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**REMEDIAL TEACHING AND QUALITY LEARNING IN SELECTED UNIVERSAL
PRIMARY EDUCATION SCHOOLS**

CASE STUDY: MOROTO MUNICIPALITY

A dissertation presented to

FACULTY OF EDUCATION

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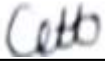
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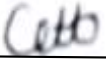
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DEDICATION

I dedicate this research report to my beloved spouse Jackson Aracha and all our children (Mary, Sande, Amos, Messarch, and Patience).

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Coming up with a good piece of academic work requires the provision of continued support from an experienced advisor and for this case; I want to thank Sr. Celine Igoe, my supervisor for her academic advice during this work. Without her invaluable help, this research report would have not come to this final form. I would in particular like to mention the readiness with which she held meetings with me in her ever-tight schedules and her commitment to teaching me how to write accurately.

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LIST OF ABBREVIATIONS

CPD – Continuous professional development

DES – Directorate of education standard

GPA – Grade point average

GRM – Generic remedial program

IDEA – Individual disability education act

NAPE – National assessment and progress in education

NCLB – No child left behind

NGO – Non-governmental organization

PLE – Primary leaving examination

SPS – School psychosocial services

TISSA – Teacher initiative for sub-Saharan Africa

TIRMS – Teacher instructing remedial mathematics students

UPE – Universal primary education

UNEB – Uganda national examination board

ABSTRACT

The study investigated the effectiveness of remedial teaching as a strategy for improving quality learning in selected Universal Primary Education (UPE) schools in Moroto Municipality. Specifically, it examined the different forms of remedial teaching, their use in enhancing quality learning, and the challenges faced in providing remedial teaching along with potential solutions. A cross-sectional research design combining both qualitative and quantitative methods was used, targeting six UPE schools across the two divisions of Moroto Municipality. Purposive sampling and stratified random sampling were employed to select study sites and respondents. Data were collected via questionnaires, interviews, document analysis, and classroom observation, and analyzed using both quantitative and qualitative techniques.

The findings revealed that the overall quality of learning in UPE schools in Moroto Municipality remains low and has not significantly improved due to remedial teaching. This is largely because the majority of selected teachers lacked adequate knowledge and skills to effectively apply remedial teaching strategies to enhance learners' quality of learning. However, the study also established a strong positive relationship between effective remedial teaching and quality education. Where teachers were able to implement remedial teaching properly, learners demonstrated improved reasoning abilities, better discipline, enhanced values and attitudes, greater creativity, and emotional development. The study further indicated that teachers require support, such as supervision, collaboration, and professional development, to effectively deliver remedial teaching. Consequently, it recommends providing continuous support and fostering a collaborative learning community to enhance teachers' effectiveness in remedial teaching, thereby improving quality learning in UPE schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section presents the background of the study, the statement of the problem, the objectives of the study, the questions that guide the study, the scope of the study, the justification of the study, significance of the study, and the definition of the key concepts in the study.

1.1 Background to the Study

The background to the study was divided and is discussed in four perspectives: Historical perspective, Theoretical perspective, Conceptual perspective and Contextual perspective.

1.1.1 Historical Perspective

Globally, education systems have undergone significant reforms aimed at improving learning quality and preparing students for the workforce. Among these strategies, remedial teaching has been widely adopted to support learners who struggle to meet academic standards. Governments and educational bodies recognize that investing in education contributes to poverty reduction, better health, and economic growth (Kubeka, 2023; Wickens and Sandlin, 2007; Fazal Hayat and Badshah, 2023). Moreover, improving access to quality education supports cognitive development, discipline, values, creativity, and emotional growth among students (Birdsall, 2015). Despite increased enrollment, many students worldwide continue to face challenges in acquiring essential academic skills, particularly in critical thinking and problem solving (Davidson, 2015). To address this gap, remedial teaching programs have been introduced globally. These programs aim to help low-achieving students catch up to grade-level expectations by targeting their specific learning difficulties. For example, in the United States, policies such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) mandate tailored interventions for struggling learners to ensure equitable learning outcomes.

In Sri Lanka, research has shown that differences in achievement among students of similar grade levels often result from lack of support for low-achievers, who risk dropping out without remedial assistance (LESA, 2022). Similarly, in African contexts, remedial teaching has been institutionalized to support underperforming learners. For instance, Zimbabwe implements a Generic Remedial Program to improve English proficiency among primary pupils (Ndebele and

Msiza, 2014). Rwanda has established Remedial Centers to reintegrate over-aged and out-of-school children, emphasizing teacher training and increased learner participation (Kaliwa, 2023). In Uganda, remedial teaching commonly known as tuition has become widespread due to declining learning quality (Brown et al., 2020). National assessments and reports from organizations such as Uwezo (2011, 2012), Teacher Initiative for Sub-Saharan Africa (TISSA, 2013), and the Directorate of Education Standards (DES, 2016) consistently show that many learners struggle with basic reading and comprehension skills at their grade levels. Primary Leaving Examination (PLE) results highlight persistent low achievement, especially in English language proficiency, which remains a significant challenge in regions including Moroto Municipality (UNEB, 2019). To address this, local governments have introduced ordinances promoting free remedial teaching and mentorship programs for underperforming students (Bisaso, 2010). Brooks (2009) argues that while quality classroom teaching is fundamental, children with significant literacy difficulties often require additional remedial support beyond regular lessons. However, despite its increasing role, debates continue regarding the effectiveness and delivery of remedial teaching, especially given contextual challenges such as low cognitive development, poor learner discipline, and insufficient nurturing of creativity and emotional growth (Birdsall, 2015). This study thus seeks to explore the influence of remedial teaching on improving learning outcomes specifically classroom interaction, English language test scores, and literacy levels in Moroto Municipality's primary schools.

1.1.2 Theoretical Perspective

This study was guided by the theory of Constructivism of Piaget (1969) and Vygotsky (1978).

Constructivism Theory

According to constructivist theory, students construct knowledge through activities because knowledge cannot be transmitted solely by the teacher. White-Clark et al. (2008), stated, cooperative learning, hands-on activities, discovery learning, differentiated instruction, technology, distributed practice, critical thinking, and manipulative as elements that embrace the constructivist educational philosophy. Constructivist theory insisted at the change of the role of a teacher from being a director to being a facilitator. In a classroom situation the role of teacher changes from that of transmitting knowledge to students to being facilitator when teaching from a constructivist theory of learning framework. That means it emphasizes on the good cooperation

between the teacher and students and between students themselves. Here the students feeling of identity is improved and felt high self-esteem as they are being involved in the whole process of teaching and learning. The constructivist teacher has to mediate, coach, stimulate and support students' progress and assess their understanding and learning (Murrell and Visco, 2023). This is used by the teachers in a classroom to improve their teaching strategies when implementing remedial teaching.

The constructivist theory was used to guide this study to examine the role remedial teaching in improving the quality of learning in terms of developing learners' cognitive ability, learners' characteristics (discipline), learners' values and attitudes, and nurturing learners' creative and emotional development among primary school students in Moroto Municipality. In the same way, through applying constructivist theory, this study will examine opportunities for individual learners to acquire knowledge and construct meaning through their own activities, discussion, reflection and sharing ideas with other learners during remediation in order to achieve the desired quality learning in the study area. On the other hand, the research will observe learners as active contributors to the learning process, this will reflect the importance of scaffolding for students at the beginning of learning or remediation; and teaching methods shall focus on what the student can bring to the learning situation as much as on what is received from the environment. However, the theory is applicable only when the teacher and the students accept role change as facilitator and active contributors of knowledge respectively. Learners in government aided primary schools in Moroto municipality need to accept to actively engage in the remedial lessons if they are to attain all the suggested elements of quality learning.

1.1.3 Conceptual Perspective

Remedial teaching refers to structured instructional interventions designed to support learners who struggle to understand specific concepts during regular lessons. It includes activities such as extra classes, additional tutoring time, small group instruction, peer-assisted learning, or private tutoring. This process involves active interaction between teachers and learners beyond normal lesson hours to help bridge learning gaps. Effective remedial teaching requires teacher preparedness, regular follow-up, and learner engagement to ensure conceptual and procedural understanding of challenging content (Watanabe, 2019; Wykes et al., 2023; Abraham, 2019). In

this study, remedial teaching will be identified by the availability and frequency of such extra instructional support and the teacher's capacity to deliver it effectively.

Quality learning encompasses multiple dimensions that indicate meaningful educational outcomes beyond mere attendance. According to Agnihotri (2017), it includes cognitive development (measured by academic performance such as test scores and reading skills), learner characteristics (such as discipline and engagement), values and attitudes (including responsible citizenship), and creative and emotional growth. For this study, quality learning will be operationalized through indicators like pupils' academic achievements in English, classroom participation, attendance records, observed behavior, and involvement in co-curricular activities, reflecting a holistic approach to educational quality.

1.1.4 Contextual Perspective

Moroto Municipality, located in the North-Eastern Region of Uganda, hosts a significant number of Universal Primary Education (UPE) schools serving diverse learner populations. Like many areas in Uganda, the quality of learning in these schools is a critical concern, affected by challenges such as learners' socio-economic backgrounds and the semi-nomadic pastoral lifestyle that limits learners' available time and focus for schooling (Kavuma et al., 2019).

In response to these challenges, Moroto Municipality has actively adopted remedial teaching as a key strategy to improve learning outcomes in UPE schools. According to the Moroto District Education Office (2021) report, several schools have integrated remedial classes into their daily schedules, providing extra instructional time primarily for core subjects like English and Mathematics. The district's Annual Education Performance Review (2022) further highlights efforts to train teachers on remedial teaching techniques, though it notes gaps in consistent application across schools.

Despite these initiatives, the Moroto Education Sector Annual Performance Report (2023) indicates that challenges remain in fully realizing the benefits of remedial teaching. Teacher capacity in delivering effective remediation is uneven, and some schools face resource constraints that limit regular remedial sessions. Additionally, participation by learners in remedial programs is sometimes affected by pastoralist lifestyle demands, which reduce attendance and engagement. Given that remedial teaching programs have been implemented in the municipality, this study aims to investigate their effectiveness in improving the quality of learning in selected UPE schools. The

findings will provide insights into the strengths and weaknesses of current remedial teaching practices and inform recommendations for enhancing education quality in Moroto Municipality.

1.2 Statement of the Problem

The fundamental purpose of education is to develop well-rounded individuals and active citizens through quality learning (Robinson and Aronica, 2016). High-quality education is critical for developing students' cognitive abilities, which significantly influence their future income, productivity, and contribution to economic growth (George et al., 2018). In Uganda, the government has implemented various initiatives to enhance quality learning in Universal Primary Education (UPE) schools, including the provision of scholastic materials and teacher motivation through improved salaries and accommodation.

Despite these efforts and the availability of improved learning facilities in some schools, many learners in UPE schools continue to struggle with achieving the expected quality of learning. National assessments such as those conducted by the Uganda National Examinations Board (UNEB) and the National Assessment on Progress in Education (NAPE) consistently reveal significant learning deficits among primary six pupils, particularly in comprehension and application of knowledge (UNEB, 2015, 2018, 2019). These challenges are especially pronounced in Moroto Municipality, where learners demonstrate persistently low cognitive abilities despite targeted government interventions, raising concerns about their prospects for future self-reliance and socio-economic participation.

While remedial teaching has been widely recommended as a strategy to address learning gaps, existing research in the Ugandan context has largely focused on general educational challenges, with limited empirical evidence on the implementation and effectiveness of remedial teaching programs specifically in Moroto Municipality's UPE schools. This study sought to fill this gap by rigorously investigating how remedial teaching influences the quality of learning among government primary school pupils in Moroto. The research provides concrete evidence on remedial teaching as an effective, context-specific strategy to bridge persistent learning deficits and improve educational outcomes.

1.3 Objectives of the study

1.3.1 General Objective of the Study

The general objective of this study was to investigate the effectiveness of remedial teaching as a strategy for improving quality learning among pupils in UPE schools in Moroto municipality.

1.3.2 Specific Objectives

The study was guided by the following specific objectives.

- i) To establish the different forms of remedial teaching and how they are used to enhance quality learning in the UPE schools in Moroto Municipality.
- ii) To investigate the effectiveness of remedial teaching in relation to quality learning in the UPE schools in Moroto Municipality.
- iii) To find out the challenges faced in the provision of remedial teaching and trying to improve quality learning in Moroto Municipality and solutions to such challenges.

1.4 Research Questions

- i) What are the different forms of remedial teaching and how are they used to enhance quality learning in selected UPE schools in Moroto Municipality?
- ii) How effective is remedial teaching in relation to learners' academic performance in selected UPE schools in Moroto Municipality?
- iii) What challenges are faced in the provision of remedial teaching in trying to improve quality learning in Moroto Municipality and how can such challenges be addressed?

1.5 Scope of the Study

1.5.1 Content Scope:

The study focused on the effectiveness of the provision of remedial teaching as a strategy to improve quality learning in public primary schools in Moroto municipality, Uganda. The study explored the different forms of remedial teaching and how they are used to enhance quality learning, the effectiveness of remedial teaching programs implemented in the public primary schools in Moroto Municipality, and finally, finding out the challenges faced in the provision of remedial teaching and trying to improve quality learning in Moroto Municipality.

1.5.2 Geographical Scope

The study was conducted in Moroto municipality, which is located in north-eastern Uganda. The municipality is bordered by Moroto district. The coordinates of Moroto municipality are

2°31'48.0"N, 34°40'12.0"E siting at an average elevation of 1370 meters above sea level. The study focused on six selected UPE primary schools in the municipality, which were identified through purposive sampling. The geographical scope was selected because Moroto municipality is located in the hardest to reach part of Uganda, and therefore faces unique challenges such as lack of concentration among learners in trying to provide quality learning to learners more especially those in UPE schools because of the nature of pastoral way of life.

1.5.3 Time Scope

The study covered the period from February to April 2024. This period was selected because it would provide a sufficient timeframe to evaluate the different forms of remedial teaching and how they are used to enhance quality learning, the effectiveness of remedial teaching in relation to learners' academic performance, and the challenges faced in the provision of remedial teaching in trying to improve quality learning in Moroto Municipality.

1.6 Significance of the Study

This study explores the effectiveness of remedial teaching as a strategy for improving quality learning in selected UPE schools in Moroto Municipality.

The findings of this study can be used by school systems to make informed and effective decisions regarding the provision of remedial teaching. The study will also inform teachers about their critical role in supporting low achievers in their classes. Furthermore, the findings will provide valuable insights for stakeholders such as quality assurance officers and parents, empowering them to actively enforce and support remedial teaching for low-achieving learners. Through this study, learners will better understand the roles and benefits of remedial teaching in enhancing their academic performance. Additionally, the study will guide policymakers and curriculum developers in formulating educational policies and guidelines that promote the effective implementation and management of remedial teaching programs in public primary schools.

1.7 Justification of the Study

Teachers in UPE schools in Moroto Municipality make considerable efforts to cover the curriculum content according to scheduled timetables. However, Primary Leaving Examination

(PLE) results from the district have consistently shown poor performance, reflecting persistent challenges in learners' cognitive abilities, discipline, attitudes, and values. For example, the Moroto District Education Office report (2023) indicates that the average PLE pass rates have remained below the national average over recent years, underscoring concerns about the quality of learning in the area.

Despite ongoing interventions such as remedial teaching programs, these efforts have not yet translated into significant improvements in learning outcomes. Consequently, the quality of education in UPE schools within Moroto Municipality remains questionable. It is therefore imperative to investigate how remedial teaching can more effectively enhance quality learning in this context, providing evidence to guide improvements in teaching practices and educational support.

1.8 Definitions of Key Terms

The following terms have been operationally defined in the current study.

Educational remedial program according to Da Re et al. (2017), is a course consisting in extra-class time offered to low-achieving students in order to improve their performance in one or more subjects. For the sake of this study, remedial teaching programs were defined as specific extra classes interventions aimed at addressing learning needs of pupils who lags behind in the cognitive development, learners' characteristics (discipline), values and attitudes, nurturing learners' creative and emotional development.

Effectiveness is described as the extent to which the desired level of output is achieved (Zamir, 2020) also Isquith-Dicker et al. (2021)said that, effectiveness refers to the degree to which the objectives of an education system are being achieved. In the current study effectiveness is defined as the degree of improvement in the students' learning achievement as a result of remedial teaching.

