students quickly assimilate the missed concepts and skills.

Extra lessons I provided outside school improved very few regular remedial students’ confidence, self-esteem and locus of control in Mathematics activities.

Although few graduated from remedial classes and returned to the mainstream, majority developed negative attitude, subject inferiority or hatred

With an aid of SNE department at our school using Teaching Assistants (TA), it improved our pass rate by 5% in Nov 2015 Mathematics ‘O’ Level exam

Despite many challenges, pass rate improved by 3% in Mathematics and 4% in English language Nov 2015 exam.

At our boarding school it improved learning disabilities and challenges faced by students

Our secondary school did not significantly benefited from this programme
No benefits from remedial education was noted at our school because the programme is not effectively or seriously carried out.

Remedial lessons were difficult to implement as majority of remedial students did not turn up for remedial lessons during off session.

Frustrated remedial students developed truancy and absenteeism.

All remedial students failed their November 2015 ‘O’ Level examinations.

Although there is a confusion, rem students with regular attendance are performed significantly better in their class work, fortnightly and mid-year tests.

Most of slow learners who received educational remediation improved their performance, subject interest and produced better results.

To be honest, only those secondary schools trying to offer remedial education are benefiting from the programme.

From our records, benefits of remedial education were evidenced at private secondary schools and boarding schools executing remedial education programme only.

It improved their overall pass rate in Mathematics and English language as well as other related subjects.

Immmm, I’m not sure whether the majority of our secondary school in Bulawayo metropolitan province are benefiting from the programme.

The remedial education was not effectively welcomed by the secondary school remedial teachers.

We received a number of reports that they did not have time to carry out remedial work, syllabus is too long, it is increasing their work load and, majority opted to ignore it.

But reality is some private schools and boarding schools are improving their pass rate and overcoming the learning disabilities and challenges faced by their students.

Remedial education policy was not available.

The district or provincial SPS/SNE offices did not even try to provide the school with guidelines or policy to implement remedial education in the secondary school. The English and mathematics teachers are more confused as they try to assist students learning difficulties.

We never heard anything of remedial education policy and the document is not even existing in our secondary schools.
Did not have adequate knowledge of secondary school remediation

Had adequate knowledge of secondary remediation.

Based on teachers’ assessment of students’ performance.

Based on diagnostic screening instrument; WRAT-1, 2 and 4.

Referral system from subject teachers.

Not specialists in remedial education.

Qualified and Specialist in primary school remedial education.

Classroom remediation

Clinical remediation

On-the-spot remediation

+ or -20 remedial students; Mainstream class with + or -46 students

Difficulty to fit in the school timetable – Not timetabled

Timetabled – two to three times a week

Did not use psychological reports at secondary school level

Not significantly effective

This programme is available but most of the secondary school heads and their teachers do not like it.

They have negative attitude towards this programme labelling it as a primary school programme.

Our remedial teachers do not have adequate knowledge on the implementation of remedial education.

Although they are highly qualified, they are not trained to assist students with learning disabilities. They are not remedial specialists.

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

Some of our secondary schools use PLAP tests where WRAT-1 or 2 is being administered at the beginning of the year or term to identify those students who need remediation.
It is difficult to fit in the remedial lessons on our secondary school master time-table because it is fully loaded with our wide curriculum.

Generally, the implementation of remedial education is not significantly effective due to lack of knowledge, negative attitude and not taking it seriously.

Ummm, the implementation of remedial education at our secondary schools is not significantly effective.

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 (IEP) for students with learning difficulties after I would have planned for the majority of students in class.

Time-tabling of remedial classes is one of the burning challenges.

The school timetable is fully loaded by our broad curriculum.

Due to the wider curriculum of secondary schools, there is no space for remedial classes on the master-time table and it is difficult to fit in.

Did not receive a policy from the SPS/SNE district or provincial offices to guide the implementation of the remedial education programme at secondary school level.

We do not know that policy they are talking of.

We only rely on verbal reports and notes from heads’ district workshops.

Lack of basic skills and knowledge of providing remedial work to struggling students in the mainstream lesson at secondary school level.

Have little knowledge about the preparation necessary for secondary school remediation.

Most of secondary school English and Mathematics teachers are not aware of various techniques used by primary school teachers to teach remedial students.

This programme is not easy to administer at secondary school level due to negative attitude towards it.

Teachers are not taking it seriously and eventually not carrying it out at their schools.

Very difficult to implement this programme due to negative attitude among students resulted in truancy and absenteeism.

Most of these teenagers are very sensitive to failure and remedial session resulted in subject hatred.

Most of parents do not accept that their children are struggling in Mathematics and English language while they are above average in other subjects.
They put blame of their children’s failure on subject teachers.

Some parents wish to withdraw their children from school due to their enrolment in the remedial classes

Remedial students are frustrated by their failures and are experiencing embarrassment of being treated as less achievers by their peers

Truly speaking, stigmatisation associated with remediation has affected the effective implementation of this programme.

Stereotypically labelled as unintelligent students by their peers lowered remedial students’ self-esteem and disturb our remedial lessons

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

Our Ministry of Primary and Secondary education is not even providing us with an in-service training

This is only available at primary teachers’ training college and particularly relevant to primary school remedial teachers only

Secondary school departmental policies required total coverage of syllabuses and high pass rate, thereby exerting pressure on us to complete the syllabuses.

As a result, our teaching is swift learning and exam-oriented, with an emphasis on completing the syllabus.

Eventually, it will be very difficult to consider the struggling students who need remediation

Our English and Mathematics teachers have inadequate knowledge of providing remedial work at secondary school level

Not significantly effective because their teachers lack basic skills of providing remedial education.

Most of secondary school English and Mathematics teachers are not aware of various skill and techniques used by primary school teachers to teach remedial students

Remedial work is giving them extra work and increasing their normal workload.

It is difficult for them to prepare individual educational plans (IEP) for students with learning difficulties in a class of plus or minus twenty who need remediation
Yeah, secondary school remediation is not significantly implemented because it is very hard to fit in the remedial lessons on our secondary school master time table.

Normally, secondary school time table is fully loaded with the broad curriculum
There is no space for remedial classes on their master-time table
To be honest enough, remedial education is not adequately accepted by secondary schools and their teachers.

Teachers are not taking it seriously and eventually not carrying it out at their schools.

The bottom line is they just have negative attitude towards the programme

Most of remedial students are staying for the whole year in the clinical remedial class without returning to the mainstream missing more essential skills and concepts for examination covered by the peers.

The programme is forcing the students to experience a cycle of boredom and repetition of concepts without progressing and not returning to their mainstream

Students stagnation in remedial classes for a longer time, say a term or a year, without returning to the mainstream

Lack of resources capable of helping remedial students for them to master the missed concepts and skills.

We need training on how to implement remedial education at secondary schools.

Suggest that Ministry of Primary and Secondary education, through SPS/SNE department, should establish training programmes for secondary school remedial teachers

Workshops, seminars, staff developments and in-service training for secondary school remedial teachers can address challenges affected effective remediation

Secondary school teachers’ colleges and responsible universities should train secondary school teachers on remediation methodologies

There is need for close collaboration among SPS and SNE department, school heads, teachers and parents in addressing challenges affecting the effective implementation of the remedial education in our secondary schools

Suggested that qualified Educational Psychologists and Remedial tutors should visit secondary schools and educate remedial teachers on how to carry out assessment, diagnosis, screening and selection of students need remedial education

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
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.

Suggested that Ministry of Primary and Secondary education with the help of SPS/SNE department should recruit secondary school remedial teachers for all secondary schools who will concentrate on remedial classes only.

There is need for recruiting specialist remedial teachers at all secondary school to reduce working pressure on the teacher in the mainstream.

Secondary schools should reduce remedial teacher-student ratio.

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.

School heads and teachers should provide remedial students with enough knowledge on the importance of remediation.

Ministry of Primary and Secondary Education should revise the secondary school remediation policy and draft clear and standardized guidelines for the implementation of remedial work at secondary school level.

It should make it a policy that every secondary school have a secondary school remediation policy at the beginning of every year.

Should start from secondary school teachers colleges and responsible universities to train secondary school teachers on remediation methodologies for secondary level.
APPENDIX B

OPEN-ENDED QUESTIONNAIRE FOR SECONDARY SCHOOL REMEDIAL TEACHERS (SPECIAL NEEDS EDUCATION, ENGLISH AND MATHEMATICS TEACHERS)

The effectiveness of Remedial Education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan province.

This questionnaire seeks your opinion on the effectiveness of remedial education in the teaching and learning situation in secondary schools in Bulawayo Metropolitan province. This study forms part of my D Phil in Educational Psychology degree at the Zimbabwe Open University (ZOU) and should help improve the implementation of remedial education at secondary schools in Bulawayo metropolitan province and elsewhere. You were selected to participate in this study because you are involved in the secondary school education or subjects which require remedial education to help students with specific learning difficulties during your lessons. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation.

There are no ‘right’ or ‘wrong’ answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this.
SECTION A:

BIODATA

Kindly fill in the blank spaces or tick (√) the appropriate box (es).

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5. Level of Form being taught

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SECTION B:

CONCEPTUALISATION OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATION IN SECONDARY SCHOOL

As one of the main stakeholders at secondary school, provide your opinion on the definition or conceptualisation of remedial education in teaching and learning situation in secondary school in the spaces provided.

1. As a Mathematics/English or remedial teacher, how do you define and understand or conceptualise remedial education in the teaching and learning situation in secondary school?

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**SECTION C**

**IMPLEMENTATION OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATION IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE**

Please provide your opinion on the implementation of remedial education in teaching and learning situation in your secondary school in the spaces provided.