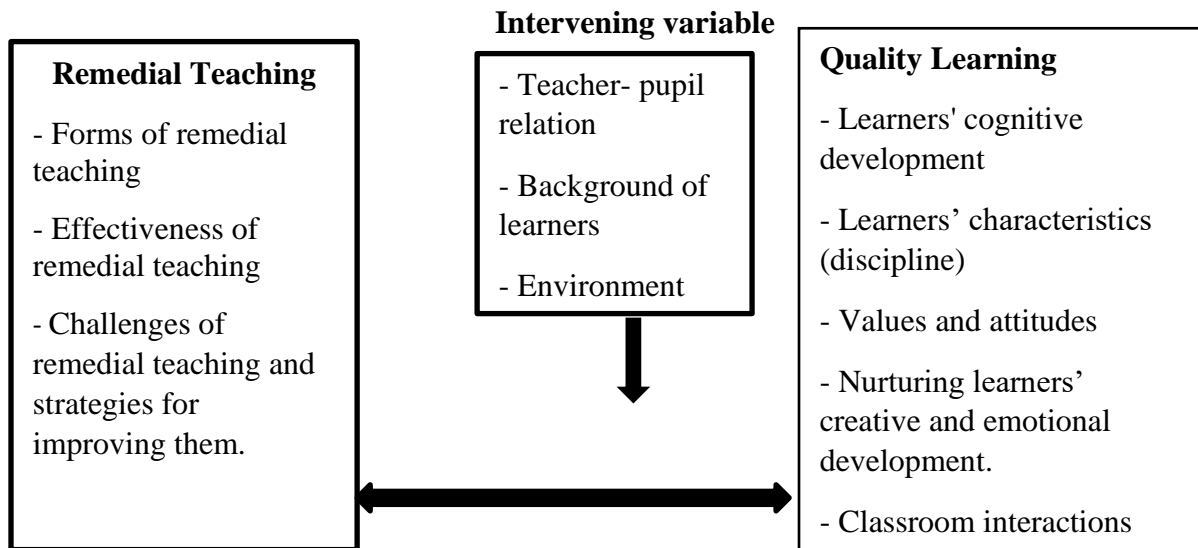
Low achieving Learners: are children who have difficulty, even though they may be willing to work. Their problem is low potential or lack of readiness rather than poor motivation; they usually have difficulty in completing work; display poor retention; progress slowly (Brophy, 2003). In the current study low achieving learners is defined as normal students with limited ability that prevented them to keep up with their classmates or to perform within their expectation, due to academic or non-academic reasons.

Remedial teaching is an educational approach concerned with the prevention, identification, and treatment of learning difficulties that hinder the normal development of students. It aims to support pupils who lag behind their peers due to various challenges. Recent studies describe remedial teaching as a targeted instructional strategy that adapts teaching methods to meet individual learner needs and promote mastery of specific concepts, ensuring learners can progress alongside their peers (Smith and Jones, 2020).

1.9 Conceptual Framework

Independent variable

Dependent variable



Source: Researcher's own collection

Figure 1: Conceptual Framework

The conceptual framework for this study included three variables: the independent variable of provision of remedial teaching, the dependent variable of quality education, and the extraneous variable of good teacher- student relationship, background, and environment.

The independent variable, remedial teaching has been operationalized through three indicators: forms of remedial teaching, effectiveness of remedial teaching, challenges of remedial teaching and strategies for improving them. These indicators are consistent with the definition of remedial teaching provided by Da Re et al. (2017) who emphasizes the importance of extra-class time offered to low-achieving students in order to improve their performance in one or more subjects.

The dependent variable, quality learning, was operationalized through learners' cognitive development, learners' characteristics (discipline), values and attitudes, nurturing learners' creative and emotional development. These indicators are consistent with the definition of quality learning provided by Zamir (2020) who emphasizes that quality is the extent to which the desired level of output is achieved in education.

The extraneous variable, was operationalized into three as teacher-student relationship, background of the student and the environment. It is important to consider these variables in the conceptual framework as they may influence the relationship between remedial teaching and the quality learning. For example, research has shown that classroom environment impacts on the quality learning among learners (Sari, 2019). By including these variables as extraneous variables in the conceptual framework, the study can have control for their potential influence on the relationship between provision of remedial teaching and the quality learning.

By examining these variables in the context of government aided primary schools in Moroto municipality, this study aimed to contribute to the existing knowledge on effective remedial teaching practices and the quality of learning in Uganda.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed and summarized selected literature on provision of remedial teaching as an intervention strategy for improving quality learning in Moroto Municipality with key focus on forms of remedial teaching, effectiveness of remedial teaching, challenges of remedial teaching and strategies for improving them as a way of improving quality learning.

2.1 Forms of Remedial Teaching as a Strategy for Improving Quality Learning

Remedial teaching is a program of intervention where a child obtains each diagnosis and treatment till the realization of productive recovery (Huang, 2010). This means that remedial teaching is a crucial preventative step where students acquire important skills and understanding. Oyekan (2013) then claims that when students who struggle cognitively are denied remedial lessons, they are likely to drop out of school before completing what is needed in the official program. This indicates that in order to raise their grades and catch up to their counterparts in in the same classroom setting, pupils who have cognitive issues with learning need some kind of encouragement. Both Oyekan (2013) and Huang (2010) assent that, remedial teaching is an effective way to help pupils who struggle with learning bridge the gaps in their knowledge and become competent learners. It is important that learners who find it hard to learn concepts easily be provided with remedial teaching as an essential curative measure so that they can attain critical knowledge and skills. Learners who would fail to match the cognitive ability of their peers in regular class need attention and special help through remediation as it forms collaboration and supportive learning between school children and teachers and consequently helping the students who are lagging. According to Eric (2014), such a remedial program reduces the rate of dropout in schools, trains the students to be competent on market, and develops a country. He went on to say that remedial teaching enables the learners to acquire the self-confidence to face their weaknesses and overcome them via the acquisition of self-help strategies, increases the knowledge, skills, and attitude of the students at the school as well as their everyday 'activities.

According to Barbetta (2023), there are several forms of remedial teaching and strategies that teachers can apply to help learners improve. He went on to say that the first step towards remedial teaching methods is to identify the difficulties being faced by the students. It is important for a

teacher to first know the difficulties and then apply the appropriate remedial teaching strategies. Learners in the mainstream classroom are never the same, some learn concepts fast while others are surrounded with a number of learning difficulties such as poor memorization potential, low level of comprehension, lack of motivation toward learning, failure to understand instructions and implement them, inability to grasp abstract ideas, need additional time to complete certain task(s), low self-assurance with minimum self-expectation, and difficulties in problem-solving among others. In regard to this assertion, Barbetta (2023) believes that when teachers are aware of such difficulties that learners face in the classroom, they can design remedial teaching strategies that involve a variety of techniques and methods to help students who are struggling with their learning.

Berner (2021) discussed eight forms of remedial teaching: Individualized remedial teaching, group-based remedial teaching, technology-aided remedial teaching, multi-sensory remedial teaching, play-based remedial teaching, Skill-based remedial teaching, inclusive remedial teaching and peer-assisted remedial teaching.

According to Berner (2021), individualized remedial teaching is the best example of personalized learning is one of the most used among the different types of remedial teaching. Roy and Verma (2020) pointed out that this form remediation involves one-on-one instruction in which teachers adapt their methods to meet the specific requirements of each student. This implies that if a student is struggling with reading, the teacher will focus on that area, using techniques and materials that help such particular learner improves. It makes learning more efficient because it directly addresses the student's academic gaps and challenges. Everything, from the pace of instruction to the learning materials, everything is customized to suit the learner's specific needs.

The second form “group-based remedial teaching”, according to Berner (2021), is applied to learners with similar learning challenges in the class so that they can benefit significantly during remedial teaching. He adds that, in this setup, a small group of students is taught together, enabling them to learn collaboratively. This means that method does not only promote peer learning but also helps build social skills among learners as the teacher presents learning materials and engages students in group activities, making the learning process more interactive and fun. For technology-aided remedial teaching, Barbetta (2023) explains that during remedial teaching, the teacher utilizes various technological resources like educational software, online platforms, and digital learning aids to enhance the learning experience of the learners it provides them with fun,

interactive methods to study, boosting their interest and motivation. It is believed that when teachers use technology-based remedial teaching, it enables self-paced learning, giving learners the freedom to study at their own pace and comfort level. Barbetta (2023) further asserts that there is need to engage more than one sense at a time during remedial teaching to enhance quality learning. According to him, multi-sensory remedial teaching, makes learning more engaging and impactful as well as providing the foundation for learners to pursue higher education.

Play-based remedial teaching uses games and activities to make learning enjoyable and less stressful for students. Caldwell (2021) pointed out that play-based approach can improve motivation and engagement, reduce anxiety, and promote a positive attitude toward learning. He emphasized that this method can be particularly effective for younger learners who learn best through play and active participation. On the other hand, Berner (2021) describes skill-based remedial teaching as that improves specific skills in the learners. Specific academic skills such as reading comprehension, mathematical operations, writing techniques, or problem-solving skills are targeted for improvement. Skill-based remedial teaching focuses on practicing and strengthening these abilities through repeated exposure and a variety of activities. This type of instruction is often highly structured and sequential, ensuring that students master each skill before moving on to the next. A skill-based deficit exists when a student has not learned how to perform a given behavior or skill. For instance, a student who has not learned to do long division could be said to have a long division skill deficit. Students with learning challenges have a skills deficit and need direct skill based remedial strategy to develop these weak skills in order to re-enter the mainstream (Miller-Young and Poth, 2022). Technically, direct skill-based remedial strategy requires a specially-trained teacher who has the knowledge and flexibility to create a comprehensive remedial programme that is truly individualized to a particular student's learning needs (Cook, 2020). Since direct skill based remedial lesson is presented in a sequential order moving from a specific, smaller concept to larger idea, it helped remedial university students to internalize the process by which larger mathematics skills or concepts were broken down into smaller, more manageable parts (Miller, 2011b).

Inclusive remedial teaching is also a strategy in handling remedial lessons. According to Barbetta (2023), inclusive remedial teaching is about integrating students with learning difficulties into the regular classroom and providing them with the necessary support right there. This approach

encourages children to feel included and accepted, teachers can improve the learning needs of each student by using a variety of teaching strategies like allowing children to participate in all class activities which will boost confidence among them.

Peer-assisted remedial teaching involves students helping each other to learn. This approach not only improves the learning experience for the struggling student, but it also develops the knowledge and abilities of the student who is offering support. Peer tutoring, group projects, and partnered reading are a few examples of peer teaching. It encourages cooperative learning, fosters social skills, and promotes a supportive learning environment. Roy and Verma (2020) carried out a study on the effectiveness of peer assisted learning strategy, a peer-mediated instructional method in solving mathematical word problems by standard IV students in a general classroom. A quasi-experimental study was carried out with a two-group post-test design. There were 60 participants from two divisions of a school with 30 each assigned randomly to the treatment group and control groups. The instructional strategy used was Peer Assisted Learning strategy (PALS). Data was collected through a base level test and post-test for both the groups. One tail-‘t’ test was conducted to determine whether there was any significant difference in the base level scores between the groups and also to determine the effectiveness of PALS. Results of this study indicated the effectiveness of PALS that collaborative strategies such as peer mediated instructions can be a feasible option in inclusive mainstream schools for improving student performance and engagement.

Much as the reviewed literature have shown the forms and strategies of remedial teaching, the studies were done in contexts that are totally different from the kind of lifestyle of people around Moroto Municipality who value looking after animals after normal classes much Therefore, little is still known about the perceptions and experiences of teachers and their students in Moroto Municipality and even if some are used in the study area, it may not be relied upon.. Hence, there is a need carry out this study to ascertain the forms of remedial teaching and strategies used in remedial teaching in Moroto Municipality in relation to quality of learning.

2.2 The Effectiveness of Remedial Teaching Programs Implemented in Primary Schools in Regards to Quality Learning

Each learner is perceived as different in terms of learning ability, academic standards, classroom learning and academic performance and each had his own learning style. Dakhi et al. (2020) believes that for all the learners to achieve quality in terms of cognitive development, characteristics, values and attitude among other elements of quality education in the classroom despite their differences, there is need for the teacher to get a way of assisting those learners that might lag behind through remedial lessons. Khalid and Anjum (2019) were in agreement to Yunus (2020) when he said “the aim of remedial teaching program is to provide learning support to pupils who lagged far behind their counterparts in school performance and by adapting school curricula and teaching strategies, teachers provide learning activities and practical experiences to students according to their abilities and needs. They also designed individualized educational program with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning” (p.17). According to Wijaya et al. (2019), teachers have to first carry out a diagnosis of these learners to establish their respective needs so that they can come up with the best strategy to handle them well as Otto and Smith (1980) in their seminal study found out that students’ academic underachievement was caused by unlimited, varied and individualized reasons which differed from case to case so teachers of under achievers were focusing on diagnosing and correcting learning difficulties. It can therefore, be affirmed that remedial teaching requires appropriate identification of low performing students, knowledge of the level of their competencies as well as constant measure of their progress during the intervention. When this is rightly done, Smith & Otto believed that remedial program implementation can then help to improve conceptual understanding of learners basing on information teachers got from assessing if students were mastering the material.

Different scholars have therefore, documented different ways in which provision of remedial teaching is effective in teaching and learning process. For example, Sharma et al. (2024), carried out a study on an analysis on the potentialities of remedial teaching and learning on school students studying in Grade III to Grade VI in areas surrounding Dibrugarh and Tinsukia Districts of Assam. Their study examined the academic performance, self-esteem, social interactions, and overall student well-being by exploring existing literature and conducting surveys and interviews with students, teachers, and parents to provide valuable insights into the effectiveness of remedial

classes the result of this study revealed that these remedial courses had academic, social, psychological, economic, and career development impacts on students' lives. The authors added that remedial teaching becomes more effective when it specifically deals with concepts that have already been taught in the class and these are re-taught to students with learning disabilities. Yolak et al. (2019), then believe that remedial teaching helps to close the achievement gap between students from different socioeconomic backgrounds especially those that experience learning difficulties. The scholars further assert that learners from low-income families and underprivileged communities often lack access to the same educational resources as their more affluent peers. Remedial classes improve student management and provide these students with the extra support they need to succeed academically, regardless of their socioeconomic background (Chien, 2013).

For remedial teaching to be ultimately effective, there is need for the teachers to identify and diagnose needs of learners. For example, according to Buysse and Hollingsworth (2009), teachers in South Africa applied the Systematic Method for Reading Success (SMRS) to assess their students every ten lessons which included for example recognizing letter sounds, blending sounds to recognize words, reading developmentally leveled stories using the letters and words taught, and answering comprehension questions about the stories, using this method was found to be effective in making teachers to plan for further remediation for their learners. However, Abdou Chekaraou et al. (2010) noted that in Niger, remediation program under the language and Mathematics initiative for early grades was done in three main phases: the diagnostic test phase, the intervention phase and the evaluation phase. Teachers in every academic year through sixth grade administer diagnostic test to assess individual competence in language and Mathematics. Similarly, Ndebele and Msiza (2014), assert that, in Zimbabwe children who were eligible to participate in the English remedial program are selected through specially designed standardized diagnostic tests. The English test was divided into four sections covering synonyms, use of phrases, use of prepositions and a comprehension passage involving punctuation and the use of tenses. Ndebele continued that a department of Schools Psychological Services (SPS) was established within the Ministry of Education and Culture to monitor and assist on matters pertaining to remedial education. Basham et al. (2020), postulates that designing or choosing remedial approach or strategy for students with difficulties is not an easy task because every child had distinctive features from his /her peers and hence, precise and comprehensive diagnostic methods are paramount to facilitate students' classification and as a result designing or choosing appropriate

remedial strategies that rendered to better performance. Ysseldyke et al. (1982) cited in Fuchs and Fuchs (2015), believed that the effectiveness of intervention was determined by at least five factors in complex interaction which are: pupils' characteristics, nature of treatment, teachers' characteristics, setting variables, and the behaviors one tried to change. While Gardner (1977) cited in DeLee (2020) thought that direct approaches to intervention by the teachers on the development of appropriate behaviors are key intervention strategies to help low achievers, he opposed to strategies such as depending on behavior deficits, inadequacy, disabilities, shortcomings, or difficulties as methods and effective approaches to intervention. Conversely, Rees (2021), found that the variance in instruction methods made less difference in students' outcomes than might be expected, instead, what seemed to make remedial teaching more effective was how committed the teachers and administrators were to program and how confident they were on their work.