<table>
<thead>
<tr>
<th>Remedial education implementation variables</th>
<th>Responses generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of secondary school remedial policy.</td>
<td></td>
</tr>
<tr>
<td>Availability of adequate knowledge about remedial education implementation in the teaching and learning at secondary schools.</td>
<td></td>
</tr>
<tr>
<td>Criteria for the selection of students for remedial education in the teaching and learning at secondary schools.</td>
<td></td>
</tr>
<tr>
<td>Professional qualification of secondary school teachers in remedial education.</td>
<td></td>
</tr>
<tr>
<td>Type of remediation offered at their secondary school.</td>
<td></td>
</tr>
<tr>
<td>Size of the class or remedial classes.</td>
<td></td>
</tr>
<tr>
<td>Time tabling of remedial lessons at secondary schools.</td>
<td></td>
</tr>
<tr>
<td>Availability of psychological reports.</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of remedial education implementation at secondary schools</td>
<td></td>
</tr>
</tbody>
</table>
SECTION D:

THE BENEFITS OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATION IN SECONDARY SCHOOL

Please provide your opinion on the benefits of remedial education in teaching and learning situation in secondary school in the spaces provided.

1. State how did your students benefited from remedial education in the teaching and learning situation

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If not state the reason
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2. Briefly state how did your secondary school benefited from remedial education programme?

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If not state the reason
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SECTION E:

CHALLENGES THAT AFFECTED THE EFFECTIVENESS OF SECONDARY SCHOOL REMEDIATION IN BULAWAYO METROPOLITAN PROVINCE

Please provide your opinion on the challenges that affected the effectiveness of secondary school remediation in the teaching and learning situation in the spaces provided.

1. From your personal observation, state challenges affected the effectiveness of remedial education in the teaching and learning situation in your secondary school.

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SECTION F:

STRATEGIES THAT CAN BE EMPLOYED TO IMPROVE THE EFFECTIVENESS OF REMEDIAL EDUCATION IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE

Please provide your opinion on how should the challenges affecting the effectiveness of secondary school remediation be addressed in the spaces provided.

1. Give suggestions as to how the challenges affecting the effectiveness of secondary school remediation can be addressed to promote its effectiveness in the teaching and learning situation?

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THANK YOU GOD BLESS YOU
APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR SECONDARY SCHOOL ADMINISTRATORS (HEAD OF MATHEMATICS/ENGLISH DEPARTMENT AND SCHOOL HEAD) AND REMEDIAL TUTORS

SECTION A

CONCEPTUALISATION OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATION IN BULAWAYO METROPOLITAN PROVINCE

1. As an HOD Mathematics/English/ secondary school Head or remedial tutor, how do you define, understand or conceptualise remedial education in the teaching and learning situation in secondary school (s)?

SECTION B

IMPLEMENTATION OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATION IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE

1. How do you select students for remedial education at your secondary school (s)?

SECTION C

BENEFITS OF REMEDIAL EDUCATION IN THE TEACHING AND LEARNING SITUATIONS IN SECONDARY SCHOOLS

2. Briefly state how your secondary school (s) and remedial students benefited from remedial education programme? If not state the reason.
SECTION D

CHALLENGES THAT AFFECTED THE EFFECTIVENESS OF SECONDARY SCHOOL REMEDIATION IN BULAWAYO METROPOLITAN PROVINCE

1. From your personal observation, state challenges affected the effectiveness of remedial education in the teaching and learning situation in your secondary school(s).

SECTION E

STRATEGIES THAT CAN BE EMPLOYED TO IMPROVE THE EFFECTIVENESS OF REMEDIAL EDUCATION IN SECONDARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE

1. Give suggestions as to how the challenges affecting the effectiveness of secondary school remediation be addressed to promote its effectiveness in the teaching and learning situation?
Ref: HD/21

15 April 2016

To whom it may concern

MR BENNY CHITSA (P0717486R) DIRECTORATE REFERENCE (D/JUL/14/17/02)

The bearer, Benny Chitsa P0717486R, Directorate Reference Number D/JUL/14/17/02 is a bona fide Higher Degrees candidate registered for the Doctor of Philosophy programme with this University. He is conducting research under the theme: “The effectiveness of Remedial Education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan province.”

Any assistance offered to him to facilitate his study will be most appreciated.

[Signature]

Professor Jameson Kurasha

A/Director, Higher Degrees Directorate
APPENDIX E

Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe

ZIMBABWE

Mr. Benny Chitsa
Zimbabwe Open University

Bulawayo

RE: PERMISSION TO CARRY OUT RESEARCH ON

The effectiveness of Remedial Education in the teaching and learning situation at secondary schools in Bulawayo Metropolitan Province

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Metropolitan Province permission is hereby granted. However, you should liaise with the Head of the Institution/School for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Province with a final copy of your research which may contain information useful to the development of education in the province.
26 February 2008

Director's Circular No. 26 of 2008

DISTRIBUTION

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Responsible Authorities
National Association of Secondary School Heads
Church Education Secretaries
Association of Trust Schools

GUIDELINES ON THE IMPLEMENTATION OF REMEDIAL WORK AT SECONDARY SCHOOL LEVEL

1.0 PREAMBLE

The transition from Primary to Secondary schools often brings excitement to some learners and stress to others. In either case, challenges of emotional and/or social maladjustment may result and these are usually followed by learning difficulties.