With reference to underachievement in learners' performances Besnoy et al. (2021), indicated that remedial teaching include varying and using special strategies such as those that were earlier on suggested by Whitmore (1981), such as a) intrinsic strategies that focus on the idea that students' self-concept was closely related to their learning , so teachers should encourage attempts, not just success; they should also value students' share in creating classroom rules and responsibilities and allow students to evaluate their own work before receiving grade from the teacher; b) remedial strategies that recognize that students were not perfect; each child had specific strength and weakness as well as social, emotional and intellectual needs .Therefore, teachers should give students chance to make progress in their area of strength while opportunities being given in specific areas of learning deficiencies so as to make remedial teaching effective. This remediation should be done in safe environment in which mistakes were considered a part of learning process for everyone including the teacher; c) supportive strategy that targets using classroom techniques that make student feel comfortable as they were at home; such as holding class meeting about student concern; providing assignments that strengthen student's competency. The provision of remedial lesson should then be done and Kate and Mooney (2007) who were in agreement with Gettinger (1993), Wentling (1973) stressed the importance of having small numbers of students in the remedial class, for example, eight participants was an adequate number for the remedial class for the teachers to implement individual tutoring when necessary to fulfill the concept of remedial program, due to the fact that individual (one to one) instruction had the advantage of following the instructors to provide immediate corrective feedback and for teachers to gain the most effective

use of numeracy and literacy interventions, it is important to ensure that they were targeted at the children who were in need to them and according to DCSF (2008) close monitoring of pupils' progress, particularly for underperforming pupils and those in vulnerable groups is required. Kaliwa (2023) as well as Sterrett (2011) believe that the appropriate content for remedial classes should also be extended beyond academic coursework to the functional skills, community skills, social skills and direct work experiences to uplift the social and emotional status of students and to motivate them positively.

According to Davidson (2015), once a target group has been identified, program objectives and expected outcomes has been defined; the key issue for increasing the effectiveness of remedial programs is then to choose the delivery mode or modes that will meet the stated objectives. Scholars have come up with a number of strategies to handle remedial lessons effectively. Such strategies include small group tutoring, separate classroom for low performing students, using ability grouping of students, volunteer tutoring, peer tutoring, one-to-one tutoring, and computer assisted intervention.

For the small group tutoring, it is believed that when students are put in small groups, they likely make progress in their academics as Fuchs and Fuchs (2015) posit that the most effective format to improve reading was one teacher for three students. Banerjee et al. (2006) carried out a study about the effectiveness of the Balsakhi program in India as an affordable way that enables low income children from grades 3 and 4 who were identified as low achievers to benefit from tutoring programs. The tutors were women selected from the community and were paid very low fees by Pratham, the implementing NGO. Children were taken out of the classroom and the tutors work in groups of 15-20 low performing learners for two hours each day. The result of working this small group was that there was a great improvement in their learning.

For the separate classrooms for the low performing students, Eton et al. (2019) assert that having low performing students separated and learn from their own classes had great effect on their academic achievement. Haddad and Nedović-Budić (2006) seem to be in agreement with Kaliwa (2023) when he asserts that In some states in Brazil, public schools formed a separate classroom to support low achieving students in the first five years of schooling if there were at least fifteen students identified as needing remediation by their teachers. Students would return to the regular classes once they master the required skills (Haddad and Nedović-Budić, 2006). It is yet to be

discovered whether teachers in Moroto municipality do put low achievers in a separate classroom and if they do so, does putting these learners in a separate classrooms have any effect on their academic achievement.

Evaluation of the extra teacher program in Kenya was designed to allow schools to add an additional section in the first grade benefited lower-achieving pupils indirectly by allowing teachers to teach at a level more appropriate to them. Program evaluation results showed students in classes grouped by ability performed better in the post test when compared to students who were in extra Grade 1 class with randomly assigned students, and concluded that positive effects for low achieving students was due mainly because students received a more tailored instruction to their needs under tracking which outweighed the reduction on peer quality. Notwithstanding, in some cases tracking had detrimental effects for low achievers if it resulted in discrimination and further exclusion of disadvantaged groups. Some argued that low achieving students might feel penalized and not be motivated to learn. Students from “acceleration classes” in Brazil reported experiencing difficulties at the conclusion of the program and re integration into the regular classrooms where they did not receive the same attention as they did in the acceleration classes, particularly in terms of building their self-esteem. At the same time, teachers in the regular classrooms had not been prepared in ways to best integrate students returning from acceleration classes (Ribeiro et al., 2021). Qualitative evidence from Zimbabwe also supported this conclusion pointing out to teacher’s discriminatory attitudes towards the low achieving class (Dube and Chisaka, 2021).

Volunteer reading tutoring programs could be an affordable way for low income children to have access to this type of delivery. In the United States, Scarpinella et al. (2023) reviewed 21 articles or reports based on the data from 1,676 study participants in 28 studies that assessed volunteer tutoring programs. They reviewed randomized only field trials published from January 1985 to August 2005 which yielded academic impacts. The programs were aimed at students in grades K – 8, and only used where adults, non-professional (volunteer) tutors were to teach in the remedial classes. Results from this review showed that these programs can positively influence language and reading outcomes of elementary school students with an average effect size of training for tutors, assessment-based instruction, structured reading sessions, and use of an on-site coordinator had been described as essential components of a tutoring program (Invernizzi, 2001).

Peer tutoring could also be an affordable option that might benefit all involved. Those activities where children work together in a learning task would help students to develop their sense of self-esteem and responsibility being active participants on their peers' learning. Bredenberg (2022) asserts that in the ESCUP project in Cambodia students helped their peers to learn, practice or review an academic skill that the class teacher had planned. For example, grade 5 and 6 teachers taught their students on how to help younger children to read and write every day for 3 hours, so in their free time these students were helping grades 1 and 2 students under the teacher's supervision. This support was also being given in the form of homework clubs where older students helped their peers to learn, practice or review an academic skill that had been assigned by the teacher as homework and in the case of Cambodia example it covered Khmer language and Mathematics. It was found out that involving peers in assisting their fellows to learn Khmer language and mathematics had a great effect in helping these low achievers to cope up with the rest of their peers.

One-to one tutoring or private tutoring was another intervention strategy brought forward by Kakooza (2015) to help low achieving students to improve on their learning in Uganda. Clearly private tutoring had been the default approach to deliver remedial instruction, particularly in high income countries where it might be affordable. Programs that provided one-to-one, phonetic tutoring to students who continued to experience reading difficulties resulted into positive effects and improve reading performance (Serugo, 2019).

Much as many scholars have stressed the effectiveness of remedial teaching and what makes it effective, the methods they brought forward such as peer tutoring during remedial teaching may not help to improve students' cognition. In this study the researcher believes that when teachers apply more techniques that require student interface with challenges that require problem solving skills, critical thinking and creativity during remedial lesson, then their cognitive ability improves hence raising the quality of learning received.

2.3 Challenges of Remedial Teaching and Strategies for Improving Them

Several scholars have carried out studies what make provision of remedial teaching challenging worldwide. According to Gutiérrez (2015), the implementation of remedial education in schools is a complex process that is affected by many challenges which require a great attention and consideration. Gutierrez while quoting some studies from developing and developed countries

specifically pointed lack of basic skills in handling remedial classes as one of the major challenges that affect the delivery of remedial lessons in schools. He singled out that remedial teachers at high schools in South Africa understand little about the preparation necessary for primary school remediation when he made a claim that although the teachers were highly qualified, they did not have the expertise to deal with remedial students in their classrooms. His studies revealed that high school teachers were not well equipped to handle students struggling with Mathematics and English due to dyslexia. In similar vein, in Mexico, primary 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 (Larasati et al., 2019) thereby compromising the effectiveness of remedial education.

In other developed countries, thousands of learners are promoted to the next class while they are academically under-prepared for such a class which makes it hard for them to cope up with the standard of such a class (Accurso-Salguero, 2016). Similarly, (Huang, 2021) consents that, in some cases, academic deficiencies are so severe that secondary school Mathematics and English teachers might have difficulties in teaching remedial learners as teachers suffered from a lack of in-service training provision. The researchers also concluded that most teachers were perceived to be lacking training in remedial teaching regardless of the fact that universities and teachers' training colleges were training teachers in special needs education. In view of these argument, it can be seen that however teachers are trained at the teacher training colleges, they still need to be re-tooled for the program to be effective in the teaching and learning situations especially in handling remedial teaching. According to Larasati et al. (2019), Mexican secondary school teachers who were teaching reading remediation did not have dynamic material, capable of helping remedial students.

Results from the studies in the Middle East are not different from results so far seen as the finding of the study from Al Othman and Shuqair (2013) pointed out that the methods and materials used in the remedial teaching process were not effective in Arab nations. The remedial education programs that were offered in the colleges, focused on delivering the basic learning of the language and were quite ineffective in helping the students fit into the societies where they have to constantly use the English language (Fadel et al., 2015). The remedial teaching material was too basic to capture the attention of some of the remedial students. The above researcher's point of view was that materials for use for both teachers and students were grossly inadequate. A study by Smith

and Wallace (2011) in England's high schools discovered that some learners were embarrassed about needing to take remedial education lessons. Most of the failing learners who were enrolled for the remedial lessons were already frustrated by their first failures and experienced embarrassment of being treated as less achiever (Fadel et al., 2015). Initially, remedial education has been described as an embarrassment to American colleges and universities that offer such programme (Brier, 1984). Most of the students who were sent to remedial lessons claimed that it was demoralizing, especially when they were not planning to take remedial lessons.

Other researchers presented that educational remediation in Canada diminished academic standards, devalued secondary educational credentials and the large number of underprepared students were demoralized by the programme Bailey et al. (2010) with some arguments for a major restructuring of remediation or even the elimination of remedial education programme in schools. The present study sought to examine and ascertain whether the above scenario also applies in Moroto municipal schools for the establishment of how remedial teaching may impact on quality learning among learners in public primary schools.

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 (Armana, 2011). 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 in upper primary level (Cox, 2013). This comes at a time when the demands that upper classes school reading require automatic decoding skills that lead to fluent reading and skillful comprehension. This implies that learners who do not have these skills, therefore, were likely to be frustrated.

The effectiveness of remedial teaching is also affected by the negative attitude developed by the learners towards remediation ideology. Some pupils report to have developed a negative attitude toward remediation and this compels them to assume a passive approach to learning. This is reiterated with the findings from Shearer et al. (2019) that remedial education in all learning institutions was necessary but often unwelcome enterprise leading to its less effectiveness. The above researchers present that many learners showed little interest in remediation as well as schooling. Moreover, some teachers and head teachers unfortunately do not accord to remedial

work the support it deserves and needs. Miller (2011a) discovered that teacher commitment was another critical and practical challenge facing provision of remediation in South Africa. A researcher continues by saying that developmental or remedial teachers were discontented with their working conditions. In the same vein, Manyumwa (2018) discovered that lack of commitment by remedial teachers and parents of remedial students compromised the implementation of remedial teaching programme at primary schools when they indicate that certain parents wish to withdraw children from schools instead of engaging their children in remedial lessons. Therefore, it is imperative that the present study establishes the attitudes that parents, teachers and learners have towards remedial teaching and if such attitude can be part of the challenges that remedial teaching faces in public primary schools in Moroto Municipality.

Additionally, a research by Smith (2011) 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., 2015). With this attitude in their minds, some learners failed to give the remedial education the required attention.

Attempts to raise students' performance in system of education were not helped by their remedial interventions which emphasize streaming and labeling of students. This concept of remedial teaching, with all the problems inherent in the Maltese system of education, in fact creates more problems than it solves. The study by Parker et al. (2010), concurred that there was a stigma associated with remediation in secondary schools, and this psychological burden could negatively affect outcomes and discourage students' effort. Thus, Canadian secondary schools experienced stigmatization associated with remedial education. It also lowered students' self-esteem and subsequently reduced an effectiveness of any remediation strategies. Grouping lower ability students in remedial classes produced negative peer effects Melton (2016) 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 Mangwaya et al. (2013) and Ndebele and Msiza (2014) that primary school remedial teachers in Zimbabwe felt that the

Labeling of the remedial students and stigma attached to being in the remedial class served to demotivate the student. The researchers discovered that primary school remedial students in Zimbabwe did not like being pulled out for remedial lessons due to peer labels and stigmatization. From this view of related literature, the present study seeks to establish if the above applies to the Moroto Municipality's situation in order to confirm the effectiveness of remedial teaching on the quality of learning.

A study by Shearer et al. (2019) in Canada discovered that remedial education in secondary schools was affected by parental attitude. The above researcher added that some of the parents did not accept that their children had learning problems in Mathematics or English while they were above average in all other subjects. Certain parents wish to withdraw children from school.

Even parental involvement in England classroom activities decreased on a fixed continuum from significant parental involvement at the elementary level to insignificant parental involvement at the high school level (Smith, 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 (Crowe, 2011).

A study by Cramer et al. (2014) 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 Kangwa (2022) 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 primary education, Mangwaya et al. (2013) 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 (Parker et al., 2010). In view of the above findings, the current study seeks to determine whether the above applies to the Ugandan

situation especially Moroto Municipality in regards to remedial teaching and quality learning in the public primary schools.

A study by Miller (2011a) in Malaysia discovered that remedial students in schools had negative self-concept and tended to lose confidence during their remediation. Their peers looked down at them and they had problems in interacting with their friends. The study also predicted that such students had a high tendency to play truant and absconding from lessons leading to the ineffectiveness of the remedial program in Malaysia. The research recommended motivation as the corner stone of remediation. Timetabling of remedial lessons was inappropriate and conflicted with the teachers' interests in South African schools (Miller, 2011a). The researcher further explains that secondary school remedial teachers did not have a drive to help their struggling students because most of them felt that they were having an extra workload. The aforementioned studies by international researchers show that there are various challenges that affect the effectiveness of remedial education at secondary schools. In comparison, the present study seeks to assess how remedial teaching impacts on quality learning among learners in the public primary schools in Moroto Municipality.

In the Ugandan primary schools, Ssenkande et al. (2024) writes that there has been a lack of clear explanation of learning deficit in the Ugandan remedial programme and remedial teachers were providing remediation to their students without the underlying theoretical framework of the programme. The other challenge which confronted Ugandan primary school remediation was that the remedial teaching 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 programs. The remedial programme at primary schools as presented by (Kangwa, 2022) faced challenges such as lack of trained remedial teachers and lack of teaching and learning materials. Thus, teachers running the remedial teaching programme were not specialist teachers. There was also lack of a proper supervision culture of the remedial programme at primary schools since heads and teacher in charge 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 learners in Ugandan primary school remediation was not clearly explained by experts. In view of above Ugandan perspective and related literature, the present study sought to find out if the above applied to Moroto Municipality

public primary school remedial teaching in order to ascertain how it impact on the quality of learning.

2.4 Strategies to Improve the Effectiveness of Remedial Teaching 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 (Armana, 2011). Additionally, the research findings by Fadel et al. (2015) 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 Armana (2011) suggest that remedial teachers should be aware of the special needs of the low achievers if they want the students to get better and improve their abilities. Lack of basic skills in remediation was one of the burning challenges as some available international studies suggest that remedial teachers at high schools in South Africa (Miller, 2011) understand little about the preparation necessary for secondary school remediation. Similarly, Kaputa (2012), propose that there should be a need for training programme to equip teachers with systematic diagnosis skills for them to diagnose remedial readers at school. This researcher maintains that the SPS department needs to intensify training of specialist remedial teachers and to mount staff development workshops for remedial teachers as he believes that doing so can help to address the teachers' lack of adequate knowledge on the poor implementation of the reading remediation among primary and secondary school students. This in agreement with Muchemwa (2014) who asserts that remedial teachers should gain relevant knowledge for remedial teaching through in-service programs, seminars, workshops and demonstration sessions mounted by remedial tutor. This reiterated with findings from Cox (2013) in the USA that all remedial teachers must meet the appropriate certification requirements and be fully qualified to teach remedial lessons.

Armana (2011), concurred by suggesting that to address teachers' inadequate knowledge on the proper implementation of remedial teaching 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 teaching. From this view of related local and international literature, it was in the interest of the

current study to learn from the public primary school remedial teachers, school administrators and learners regarding how the challenges affecting the effectiveness of the implementation of remedial teaching can be addressed in Moroto Municipality.

Parker et al. (2010) in a study on challenges that affect provision of remedial lessons and how such challenges can be mitigated in the American post-secondary 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. According to Crowe (2011), Initiatives that positively address the challenges affecting effective implementation of remedial teaching require strong leadership, a commitment to real and substantive revision of the remedial policy for the effective remediation teaching. By adopting the above suggestion for addressing the challenges that affected the effective implementation of urban primary school remediation and post-secondary institution remediation, this study believes that challenges affecting the remedial teaching and its effects on quality learning in the public primary schools in Moroto municipality may be addressed.

Mangwaya 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 different departments, school heads, teachers and parents in addressing issues mitigating the effective implementation of the programme. Muchemwa (2014), concurs with the above proposed mitigation by suggesting that ministry of Education and sports should encourage school heads to support reading remedial programs 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. Armana (2011) propose that school administrators 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, Kangwa (2022) also propose that SPS and SNE department need to support remedial teachers by being actively involved in the implementation of the remedial programme and in-service urban primary school teachers on the proper selection of students into the programme as some of the ways to address challenges affected the effective implementation of primary school remediation.

Basing on the discovered local and international related literature, it is in the view of the researcher that teachers needed to receive adequate support for the remedial teaching from various stakeholders such as quality assurance officers, head teachers, education partners etc. to boost the knowledge and skills of those teachers in the effective handling of remedial teaching in the public primary schools in Moroto Municipality.

To address the remedial teachers' challenge of time needed for the implementation of remedial education in American post-secondary institutions, Bailey et al. (2010) and Parker et al. (2010) suggested that the institutions should introduce intensive summer sessions, sometimes under the auspices of college bridge programme, 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 Al 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 (Ssenkande et al., 2024) 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, (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 how remedial teaching impacts on quality learning in public primary schools in order to recommend how challenges affecting the delivery of such remediation in Moroto Municipality may be addressed.

2.5 Summary and Conclusion

This chapter has reviewed literatures on the effectiveness of the provision of remedial teaching in different parts of the world and how such intervention impacts on the quality teaching and learning, students' engagement and interactions in in the remedial classroom that brings about students' conceptual understanding and performance and consequently lifting the quality of learning. The review has indicated that students' engagement and interactions, effective teaching and learning during remedial teaching in public primary schools are dependent on the effectiveness of the provision of such remedial work. The review found plenty of literature that showed how the effectiveness of the provision of remedial teaching in public primary schools can improve quality learning and more especially on improving students' conceptual understanding but there has been no literature regarding the provision of remedial teaching and worse still on how such strategy improves quality learning in Moroto Municipality yet such information is necessary for proper and accurate understanding of how remedial teaching can improve classroom interactions and learners' conceptual understanding and consequently improving quality learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter entailed the procedures and methods the researcher used in collecting and analyzing study data from the research site. It deliberated on a number of features that include; research design, study area, study population, study sample, sampling techniques and procedures, data collection procedures and strategies, and as well as the data analysis procedures and presentation. Further still, aspects like ethical issues, and study limitations and assumptions were also presented in this chapter.

3.1 Research Design

The study adopted a mixed method case study research design for both quantitative and qualitative research methods (concurrent mixed methods) since it helped to address questions on how and why remedial teaching influences the quality of learning in a natural. According to Creswell (2018), a mixed methods case study approach combines the depth of a case study with the strengths of mixed methods research, providing a more comprehensive understanding of a specific case by collecting both qualitative and quantitative data to examine a single case or multiple cases within a real-world context. This approach allowed the researcher to explore both "how" and "why" remedial teaching influence quality education and hence, helped to reveal nuanced insights (Creswell, 2013). Using this a concurrent method of a mixed method case study design helped the researcher to view the phenomenon using different lenses (Yin, 2012, Schlusser et al., 2015). It was also imperative to use case study in this study so that it would be possible for the researcher to adopt new procedures in order to bring the desired findings (Baxter and Jack, 2008).

3.2 Area of the Study

The study was conducted in Moroto municipality, which is located in North-Eastern Uganda having the coordinates of 2°31'48.0"N, 34°40'12.0"E and siting at an average elevation of 1370 meters above sea level. The municipality has two divisions namely North division and South division and have a total of six government – aided primary schools and two private schools spread in the municipality. North division has four government – aided schools and one private one while South division has two government – aided schools and one private school. The study was carried out in both divisions and was focused on all the six primary schools in the municipality because

they are government aided and all of them conduct remedial teaching so to improve on the quality of learning in the area however, learners in these schools have not achieved the desired quality as reflected in the performance at primary leaving examinations (PLE).

3.3 Study Population

A study population is the entire set of objects, things and people under consideration in an investigation (Prabhat & Meenu, 2015). The study population involved all the teachers, and learners from the six UPE schools in Moroto municipality. The municipality has eight primary schools where six of them are government aided and two private ones. For convenience, six UPE schools that are all government aided were selected and the sample consisted of twelve teachers and 30 pupils of primary six. This sample was considered appropriate for this study because they are considered key informants with views and ideas in regards to provision of remedial teaching and quality learning.

3.4 Sampling Procedures

According to Etikan and Bala (2017) sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. The total study population was 50 respondents comprising of 14 – Teachers and 36 – Pupils all in primary six class across the schools. In this study, the researcher purposively selected the six UPE schools that are in Moroto Municipality. She then proceeded to sample two teachers from each government school using simple random sampling that took part in the study. Finally, five pupils from each of the six schools were sampled using stratified random sampling to take part in the study.

3.4.1 Sample Size

A sample is a part of the targeted population that is systematically selected to represent the whole population. All the two teachers were selected using simple random sample from each of the six schools to participate in the study. The sample size of this study was 44 comprising of for pupils composed of 32 pupils from the six UPE schools and 12 teachers.

3.4.2 Sampling Techniques

Purposive and stratified random sampling were used in the study.

Purposive sampling was used to select schools for the study, following the approach outlined by Oso and Onen (2009). This method was chosen because the selected institutions were the only public primary schools in the municipality and therefore met the inclusion criteria necessary for the research. Conceptually, purposive sampling was applied to ensure that the study sites were relevant to the research objectives, rather than to achieve representativeness. Operationally, it was also practical since the schools were geographically closer to the researcher, which reduced travel time and costs associated with data collection.

Teachers within the selected schools were chosen using simple random sampling to give every eligible teacher an equal chance of selection and to minimize selection bias. The procedure involved obtaining a complete list of all teachers from the head teacher's office, assigning each teacher a unique identification number, and entering these numbers into a random number generator using Microsoft Excel's RAND() function. The list was then sorted based on the generated random numbers, and the first set of teachers corresponding to the required sample size were selected. In cases where a selected teacher was unavailable or declined participation, the next teacher on the randomized list was approached.

Learners were sampled using stratified random sampling, where they were first grouped by gender (boys and girls) and then subjected to random selection within each stratum, as recommended by Bhardwaj (2019). This approach ensured proportional representation of both male and female learners and gave each subgroup an equal probability of participation, thereby enhancing the representativeness of the sample for the mixed-gender school population.

3.5 Data Sources

This research adopted both primary data and secondary data. Primary data were obtained directly from respondents who were involved in the study through questionnaires, interviews, observation, and document analysis. Secondary data were obtained through reviewing related literature on remedial teaching.

The document analysis protocol was developed to systematically review and extract relevant information from school records, lesson plans, remedial teaching schedules, attendance registers, and assessment records. The protocol specified the types of documents to be accessed, the time frame of interest, and the key variables to be recorded, such as frequency of remedial sessions, targeted learners, teaching resources used, and performance trends before and after remedial interventions. A standardized checklist was designed to ensure uniform data extraction and to

enhance reliability. This checklist was pre-tested in one non-sampled school and adjusted to clarify item wording and sequencing.

The observation protocol was structured to capture both qualitative and quantitative aspects of remedial teaching practices in classrooms. It included clearly defined categories such as teaching strategies employed, learner engagement, use of instructional materials, teacher- learner interaction patterns, and time allocation for remedial activities. The protocol was organized in a grid format with space for both rating scales (for example, frequency counts of specific behaviors) and narrative field notes to capture contextual details. Observations were conducted non-intrusively during scheduled remedial sessions, with the researcher adhering to the same observation structure across all sessions to maintain consistency and comparability.

3.6 Data Collection Methods and Instruments

To come up with a genuine data that could help in qualitative data analysis, the researcher employed a number of data collection methods such as questionnaires, interviews, observation, and document analysis in collecting data where the respective tools for each method were used. The specific tools used were interview guide for interview method, document analysis protocol, observation protocol for document analysis and observation respectively.

3.6.1 Questionnaires

In this study, a questionnaire was used as the major instrument for data collection from teachers. This method was selected because it was time- and cost-effective for the researcher and, given that the respondents were capable of responding to the questionnaire independently, it required minimal assistance. It was also advantageous in enabling data collection from a relatively large number of respondents in their natural school environment.

The study primarily employed closed-ended questions to collect data from the participants. Closed-ended questions provide predetermined answer options for participants to select from, ensuring consistency and ease of analysis. The questionnaire consisted of two sections: Section A gathered background information about the respondents, while Section B contained items related to remedial teaching and its influence on quality learning. Most of the questions in Section B were based on a four-point Likert scale to maintain uniformity in the direction of responses across participants.

To capture richer qualitative insights that closed-ended items alone might not reveal, a few open-ended questions were also included, allowing teachers to elaborate on their experiences,

perspectives, and suggestions regarding remedial teaching. This combination helped ensure that both quantifiable trends and nuanced views were represented in the findings. The questionnaires were hand-delivered to all the respondents selected public (UPE) schools in Moroto Municipality and collected after completion for analysis.

3.6.2 Interviews

The researcher used interviews to collect in-depth information from both teachers and learners on the provision of remedial teaching in improving quality learning in UPE schools in Moroto Municipality. According to King and Hugh-Jones (2018), an interview is a data collection method involving direct interaction between a researcher and a respondent, where questions are asked and responses are recorded in a structured, semi-structured, or unstructured format.

Interviews with teachers focused on their experiences, strategies, challenges, and perceptions regarding remedial teaching. This provided professional insights into how remedial lessons were planned, implemented, and evaluated. On the other hand, interviews with selected learners sought to understand their participation in remedial lessons, the challenges they faced, and their views on how these sessions affected their learning. This distinction allowed the study to capture perspectives from both the providers and beneficiaries of remedial teaching.

All interviews were conducted face-to-face in a quiet setting within the school premises to minimize distractions. Teacher interviews lasted approximately 30–40 minutes, while learner interviews averaged 15–20 minutes. Semi-structured interview guides were used for both groups, containing a mix of closed-ended questions for concise factual responses and open-ended questions to allow participants to elaborate on their experiences. Probing questions were used where necessary to clarify ambiguous statements and encourage more detailed responses (Bell, 2014). With participants' consent, interviews were audio-recorded to ensure accuracy. Field notes were also taken to capture non-verbal cues and contextual details. After data collection, the recordings were transcribed verbatim. Transcripts were reviewed against the audio files to check for accuracy before coding and analysis. This process ensured that the voices of both teachers and learners were accurately represented in the findings.

3.6.3 Observation

Observation was another method used by the researcher to obtain factual and contextual information on the provision of remedial teaching and its contribution to improving the quality of learning in UPE schools in Moroto Municipality. Being a case study, the use of multiple methods

was critical in obtaining a comprehensive understanding of the observable events under investigation, and observation was considered one of the most appropriate approaches. According to Maxwell (2021), observation is particularly valuable in qualitative studies because it allows the researcher to witness events directly as they unfold.

The researcher employed a non-participant observation approach, meaning that she did not take part in the teaching or learning activities but observed from within the classroom environment to avoid influencing the process. A total of twelve remedial teaching sessions were observed—two per each of the six selected schools. Each observation session lasted between 30 and 40 minutes, corresponding to a full remedial class period. An observation checklist, developed from the study objectives and the observation protocol, was used to ensure consistency in what was being recorded across all sessions. The checklist covered aspects such as lesson objectives, teaching methods, use of instructional materials, learner engagement, teacher–learner interaction, and time management. In addition to the checklist, anecdotal records were taken to capture notable incidents, contextual factors, and non-verbal cues. Lessons were also audio-recorded, with the consent of participants, to complement the written notes and allow for more accurate recall during analysis.

Following the guidance of Gay et al. (2009) cited in Saidi (2015), the use of multiple recording methods checklists, anecdotal records, and audio recordings helped to minimize the risk of data loss and ensured that both quantitative observations (e.g., frequency counts) and qualitative descriptions were captured comprehensively.

3.6.4 Document Analysis

This was also another method seen vital for data collection for this study. According to Bathmanathan et al. (2018), document analysis involves reviewing documents - both hard and soft copies. In this study, the researcher checked each teachers' schemes of work, assessment records, and lesson plans for the teachers involved in the study. This incorporated coding content into themes Bowen (2009), Bathmanathan et al. (2018) and analyzed to give voice and meaning in relation to provision of remedial teaching. In order to ensure the authenticity of the documents, the researcher adhered to the document checklist (see appendix section) to guide the researcher to collect relevant information. In this study, document analysis was considered an efficient and an effective method in collecting information for this study because it showed how teachers

practically prepare to teach and how they manage to help learners to achieve cognitive development and other elements of quality learning (Saidi, 2015).

3.7 Data Quality Control

The quality of the data collected was controlled through the validity and the reliability of the research instruments.

3.7.1 Validity of the Research Instruments

Validity is the extent to which an instrument measures what it is intended to measure (Creswell, 2018). It focuses a lot on reducing errors in the data collection and measurement. The researcher ensured content validity of the instrument by ensuring that items were in agreement with the study's conceptual frame work. To ensure this, the researcher exposed all the 8 items in the questionnaires to 6 experts (1 municipal education officer, 4 head teachers in the municipality and 1 municipal inspector of school) who marked each question as either essential or not essential. The researcher then calculated the content validity ratio (CVR) of each question using the formula

$$\frac{ne - \frac{N}{2}}{\frac{N}{2}} \quad (\text{Where } ne \text{ is the number of expert panelists indicating "essential" and } N = \text{total number}$$

of expert panelists) as follows;

$(5 - 6/2)/6/2 = 0.7$; $(4 - 6/2)/6/2 = 0.3$; $(6 - 6/2)/6/2 = 1.0$; $(5 - 6/2)/6/2 = 0.7$; $(5 - 6/2)/6/2 = 0.7$; $(5 - 6/2)/6/2 = 0.7$; $(6 - 6/2)/6/2 = 1.0$; $(5 - 6/2)/6/2 = 0.7$ giving a total CVR of 5.8. The average CVR was then obtained to get a Content Validity Index (CVI) of at least 0.7.

3.7.2 Reliability of the Research Instruments

According to Punch (2009), reliability is the degree to which a measurement tool produces potentially stable and consistent results. A pilot study was conducted prior to the actual research in two schools selected from Moroto district which has similar characteristic of schools as those in Moroto Municipality. The reliability of the instruments was then tested through the Cronbach Alpha method provided by the Statistical Package for Social Scientists (SPSS). The Cronbach's alpha coefficient test carried out showed that the questionnaire set was reliable.

During piloting, modification and removal of ambiguous or unclear items such as questions, inaccurate responses or indicating weaknesses was done to attract appropriate responses from the respondents.

3.8 Measurement of Variables

The researcher used nominal scale to measure both independent of remedial teaching and dependent variable of quality education as it was not possible to assign arithmetic values to attributes such as forms of remedial teaching, effectiveness of remedial teaching, challenges of remedial teaching and strategies for improving them but numbers were only assigned as indicators of those attributes and were later tallied to give a frequency count to measure the variables.

3.9 Data Management and Processing

After data collection, verbatim from qualitative data that were obtained through interviews were transcribed into text immediately, edited for possible errors, organized for processing and later prepared for analysis. The processing of this qualitative data involved coding it before putting them into themes for analysis. Data triangulation of both qualitative and quantitative data that were collected using different tools such as questionnaires, interview guide, observation protocol, and document analysis protocol was then done to ensure its credibility before it was analysed.

3.10 Data Analysis

Data analysis refers to the application of analytical and statistical techniques in a systematic form to describe and explain the scope of the data, condensing the representation of data, illustrating data with the use of tables, graphs, and images, modularizing the structure of data, and evaluating statistical or logical inclinations to derive to meaningful results and conclusions. Quantitative data analysis was done in the form of numbers and statistical representations of the information that was collected from the sample. The quantitative data analysis was presented in terms of statistical manipulation and measurement scales (Creswell et al., 2014).

After collecting data from the field, the data was edited, coded for completeness, and processed using computer software called the Statistical Package for Social Scientists (SPSS). This was chosen because it would compute all the statistical quantities that are required for the interpretation of the data that was collected from the field by the researcher. The researcher used (SPSS) program version 21 for processing the data. The quantitative data was analysed using descriptive statistics such as frequencies tables, percentages and measures of central tendency.

Qualitative data was collected using interview guide during the discussion with the learners as well in documentary review. Descriptive statistics was categorized and organized basing on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated with quotations (Thakur, 2021). This data was then interpreted by explanations and substantiated using open responses from the field. The data was analyzed basing on study variables and information recorded in tabular forms accompanied with narratives.

3.11 Ethical Considerations

This is an important element in research that needed not to be avoided. Reid et al. (2011) argued that when an individual plans to carry out research with susceptible populations like schools, the researcher must obtain special consent at the institutional level, from the participants and other relevant authorities to enable the researcher to conduct the study. This supports Hafaiedh et al. (2020)'s argument that research ethics is very important since it helps to guard the rights of the respondent, builds trust in them, and promotes their integrity in the study. The researcher planned and made attempts to ensure that the study process did not cause any harm to the respondents and any other person who took part in the study.

The researcher obtained research clearance from Ethical Review Committee of the University where particularly she obtained an introductory letter that would introduce her to the head of the schools where the study was to be carried out and then she proceeded to obtain permission from the municipal education officer (MEO) and from the head teachers to allow her carry out a study in their schools.

The respondents were then requested to fill the consent form to seek for their consent to take part in the study. Meanwhile, the head teachers were requested to consent on behalf of the pupils who took part in the study.

The researcher respected participant's autonomy and dignity, protected the identity of the selected schools as well as those of the respondents by using codes to represent them, ensured the highest degree of confidentiality in the information that they would give, she further ensured equal treatment of participants and their views, ensured that there was no falsification of data collected, protected the data collected by locking in a safe box and finally, ensured anonymity of the respondents by using pseudonyms during the data collection process.

3.12.1 Limitations of the Study

Carrying out a study requires one to adequately prepare since it does not get accomplished without one meeting challenges along the way. According to Baron (2009) cited in Akanle et al. (2020), limitations are factors, usually beyond the researcher's control, that may affect the operation of the researcher. In this study, there was delay in the process of obtaining permission from different authorities such as the Municipal Education Officer and the head of schools that would make the researcher carry out the study; however, she made early application for the research permit which made her to obtain it in time. Secondly, some teachers did not want to be supervised, however, the researcher assured them that the supervision would be for the purpose of research only.

3.12.2 Delimitation of the Study

The researcher made efforts to secure early applications for permissions from the Municipal Education Officer and school heads and included only schools that granted permission for participation. She then made sure findings were limited to the responses and data collected from those schools that cooperated. Secondly, the study included only those teachers who agreed to participate in the supervision process. To overcome some teachers' opposition, reassurance regarding the justifications for classroom supervision was provided.

3.13 Conclusion

The study followed a case study design because it allowed for the coordinated mixed methods to be adopted during data collection. To come up with a fairly representative sample, both the purposive and simple random sampling methods were employed to enable the researcher select the schools and the participants of interest from the site. Questionnaires, interviews, classroom observation, and document analysis were the instruments that were used to collect data that enabled the researcher to answer all research questions. Collected data from different methods as well were then triangulated to ensure the discussion of findings and data that collected and presented in chapter four reflected the true meaning established by the research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The objectives of the study were to establish the different forms of remedial teaching and how they are used to enhance quality learning, to investigate the effectiveness of remedial teaching in relation to quality learning and to find out the challenges faced in the provision of remedial teaching in regards to improving quality learning in Moroto Municipality and solutions to such challenges. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Response rate of Respondents

The study sampled six schools and all these were reached to get primary data. Two sampled teachers from each school were given questionnaires where they filled and all were returned for analysis. Since data were collected during the time when all learners were at school, all the learners that were selected gave their responses to the interview questions. For the case of classroom observation, all teachers willingly participated without hesitation. The table below shows the number of respondents from whom the responses were obtained.

Table 4.1 Response rate of Respondents

	Teachers	Pupils	Total	Percentage
Male	10	15	25	100%
Female	02	15	17	100%
Total	12	30	42	100%

Source: Primary data (2025)

Table 4.1 above shows that all the sampled respondents for the study participated in the study and all either filled the questionnaires (for teachers) or responded to the interview questions (for pupils) making a response rate of 100%.

4.2 Background Information

During the study, respondents were required to provide background information on different aspects such as gender, age range, level of education and teaching experience for teachers. This was done to help the researcher uncover the various patterns that could be of use during interpretation and discussion of data.

4.2.1 Gender of respondents

The table below summarizes the gender for the findings regarding gender;

Table 4.2 Gender of Respondents

	Teachers	Pupils	Total	Percentage
Male	10	15	25	59.5%
Female	02	15	17	40.5%
Total	12	30	42	100%

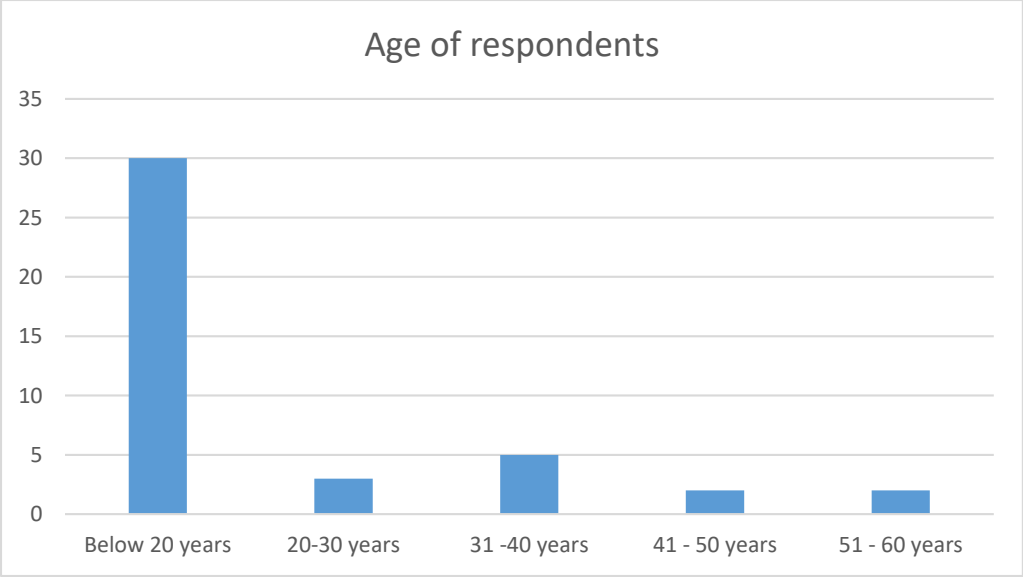
Source: Primary data (2025)

Table 4.2.1 above indicates that males were the majority covering 59.5% and then females were 40.5%. This difference in the number of males and females is attributed to the fact that male teachers were more willing and able to participate in this remedial teaching than female teachers. Their difference is not all much implying that the study was not biased which gives an assurance for consistency of data findings.

4.2.2 Age of Respondents

The study sought to find out the age of respondents and the findings are presented in the following chart;

Figure 4.1 Age of Respondents



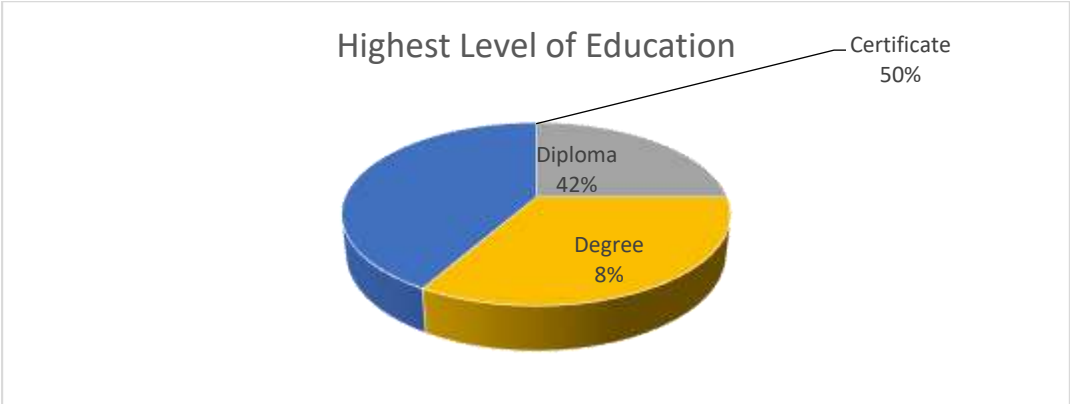
Source: Primary data (2025)

The figure 4.1 above indicates that 30 (71.42%) of the respondents were below 20 years and all these were pupils in the selected schools of study, 05 (11.92%) were between 31-40 years, and 03 (7.14%) were between 21-30 years. Those between 41-50 years and 51- 60 years were the same 02 (4.76%) participants each making a percentage of 9.52%.

4.2.3 Education Level

The highest education level for the respondents (teachers who carry remedial teaching in the selected schools) were sought for and the finding were as reflected in the pie chart below

Figure 4.2 Education Level of Respondents



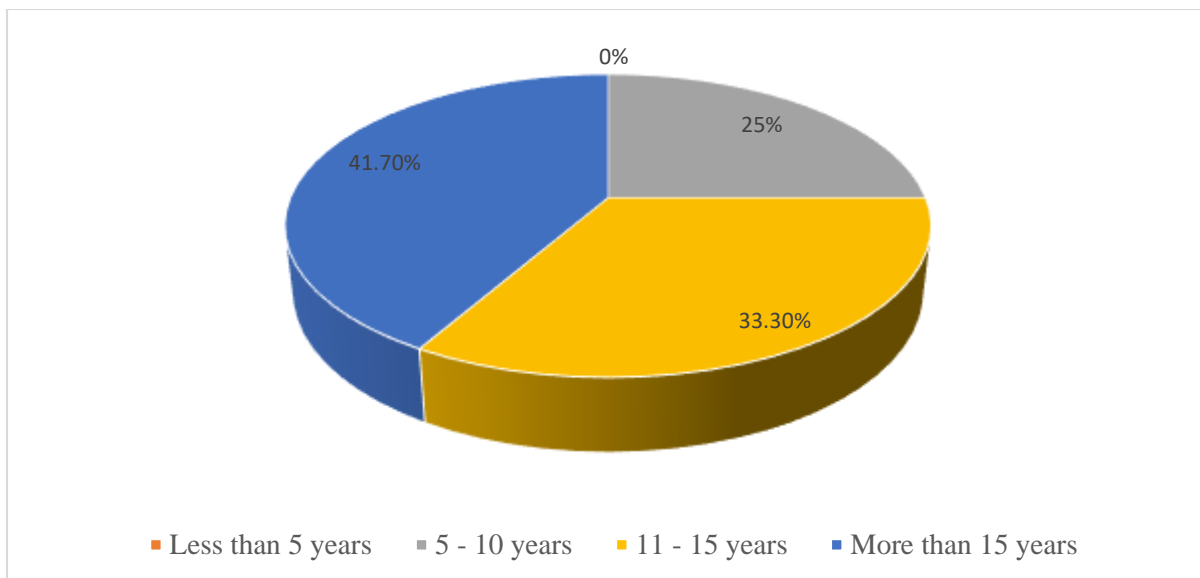
Source: Primary data (2025)

The results on the highest educational level for the selected teachers shown on the pie chart above indicates that majority of the respondents (all teachers) representing 50% had grade three teaching certificate. The result further indicates that a good number had already upgraded to diploma (42%) and only a few (08%) had upgraded up to bachelors level. This means that all the teachers that take part in remedial teaching in the selected schools are qualified to handle remedial classes and this gives hope that they are likely able to meet the demands for remedial teaching.

4.2.4 Teaching Experience

The views of the respondents (teachers) were sought about their teaching experience and their responses were summarized in the pie chart below

Figure 4.3 Teaching Experience of Selected Teachers



Source: field data (2025)

The results indicated in the pie chart above shows that majority (41.7%) of the respondents (teachers who do remedial teaching) had experience of more than 15 years of teaching, 33.3% of them had teaching experience of 11- 15 years, whereas 25% had experience of 5 – 10 years and none of the selected teachers had experience of less than 5 years. This implies that most of the selected teachers seem to be well versed with what is expected of them and therefore, may apply their wealth of experience during remedial teaching.

4.3 Analysis and Discussion of findings in line with objectives

The findings from the different tools used were corroborated, presented, and analyzed based on the objectives of the study and finally discussed in line with the existing literature and according to what other researchers have found out.

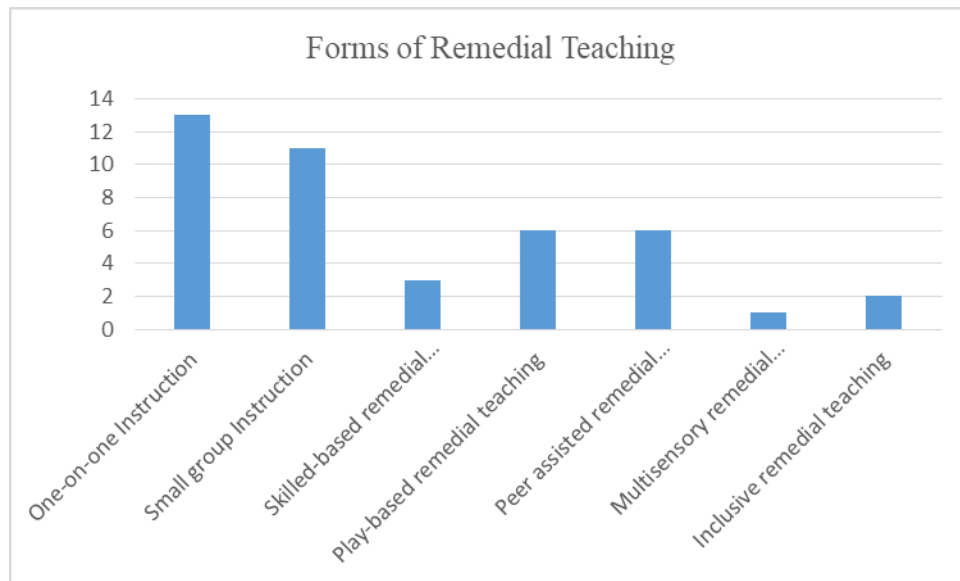
4.3.1 Findings of the Study in Regard to Objective One

Objective one investigated the respondents' awareness of the forms of remedial teaching. The aspects that were looked at were, the forms of remedial teaching and how remedial teaching is used to enhance quality learning in UPE schools.

4.3.1.1 Forms of remedial teaching

Respondents were asked to give the forms of remedial teaching that are handled in their schools and their responses were summarized in the figure below

Figure 4.4: Forms of Remedial Teaching in UPE Schools in Moroto Municipality



Source: Field data (2025)

The dominance of one-on-one instruction suggests that teachers place high value on individualized support, perhaps viewing it as the most effective way to address significant learning gaps. This finding aligns with literature noting that one-on-one interventions can yield substantial academic gains, particularly for struggling learners (Slavin, 2020). However, it also raises concerns about scalability, as such an approach is time-intensive and may not be feasible in overcrowded classrooms. One teacher explained at length:

“Some pupils lag far behind, and I can only help them if I sit with them individually, even if it means others wait. For example, in my Primary Five class, I have a girl who still struggles with sounding out words like ‘cat’ and ‘dog,’ while her classmates are already reading short passages. If I teach her as part of the larger group, she does not follow at all, and she ends up keeping quiet the whole lesson. But when I sit with her one-on-one, I can break down the words slowly, help her sound them out, and give her the confidence to try again. This takes a lot of time because while I am sitting with her, other pupils might be waiting or working on exercises on their own. I know it slows down the pace of the lesson, but if I don’t do it, she will remain stuck. The truth is, in every class, I have several of these children who need extra attention. Sometimes I feel guilty because I cannot reach all of them in a single lesson, but at least I try to handle the weakest one or two every day. In the end, I believe one-on-one attention makes the biggest difference, but the challenge is that we don’t have enough teachers to make it sustainable.”

This emphasis on immediacy may come at the expense of methods that could benefit larger numbers of learners simultaneously.

The moderate uptake of small group, play-based, and peer-assisted approaches suggests that while collaborative and interactive methods are recognized, they are less prioritized. This may reflect a perception that they are less rigorous, even though research indicates that peer-assisted learning and play-based strategies can enhance motivation, social skills, and academic achievement (Topping, 2015). A teacher narrated in detail:

“Peer teaching works well, but some pupils take it as play, so I use it sparingly. When I put pupils in groups, I usually ask the stronger ones to explain to the weaker ones. Sometimes this produces amazing results because pupils learn better from their friends. I once had a boy who could not understand fractions no matter how many times I explained. But when I paired him with another pupil, within two lessons he was already able to simplify fractions correctly. That made me realize that peer learning has real power. The problem is that when you release pupils to work in groups, some take it seriously while others just start chatting, laughing, or even quarrelling. It requires very close

supervision, and in a large class of 70 learners, it is difficult to keep every group on task. I find myself moving from group to group, and by the time I reach the last one, the first one is already off track. Another challenge is that some parents complain that group and play-based work is not ‘serious learning.’ They want to see pupils writing in books and copying notes. So even if I know peer learning is good, I cannot rely on it too much. I use it occasionally when I feel the class can handle it, but most of the time I fall back to individual or whole-class teaching because it feels safer and more controlled.”

This illustrates how teacher attitudes and contextual pressures influence method selection.

The very low use of inclusive and multisensory approaches points to possible gaps in teacher training and resourcing. Multisensory teaching, which integrates visual, auditory, and kinesthetic modalities, is often recommended for learners with diverse needs, including those with learning disabilities (Berner, 2021). Yet, as one teacher admitted in a lengthy reflection:

“We don’t have the materials for multisensory activities, and we have little training in special needs. Sometimes I want to use charts, flashcards, or even songs to make the lesson lively, but these are not available, and we are rarely trained on how to improvise. In my school, for instance, we only have one old chart of the alphabet that we keep reusing. Most of the time we just depend on chalk and the blackboard. I know multisensory methods can help a lot—especially for pupils who learn best by seeing or touching—but it is very hard to implement them here. I once tried to improvise by cutting out bottle tops to use for counting in mathematics, and it worked very well, but it took me a lot of time to prepare, and I could not sustain it for every lesson. Children with learning difficulties really suffer in this situation. I have a boy who has clear signs of dyslexia, but I don’t have the skills to help him properly. I keep repeating lessons on the blackboard, but it doesn’t work for him. If we had proper training in special needs and access to basic teaching aids, I would definitely use inclusive methods more often. But without support, it feels like we are just struggling to survive day by day.”

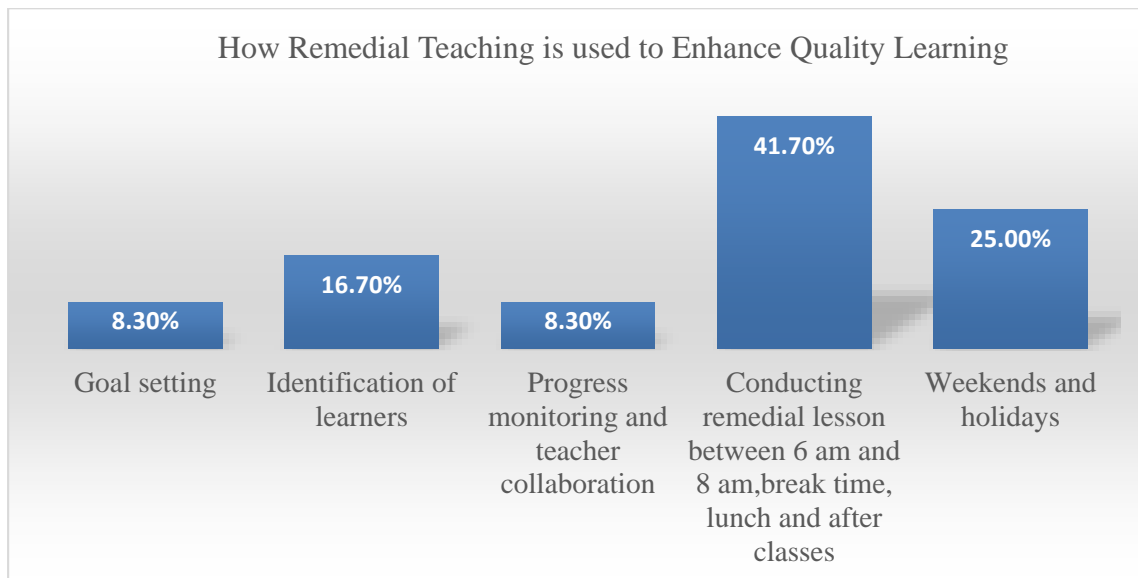
This reinforces the link between method diversity and resource availability.

Overall, the findings suggest that while teachers in Moroto Municipality are aware of different forms of remedial teaching, their choices are heavily influenced by immediate feasibility, perceived effectiveness, and resource constraints. Without targeted professional development and provision of necessary teaching aids, the current pattern dominated by one-on-one instruction may persist, potentially limiting the learning opportunities for pupils who might benefit more from underused methods.

4.3.1.2 How remedial teaching is used to enhance quality learning

Teachers were asked how they use remedial teaching to enhance quality learning in their classes and their responses were summarized in the figure below

Figure 4.5 How Remedial Teaching is used to Enhance Quality Learning



Source: primary data (2025)

Figure 4.5 reveals that 41.7% of the selected teachers perceive remedial teaching as most effective when conducted outside normal lesson hours specifically between 6:00am and 8:00am, during break time, lunch time, and games time. Meanwhile, 25% believe that remedial sessions held during weekends or school holidays can enhance quality learning. A smaller proportion, 16.7%, emphasize the importance of first identifying learners who require remedial support to effectively enhance their learning outcomes. Additionally, 8.3% each highlight goal setting, progress

monitoring, and teacher collaboration as key components in ensuring quality learning through remedial teaching.

This distribution indicates a predominant focus on the timing of remedial sessions, with many teachers opting for periods outside regular class time. While such scheduling may maximize contact time without disrupting the standard curriculum, it also raises concerns about learner fatigue and motivation, particularly when remedial classes encroach on personal or rest times. One teacher elaborated:

“For me, I find early morning sessions between 6:00am and 8:00am the best time for remedial teaching. Pupils are fresh, the school compound is still quiet, and there are fewer distractions. I usually call the weaker ones before the official classes begin, and I go through reading or simple arithmetic with them. In my experience, this time works better than any other because by break or lunch, the children are already tired, and if you add remedial lessons on top of that, they just switch off. Let me give an example. Last term, I worked with four pupils in Primary Four who could not recognize numbers above 50. Every morning before classes, we would spend 20 minutes counting bottle tops and arranging number cards. After about two weeks, they were able to count and write up to 200 confidently. I don’t think I would have achieved the same progress if I had tried during lunch or after lessons when the children are exhausted. But at the same time, I must admit that not all children benefit equally from early morning remedial work. Some arrive late because they come from far. Others arrive hungry since they have not had breakfast, and when you try to teach them, they keep dozing off or holding their stomachs. So while the morning works for some, it is not a universal solution. I sometimes feel guilty because I know I am leaving behind those who cannot attend.”

Another teacher, however, reflected on weekend and holiday sessions, offering a longer perspective:

“Personally, I prefer conducting remedial teaching during weekends or school holidays because we have more time and less pressure. During the term, the timetable is congested, and pupils are overloaded with classwork and homework. If you add remedial on top, it becomes too much for them. But when

they come during the weekend, there is no rush. I can spend an entire morning working with them at a slower pace, revising past topics and giving individual feedback. I remember one group of Primary Six pupils who struggled with long division. During the term, they kept failing the exercises, and I could not find time to reteach properly. But when they came during the holiday, I gave them practical work, step by step, for two full weeks. By the time we resumed, they had greatly improved. The weekend and holiday approach has this advantage of depth. But the main problem is attendance. Many parents do not prioritize weekend learning. They want their children to help with chores, fetch water, or even sell in the market. So, sometimes I prepare, but only a few children show up. Out of twenty who need extra help, maybe six come. That is very discouraging, and I feel my effort is wasted. Still, I continue because those six improve, and their confidence grows. I just wish we had stronger support from parents to make remedial sessions during weekends more consistent.”

Critically, the lower emphasis on learner identification, goal setting, and progress monitoring reveals a potential gap in the holistic understanding of remedial teaching processes. Wijaya et al. (2019) stress the foundational importance of diagnosing learner needs before designing remedial interventions, noting that effective remediation hinges on tailored strategies aligned with specific learner challenges. This is echoed by Otto and Smith’s (1980) seminal work, which underscored that academic underachievement stems from varied and individualized factors requiring precise diagnosis and targeted correction. One teacher reflected deeply on this weakness:

“One of the biggest weaknesses we have as teachers is that we rush into remedial teaching without first identifying exactly what each learner’s problem is. We assume all weak learners are the same, which is not true. For instance, in English, some pupils fail because they cannot construct sentences, others because they cannot spell, and some because they simply lack confidence to speak. If I don’t know which of these is the issue, I cannot help them effectively. I remember a boy in my class who kept failing comprehension exercises. I thought he was lazy, but when I sat with him, I realized he could not actually read the questions. He would just stare at the paper. So the problem was not comprehension but reading. After working with him individually, his marks

improved. This experience taught me that diagnosis is key, but we rarely do it systematically. We often just gather weak learners together and repeat lessons. That approach wastes time because some pupils don't even need repetition, they need targeted support. If we had training on how to carry out learner assessments, set goals for each child, and track their progress, remedial teaching would be much more effective."

The relatively low recognition of learner diagnosis and ongoing assessment in this study suggests that some teachers may prioritize logistical aspects of remedial teaching (when to teach) over pedagogical quality (how to teach and monitor progress). Such an imbalance could undermine the overall effectiveness of remedial programs in Moroto Municipality. As another teacher added in a long reflection:

"We are good at deciding when to teach, but not very good at planning what to teach or how to measure the progress of learners. In my school, we often talk about early morning prep, or about giving up part of lunch or games time, but we rarely sit down to ask: what exactly are we trying to achieve with this remedial session? I think this is where we fail. For example, I may teach remedial mathematics for two weeks, but I don't have any tool to check if the pupils have improved beyond just marking their exercises. Sometimes I suspect that I am teaching the same thing again and again without seeing much change. Another issue is that there is very little collaboration among teachers. If I teach remedial English, I do not coordinate with the mathematics or science teachers to find out whether the same pupils are struggling across subjects. This means that pupils receive fragmented support. What we need is a system where teachers work together, agree on which learners need remedial help, set clear goals, and then track progress. Without this, remedial teaching risks becoming just 'extra lessons' rather than meaningful interventions. I strongly believe professional development in this area would make a big difference."

Therefore, while timing remains a practical concern, the findings imply a need for increased professional development focused on assessment-driven remedial teaching. Without such capacity building, remedial efforts may remain fragmented, focused on scheduling rather than on delivering tailored, data-informed support that addresses the root causes of learning difficulties.

4.3.2 Findings of the Study in Regard to Objective Two

Study objective two investigated the effectiveness of remedial teaching in enhancing quality learning in UPE primary schools in Moroto Municipality. The objective was divided into two parts; part one investigated teachers' and pupils' knowledge on the effectiveness of remedial teaching and part two explored the different ways remedial teaching can enhance quality learning.

When teachers and learners were asked what they can say whether remedial teaching is effective in enhancing quality learning, their responses were corroborated and summarized in the table below

Table 4.3 Whether Remedial Teaching is Effective in Enhancing Quality Learning

Responses	Number	Percentage
Yes	20	47.62%
No	09	21.43%
Not sure	13	30.95%
Total	42	100%

Source: primary data (2025)

Table 4.3 reveals a divided perspective among respondents regarding the effectiveness of remedial teaching in enhancing quality learning. While 28.57% of respondents believe remedial teaching is effective, a significant 21.43% disagree, and the largest group, 30.95%, remain undecided or uncertain. This distribution indicates that a majority of teachers either question the value of remedial teaching or are unclear about its impact on learning outcomes.

This ambivalence has important implications for the implementation and success of remedial programs. Kaliwa (2023) emphasizes that the confidence and conviction of program implementers are crucial for achieving positive outcomes. If teachers are unsure or skeptical about the efficacy of remedial teaching, their commitment to its application may wane, undermining its potential benefits. Similarly, Dakhi et al. (2020) highlight the need for targeted support through remedial lessons to address diverse learner needs and promote cognitive and attitudinal development. The

uncertainty or disagreement among respondents suggests that both teachers and learners may lack adequate understanding or evidence of remedial teaching's effectiveness in their context. This disconnect can render remedial efforts directionless and ineffective, as the foundational belief in its value is weak. Without this shared conviction, setting clear goals and implementing purposeful remedial instruction becomes challenging.

To ensure remedial teaching contributes meaningfully to quality learning in Moroto Municipality's UPE schools, it is essential to foster a collective awareness and confidence in its effectiveness. This can be achieved through targeted professional development, showcasing successful remedial interventions, and involving both teachers and learners in goal setting. When all stakeholders recognize and believe in the benefits of remedial teaching, their motivation and engagement will increase, thereby enhancing the likelihood of positive learning outcomes.

Interview responses

One teacher who believed in the value of remedial teaching remarked:

"I have seen remedial teaching work in my own classes. For example, last year I had a group of P5 pupils who could hardly read basic sentences, yet the syllabus required them to tackle more advanced passages. I decided to dedicate one hour every morning for two weeks to focus only on phonics and word recognition with these pupils. By the end of the term, their reading fluency had improved significantly, and some of them even started participating in class discussions with confidence. This experience convinced me that remedial teaching, if properly planned and consistently followed, can make a real difference. Of course, it requires a lot of commitment and sometimes I sacrifice my own time, but when you see a child who was once silent now putting up their hand, it feels worth it. The problem, however, is that many teachers give up too early because results don't come immediately, yet remedial teaching is a gradual process."

Another teacher, however, expressed skepticism:

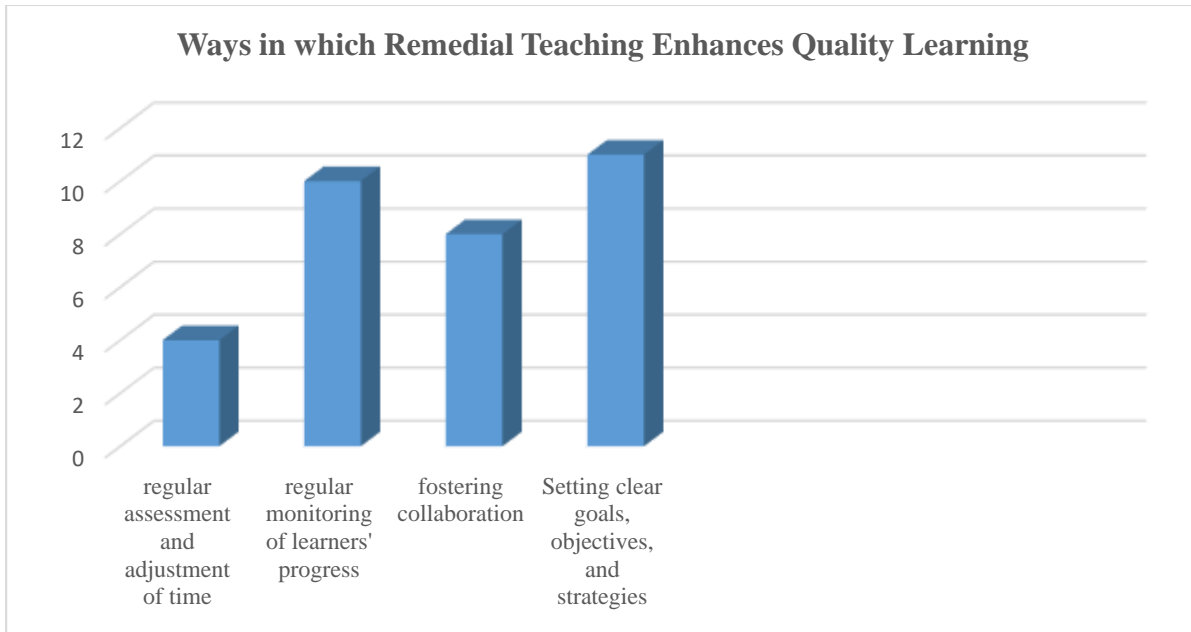
"To be honest, I am not fully convinced about remedial teaching. We are often told it helps learners who are weak, but in my experience, the results are not very clear. Sometimes you teach them after class, give them extra exercises, but when the exams come, they still fail. It becomes frustrating for us as

teachers because we feel like the effort we put in does not match the outcome. I sometimes think that the problem is not just about teaching them again but about the learners' backgrounds, home support, and even their own motivation. Many of these children go back home to difficult conditions where they don't revise or get help from parents, so even if we do remedial lessons, the gap remains. This is why I hesitate to rely on remedial teaching as the best solution."

A third teacher, who fell among those undecided, provided a more reflective response:

"I cannot say remedial teaching is completely effective, but I also cannot say it is useless. For some learners, yes, it helps, but for others, you hardly see change. I think the problem is that we don't always know how to structure remedial lessons. Sometimes we repeat the same things we taught in class instead of using different strategies. Also, the time we allocate is usually too short and irregular. For instance, I may plan to meet struggling learners during break time, but then another teacher needs the classroom or the pupils are too hungry and restless to concentrate. In the end, the remedial session becomes less productive. For me, remedial teaching could work if we had proper training on how to do it and enough time and resources to make it systematic, not just random extra lessons."

Figure 4.6 Ways in which Remedial Teaching Enhances Quality Learning



Source: primary data (2025)

Figure 4.6 above indicates that majority of respondents (11) believe that remedial teaching enhances quality learning since it helps slow learners to catch up as it bridges the gap for the missed or lost content, followed by 9 respondents who believe that remedial teaching enhances quality learning since it provides personalized support to specific learners needs leading to improved performance, 7 respondents believe that it enhances quality learning through increasing confidence in learners, their abilities and self-esteem, 6 believe that quality learning can be enhanced through remedial teaching when it promotes collaboration through group learning and learning, whereas 5 believe that it enhances quality learning through improving academic performance by bridging gaps learners have 2 respondents apiece mentioned enhancing learners' comprehension when they relearn and promoting equity as the ways remedial teaching enhances quality learning.

According to Khalid and Anjum (2019), the aim of remedial teaching program is to provide learning support to pupils who lagged far behind their counterparts in school performance and by adapting school curricula and teaching strategies, teachers provide learning activities and practical experiences to students according to their abilities and needs. They also designed individualized educational program with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning. It can be believed that when teachers used different ways to

handle remedial teaching, learners can gain more insights into the subject matter other using only one approach identified as a gap in the literature. This means that remedial teaching can be effective in enhancing quality learning amongst learners when teachers provide support to slow learners, raise their morale, and develop confidence in them through remediation. Yunus (2020), then argued that for remedial teaching to be effective in enhancing quality learning, all forms of support that the teacher gives should be in a balanced way. This means that the different ways brought forward by respondents need to be provided in a uniform way to help in the effectiveness of remedial lesson in Moroto municipality.

During classroom observation with teachers during a remedial teaching programme in school E, the support that teachers mentioned seems not to be in practice. When asked during a post-observation conference why he did not bother to attend to one learner who was still finding difficulty to change mixed fraction into decimal, teacher X responded

“I have a pupil who always used to sit quietly at the back because he feared being laughed at whenever he failed to answer. During normal class time, he would avoid eye contact and even try to hide his exercise book so that I could not pick him to read. This boy was bright in his own way, but because he had missed out on some foundational content in lower classes, he always struggled to catch up. During remedial sessions, I gave him extra time, broke down the content into simpler steps, and used more practical examples that he could relate to from everyday life. I also made sure to praise his efforts, even when he only got part of the answer right, so that he could feel encouraged instead of embarrassed. After about two months of consistent remedial practice, I noticed a great change. He started to attempt questions in class without being forced. He even volunteered to read aloud in front of his peers, which shocked everyone because he had never done that before. By the end of the term, he scored higher than some of the pupils who were once ahead of him. This showed me that remedial teaching is not only about marks; it is about restoring the learner’s confidence, self-esteem, and belief in their abilities. Once they believe they can do it, their performance naturally improves.”

Another teacher highlighted the challenge of balancing remedial teaching with limited time:

“The idea of remedial teaching is very good in theory, but in reality, it is difficult to give every child the attention they deserve. After normal lessons, we are expected to conduct remedial classes, but by that time both the learners and us teachers are already tired. Sometimes I look around and see pupils almost dozing off, while others are restless and want to go and play. This makes it hard to sustain concentration during remedial sessions. Even for us teachers, fatigue sets in because we have been teaching the whole day. As a result, we tend to rush through the remedial work, which reduces its effectiveness. Another challenge is the large numbers in our classes. With over 60 pupils, it is not realistic to give individualized support to all of them during a remedial lesson. I often find myself attending to only the most vocal or those who are easiest to help, while the quiet ones continue to lag behind. Sometimes I feel guilty because I know a particular child needs more time, but I cannot dwell on them while the rest of the class is waiting. If we had teacher assistants or smaller class sizes, remedial teaching would be more meaningful. Right now, it feels like we are stretching ourselves too thin, and while some learners benefit, many others do not get the full advantage of the program.”

A third teacher reflected on remedial teaching as a way of promoting equity in learning:

“For me, remedial teaching is one of the few ways we can ensure that no child is left behind. In a normal classroom setting, the fast learners always dominate because they grasp content quickly, and teachers are forced to move on to cover the syllabus. The weaker learners often get overshadowed, and their struggles remain hidden. Remedial teaching changes this dynamic. When I organize small groups or one-on-one sessions, the weaker learners feel noticed and valued. They realize that their learning also matters, and that the teacher is making an effort to support them. This alone motivates them to try harder. I remember one girl in my P6 class who could hardly solve basic division. During remedial sessions, I sat with her and explained concepts using bottle tops and stones as counters. It took time, but eventually, she grasped it. The joy on her face when she solved a problem correctly was priceless. Today, she is

among the top ten in mathematics in her class. Without remedial support, she would have been left behind and maybe even dropped out of school. So for me, remedial teaching is not just about improving exam results. It is about giving every child a fair chance, promoting equity, and ensuring that education serves even the slowest learners.”

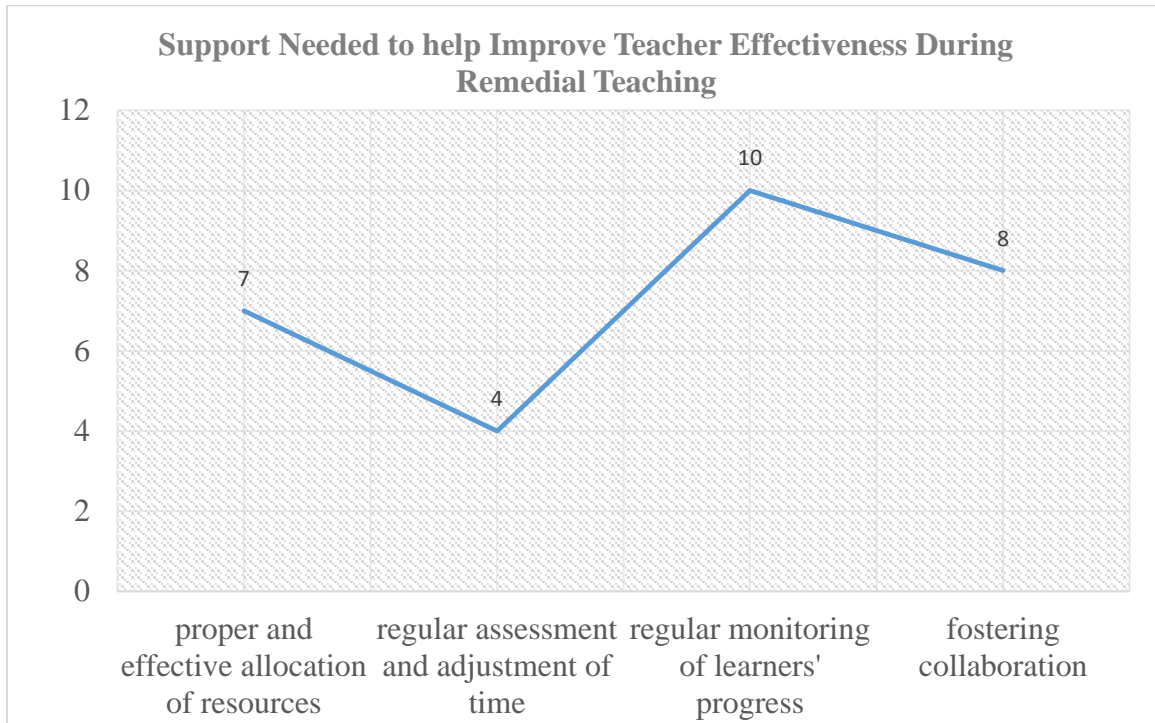
Another respondent, however, expressed a cautious view, linking remedial effectiveness to resources:

“We cannot talk about effective remedial teaching without addressing the issue of resources. Many times, what we call remedial teaching in our schools is simply reteaching the same lesson at a slower pace. This helps to some extent, but it is not enough. Proper remedial teaching should include different strategies such as multisensory approaches, use of charts, flashcards, and interactive activities. But in our schools, we hardly have these materials. Sometimes we even lack enough chalk or textbooks, so you cannot imagine having flashcards or visual aids. For example, if I want to teach fractions using paper cuttings or counters, I have to buy the materials myself, and not every teacher can afford that. Because of this, our remedial sessions end up being monotonous, and the learners easily lose interest. Another problem is the lack of training. Most of us were never trained specifically on how to conduct remedial lessons. We just do what we think is right, but there is no clear methodology. In such a case, you cannot expect miracles. If the government and NGOs could invest in both teacher training and provision of teaching aids, remedial teaching would be much more impactful. Otherwise, we are working with limited tools, and this limits the extent to which we can help learners catch up.”

For remedial teaching to be effective in enhancing quality learning, the teacher needs to go an extra mile to cater for each learner’s individual need aware that no two learners can learn the same content at the same pace (Sharma et al., 2024).

When teachers were asked to suggest the kind of support that should be provided to them to improve their effectiveness during remedial teaching, their responses were recorded as summarized in the figure below

Figure 4.7: Support to Improve Teachers’ Effectiveness during Remedial Teaching



Source: Primary data (2025)

Figure 4.7 reveals that 39% of the selected teachers identified continuous professional development (CPD) as the primary form of support they require to enhance their effectiveness in delivering remedial teaching. Motivation was the next most cited support need at 30.43%, followed by mentorship from a senior colleague at 26.27%. Notably, only 4.3% of teachers mentioned forming a learning community as a means to support their remedial teaching efforts.

These findings underscore a clear and pressing need for sustained and multifaceted support structures to empower teachers in their remedial roles. The emphasis on CPD suggests that many teachers recognize gaps in their knowledge or skills related to remedial instruction and view ongoing training as critical to addressing these gaps. This aligns with Jackson’s (2023) assertion that effective teaching and consequently, the provision of quality learning depends significantly on adequate support. Jackson further notes that a well-supported teacher is better positioned to deliver lessons with clarity and adaptability, tailoring content to diverse learner needs. Motivation, cited by nearly a third of respondents, points to the intrinsic and extrinsic factors that influence teacher commitment and morale. Without adequate motivation whether through recognition, incentives, or supportive work environments teachers may struggle to sustain the extra effort

remedial teaching demands, particularly as it often occurs outside regular class hours. Mentorship by senior staff reflects a desire for guidance, professional modeling, and feedback, which are known to improve teacher confidence and instructional quality. The relatively low mention of learning communities may suggest that collaborative professional networks are either underdeveloped or undervalued in this context, despite their potential to foster peer support, resource sharing, and collective problem-solving. Overall, the data imply that for remedial teaching to effectively enhance quality learning in Moroto Municipality, systemic investment in teacher development and support is essential. Without such support, teachers may lack the capacity or motivation to implement remedial strategies effectively, thereby limiting the impact of these interventions on learners' academic progress.

4.3.3 Findings of the Study as Regards Objective Three

Objective three sought to find out the challenges faced in providing remedial teaching in Moroto Municipality and the possible ways on how to address such challenges. The findings were broken into two. It first looked at the challenges then followed by possible solutions to the challenges as presented below.

4.3.3.1 Challenges faced in providing remedial teaching

Respondents were asked to point out challenges that affect the delivery of remedial teaching and their responses were recorded and presented in the table below

Table 4.4: Challenges Affecting Remedial Teaching

Responses	Frequency	Percentage
Time constraints	2	4.76%
Negative attitude from some parents and learners	1	2.38%
Limited resources like funds and materials	3	7.14%
Large number of learners	2	4.76%
Lack of flexibility to meet diverse needs of learners	8	19.05%

Work load for teachers	7	16.67%
Lack of teacher support	12	28.57%
Lack of interest from both the teachers and learners	7	16.67%
Total	42	100%

Source: field data (2025)

Table 4.4 above revealed that 28.57% of the respondents pointed out that lack of support to teachers was the main challenge facing remedial teaching, followed by 19.05% who brought forward lack of flexibility from teachers to meet the diverse needs of learners. Lack of interest from both the learners and teachers as well as teacher work load came number three with 16.67% apiece of the respondents mentioning them. This followed by limited resources like funding and materials that fetched 7.14% of the respondents and finally, large number of learners as well as negative attitudes from some parents and pupils crowned the list with 4.76% and 2.38% respectively.

The many findings revealed above seem to be in agreement with Gutiérrez (2015) who argued that the implementation of remedial education in schools is a complex process that is affected by many challenges which require a great attention and consideration. Just like the findings above, scholars such as Shearer et al. (2019), Miller (2011a) and others believe that remedial teaching in all learning institutions was necessary but often unwelcome enterprise leading to its less effectiveness. They further presented that many learners showed little interest in remediation. The challenge affecting remedial lesson seem worse when it comes to providing support as Shearer et al. (2019) hinted that some teachers and head teachers unfortunately do not accord to remedial work the support it deserves and needs, leave alone teacher commitment as critical and practical challenge facing provision of remediation.

One teacher elaborated on the challenge of inadequate support and its effects on remedial teaching:

“In my school, remedial teaching is considered an extra task rather than part of our core responsibilities. There is very little support from the administration; we do not have designated periods for remediation, and there is no extra remuneration for the additional effort. Sometimes I spend hours

after the normal lessons helping slow learners, but I rarely get recognition or encouragement. This lack of support makes it difficult to sustain motivation, not just for teachers but also for the learners. Some students feel the lessons are optional or less important because they see that even teachers do not take it seriously. I remember one week when I planned detailed remedial lessons for the entire class, but the headteacher requested an emergency meeting, and we had to cancel all sessions. These repeated interruptions demoralize both teachers and learners. If the school could provide structured schedules, resources, and moral support, I believe remedial teaching would be far more effective.”

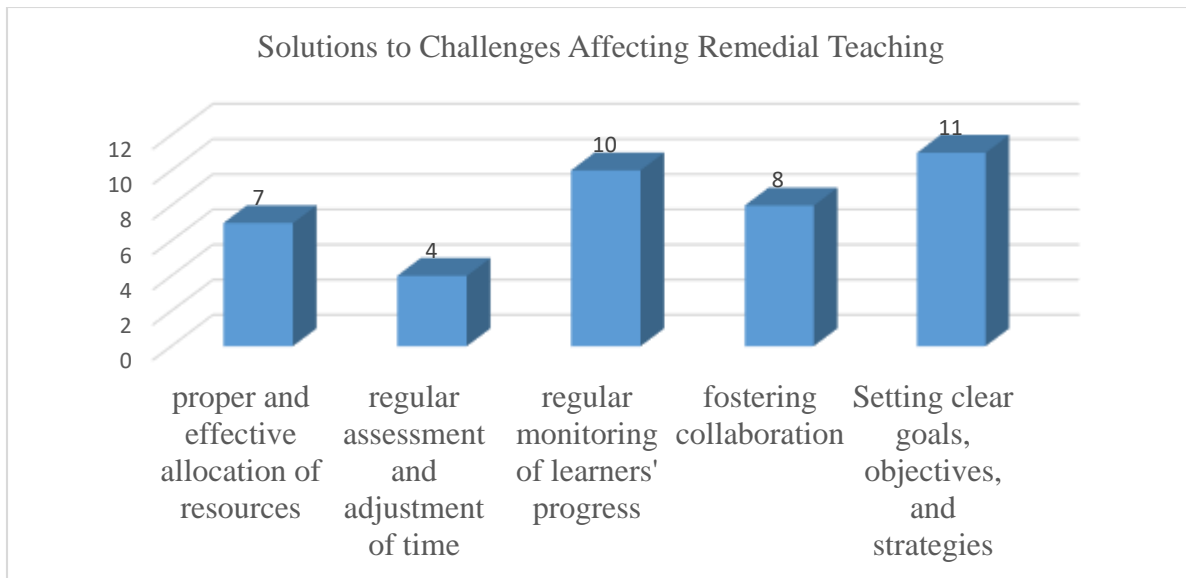
Another teacher reflected on learner interest and teacher workload as critical barriers:

“One of the biggest challenges I face is keeping learners engaged. Many pupils come to remedial lessons tired, especially those who already attend extra tuition or help at home. They sometimes see remedial sessions as punishment rather than an opportunity to improve. On the teacher side, workload is overwhelming. We are expected to cover the full syllabus, supervise clubs, and handle administrative duties on top of remedial teaching. This means we cannot always give each learner the attention they need. I often find myself prioritizing the most vocal students while quieter ones continue struggling silently. I have tried to use group work to manage this, but even that is challenging with class sizes of over 60 pupils. Without proper support, incentives, and resources, remedial teaching feels like an uphill battle, and the outcomes are not as impactful as they could be.”

4.3.3.2 Solutions to the Challenges Affecting Remedial Teaching

Respondents were asked to suggest the possible solutions to the challenges that affect remedial teaching as a way of providing quality learning and their responses were summarized in the following chart.

Figure 4.8 Solutions to the Challenges Affecting Remedial Teaching



Source: Primary data (2025)

Figure 4.8 highlights that setting clear goals, objectives, and strategies was identified by 11 respondents as the most effective solution to challenges facing remedial teaching in Moroto Municipality. Close behind, 10 respondents emphasized the importance of regular monitoring of learners' progress. Fostering collaboration among stakeholders was noted by 8 respondents, while proper and effective allocation of resources and regular assessment and adjustment of time were mentioned by 7 and 4 respondents respectively.

These responses suggest that teachers recognize the multifaceted nature of challenges in remedial teaching and emphasize a structured, goal-oriented approach as foundational to overcoming these obstacles. The prioritization of goal setting aligns with best practices in educational interventions, where clear objectives guide planning, implementation, and evaluation processes. Regular monitoring of learner progress is similarly critical, as it enables timely identification of learning gaps and informs necessary adjustments to teaching strategies.

The emphasis on collaboration indicates an understanding that effective remedial teaching is a shared responsibility involving teachers, learners, and school administrators. This collective commitment can enhance resource sharing, peer support, and accountability. The concerns about resource allocation and time management reflect practical barriers that, if not addressed, can limit remedial teaching effectiveness despite good intentions.

These findings resonate strongly with existing literature. Armana (2011) emphasizes the necessity for remedial teachers to understand the special needs of low achievers to improve student abilities

effectively. Kaputa (2012) advocates for training programs to equip teachers with diagnostic skills essential for identifying and supporting remedial learners. Muchemwa (2014) further stresses the importance of ongoing professional development through in-service programs, workshops, and demonstrations to build teacher capacity in remedial instruction.

Crowe (2011) adds that addressing remedial teaching challenges requires strong leadership and a committed revision of remedial policies to support effective implementation. This aligns with the study's indication that school leadership and systemic support are critical alongside teacher and learner commitment.

One teacher emphasized the importance of goal setting and structured planning:

“When I first started remedial teaching, I would simply teach what I thought was important and hoped it would help the learners. But I soon realized that some pupils were improving while others continued to struggle, and I had no way of knowing why. After attending a workshop on remedial strategies, I started setting clear objectives for each session and writing down specific goals for individual learners. For instance, I would decide that by the end of the lesson, a particular student should be able to solve a certain type of problem independently. This planning helped me track progress, adjust my teaching methods, and provide targeted support. Over time, I noticed learners becoming more confident and motivated, because they could see themselves achieving tangible goals. Without structured planning and goal setting, remedial teaching is just repetition, and learners may feel frustrated or discouraged.”

Another teacher highlighted collaboration and monitoring as key solutions:

“I believe remedial teaching works best when it is not done in isolation. In my school, we began working as a team teachers, headteacher, and even parents to identify learners struggling in various subjects. We share information on learner performance, plan who will take which remedial session, and sometimes pair learners to support each other. I also started monitoring progress closely, recording scores weekly, and noting recurring mistakes. For

example, one pupil kept failing in mathematics because she could not understand fractions. By tracking her mistakes and adjusting the remedial activities accordingly, I was able to see steady improvement. This teamwork and monitoring make remedial teaching more effective and ensure that no learner is left behind. However, it takes dedication, time, and patience, and if any of these elements are missing, the outcomes are limited.”

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.1 Discussion of the Study

5.1.1 Objective One

The findings reveal that remedial teaching in Moroto Municipality is predominantly characterized by one-on-one instruction, reflecting teachers' prioritization of individualized support to address significant learning gaps. While this approach aligns with evidence highlighting its effectiveness for struggling learners (Slavin, 2020), it raises concerns about scalability given large class sizes and limited teacher time. Collaborative methods such as small group, play-based, and peer-assisted approaches, though recognized for their benefits (Topping, 2015), receive less emphasis—potentially due to teacher perceptions about their rigor and classroom management challenges. The minimal use of inclusive and multisensory strategies further indicates gaps in teacher training and resource availability, limiting methodological diversity (Berner, 2021). Additionally, teachers tend to focus on scheduling remedial sessions outside regular hours to maximize contact time, with less attention paid to foundational pedagogical processes such as learner identification, goal setting, and progress monitoring elements critical for tailoring interventions to individual needs (Wijaya et al., 2019; Otto & Smith, 1980). This imbalance suggests a practical orientation towards timing over instructional quality, highlighting the need for targeted professional development that fosters assessment-driven remedial teaching. Without such capacity building and adequate resources, remedial efforts may remain fragmented and less effective, constraining their potential to improve learning outcomes broadly.

5.1.2 Objective Two

The findings reveal a divided perception among teachers regarding the effectiveness of remedial teaching in enhancing quality learning, with less than a third affirming its value, a notable proportion dissenting, and a large group remaining uncertain. This ambivalence risks undermining the commitment necessary for successful remedial interventions, as confidence in the program's

efficacy is critical for sustained implementation (Kaliwa, 2023). Despite this, many teachers recognize specific benefits of remedial teaching—particularly its role in helping slow learners catch up by bridging missed content, providing personalized support tailored to learners’ needs, boosting learner confidence, and promoting collaborative learning, as indicated in Figure 4.6. These functions align with Khalid and Anjum’s (2019) description of remedial teaching as adaptive and individualized, designed to enhance both cognitive skills and learner self-esteem. However, classroom observations suggest a gap between these ideals and actual practice, with some teachers constrained by time pressures and unable to attend to all learners’ individual needs, as echoed by Sharma et al. (2024), who stress the importance of individualized pacing. Further, findings highlight a pronounced need among teachers for continuous professional development, motivation, and mentorship to effectively deliver remedial teaching. Jackson (2023) supports this by emphasizing that teacher effectiveness and thus quality learning relies heavily on sustained support, including training and professional guidance. The relatively low emphasis on learning communities suggests an underutilization of peer collaboration, which could otherwise offer valuable support and shared resources.

Together, these findings underscore that while remedial teaching holds promise for enhancing quality learning in Moroto Municipality, its success depends on building teacher confidence through targeted professional development, addressing practical constraints in classroom delivery, and fostering a supportive environment that motivates and mentors teachers. Without these systemic supports, remedial efforts may remain inconsistent and limited in impact.

5.1.3 Objective Three

Lack of teacher support emerged as the primary challenge to effective remedial teaching in Moroto Municipality, compounded by limited teacher flexibility, learner and teacher disinterest, heavy workloads, insufficient resources, and large class sizes. This aligns with Gutiérrez (2015), who notes that remedial education faces complex challenges that require focused attention. Similarly, Shearer et al. (2019) and Miller (2011a) highlight that remedial teaching is often undervalued and suffers from low commitment, with teacher support and institutional backing being critical yet frequently inadequate.

Teachers emphasized the need for clear goal setting, regular monitoring of learner progress, collaboration among stakeholders, resource allocation, and effective time management as key solutions. This reflects established best practices in education interventions, where structured

planning and ongoing assessment are vital (Armana, 2011). The importance of collaboration also suggests recognition of remedial teaching as a shared responsibility, fostering accountability and resource sharing. Targeted teacher training is essential, as noted by Kaputa (2012), who advocates for diagnostic skill development to identify and support remedial learners effectively. Muchemwa (2014) stresses ongoing professional development through workshops and in-service programs to build remedial teaching capacity. Crowe (2011) further underscores the role of strong leadership and committed policy revision in overcoming implementation barriers.

5.2 Major Findings of the Study

The following are the major research findings:

5.2.1 Major Findings in Regard to Objective One

The first objective investigated the different forms of remedial teaching and how such forms of remedial teaching can be used to enhance quality learning in Moroto municipality. The finding revealed that selected teachers are aware of the forms of remedial teaching such as individualized remedial teaching or one to one instruction, small group instruction, play-based remedial teaching, inclusive remedial teaching, peer-assisted remedial teaching, technology-aided remedial teaching multi-sensory remedial teaching, and skill-based remedial teaching. However, when it comes to how they can use such remedial teaching forms to enhance quality education, selected teachers showed that they lack the knowledge of using remedial teaching to enhance quality teaching with majority mentioning conducting remedial teaching outside normal lesson time, during weekend or during holidays, only a total of 33% of them believe identification of learners, setting goals, monitoring progress of learners and teacher collaboration play a key role in enhancing quality learning during remedial teaching.

5.2.2 Major Findings in Regard to Objective Two

Study objective two investigated the effectiveness of remedial teaching in enhancing quality learning in UPE primary schools in Moroto Municipality. The study finding revealed that majority of selected teachers (52.38%) seem to be unsure whether remedial teaching is effective in enhancing quality learning much as they pointed to helping slow learners to catch up by bridging the gap for the missed or lost content, providing personalized support to specific learners needs leading to improved performance, increasing confidence in learners, their abilities and self-esteem, promoting collaboration through group learning and peer learning, improving academic

performance by bridging gaps learners have as well as enhancing learners' comprehension when they relearn and promoting equity as ways remedial teaching may be effective.

Additionally, study finding for objective two revealed that provision of continuous professional development, motivation, mentoring programme and forming a learning community are some of the support that selected teachers needed to help them be effective during remedial teaching to enhance quality learning.

5.2.3 Major Findings in Regard to Objective Three

Objective three sought to find out the challenges faced in providing remedial teaching in Moroto Municipality and the possible ways on how to address such challenges. The study finding revealed that lack of teacher support, lack of flexibility to meet diverse needs of learners, work load for teachers, lack of interest from both the teachers and learners, limited resources like funds and materials, large number of learners, time constraints, negative attitude from some parents and learners are some of the challenges that affect provision of effective remedial teaching in relation to enhancing quality learning.

To mitigate challenges that affect effectiveness of remedial teaching, strategies such setting clear goals and objectives, regular monitoring of learners' progress, fostering collaboration, proper and effective allocation of resources and finally, regular assessment and adjustment of time may be so useful strong leadership, a commitment to real and substantive revision of the remedial policy, gaining relevant knowledge for remedial teaching through in-service programs, seminars, workshops and demonstration.

5.3. Conclusions of the Study

The findings of this study highlight significant aspects of remedial teaching in Moroto Municipality's UPE primary schools. Although selected teachers demonstrate knowledge of various forms of remedial teaching including individualized instruction, small group teaching, and technology-aided methods; they show a notable lack of comprehension regarding how to effectively apply these strategies to improve the quality of education. Notably, only 33% of the teachers recognized the importance of learner identification, goal setting, progress monitoring, and teacher collaboration in improving outcomes during remedial sessions.

Moreover, the effectiveness of remedial teaching in fostering quality learning remains uncertain for many teachers, with over half expressing contradiction about its impact. Although they acknowledge the potential benefits such as bridging learning gaps and boosting learners' confidence, they struggle with the practical application of these strategies.

The study also identified several challenges hindering effective remedial teaching, including inadequate teacher support, excessive workloads, limited resources, and negative attitudes from both parents and learners. To address these challenges, it is imperative to implement targeted strategies such as setting clear goals, monitoring learner progress, fostering collaboration, and providing ongoing professional development.

In conclusion, for remedial teaching to truly enhance quality learning in Moroto Municipality, a concerted effort is needed to equip teachers with the necessary skills and support. This includes strong leadership, commitment to policy revisions, and opportunities for professional growth through in-service training, workshops, and collaborative learning communities. By addressing these areas, the potential for remedial teaching to positively impact learners can be significantly realized.

5.4 Recommendations

Based on the study findings, the following prioritized recommendations are proposed for key education stakeholders in Moroto Municipality to enhance remedial teaching effectiveness:

Quality Assurance Officers should initiate low-cost, high-impact interventions first, such as organizing training sessions focused on effective remedial teaching strategies to strengthen teachers' skills and understanding. They should establish a clear framework for regular monitoring and evaluation of remedial teaching practices to ensure adherence to quality standards. Sharing

successful case studies and best practices across schools can encourage innovation and motivate teachers.

Head Teachers play a critical role in fostering a supportive school culture. They should prioritize building collaborative teacher networks that encourage peer learning and sharing of remedial teaching methods. Structuring remedial teaching within regular school hours is essential to avoid overburdening teachers and to ensure equitable access for all learners. Head teachers should also actively promote teamwork for resource sharing and collective problem-solving.

Teachers are encouraged to actively engage in professional development opportunities such as workshops and training on remedial teaching and learner assessment. They should implement collaborative instructional techniques like peer-assisted and small group learning to enhance learner engagement and performance. Clear communication of learning goals and consistent progress monitoring during remedial sessions will improve learner outcomes. Furthermore, teachers should work closely with parents by encouraging their involvement in supporting children's learning at home, facilitating conducive study environments, and participating in school-based meetings and workshops to build a shared commitment to remedial teaching success.

Parents and the Community should be sensitized and actively involved through awareness programs highlighting the value of remedial teaching. Engaging parents in their children's education fosters supportive home environments essential for reinforcing remedial learning and addressing attitudinal barriers noted in the study.

5.4 Recommendation for Further Research

Based on the findings of this study, the following areas are recommended for further research to enhance the understanding and effectiveness of remedial teaching in UPE primary schools:

Impact of Training Programs: Investigate the effects of specific professional development programs on teachers' knowledge and application of remedial teaching strategies. Research can focus on longitudinal studies assessing teacher performance and student outcomes before and after training.

Comparative Studies on Remedial Teaching Methods: Conduct comparative studies to evaluate the effectiveness of various remedial teaching methods (e.g., one-on-one instruction vs. small group instruction) in improving student learning outcomes in different contexts.

Student Perspectives on Remedial Teaching: Explore the perceptions and experiences of students who participate in remedial teaching programs. Understanding their views can provide insights into the effectiveness and areas for improvement in these interventions.

By addressing these areas through further research, stakeholders can gain valuable insights that contribute to the improvement of remedial teaching practices, ultimately enhancing the quality of education for learners in Moroto Municipality and similar contexts.

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APPENDICES

APPENDIX A: QUESTIONNAIRES FOR TEACHERS

Dear Sir/Madam,

I am **ATIONO LILLIAN**, a student Uganda Martyrs University conducting a study titled *Remedial teaching and quality learning in Universal Primary Education schools in Moroto Municipality* leading to an award of a Master's Degree of Education in education administration and management of Uganda Martyrs University.

You are receiving this questionnaire because you are a teacher in the selected primary school whose responses are much needed for the successful completion of this research. Kindly answer the following questions according to the instructions given to the best of your knowledge. To ensure confidentiality, keep this questionnaire anonymous, that is, do not write your name anywhere on it.

Thank you for your cooperation.

SECTION A: BACKGROUND INFORMATION

Please, tick the most appropriate response for each question in the "Response" column.

Variable Name	Categories	Response(tick appropriate)
Gender	Male	
	Female	
Age	Below 30 years	
	31-40 years old	
	41-50 years old	
	Above 50 years old	
Education level	Grade III	
	Diploma	
	Bachelor's Degree	
	Master's Degree	
Teaching experience	Less than 5 years	

	5-10 years	
	11-15 years	
	More than 15 years	

SECTION B: REMEDIAL TEACHING AND QUALITY LEARNING

1. Do you have remedial teaching at this school?

Yes No

2. a) What is your understanding of remedial teaching?

.....

b) What are the forms of remedial teaching that are handled in your school? Give any four.

- i)
- ii)
- iii)
- iv)

3. How is remedial lesson handled in this school?

.....

4. What can you say about the effectiveness of remedial teaching in relation to improving quality learning?

.....

If so, how does remedial teaching improves learning? Mention five ways in which it improves quality learning.

- i)
- ii)
- iii)
- iv)
- v)

5. What challenges do you think affect the effectiveness of remedial teaching in the teaching and learning situation in public primary schools? Identify any three
- i)
 - ii)
 - iii)
6. How can the challenges affecting the effectiveness of remedial teaching in the teaching and learning situation in schools be addressed?
-
-
7. How can the challenges affecting the effectiveness of remedial teaching and quality learning be managed?
-
-
8. What support or resources do you need from external organizations or stakeholders to help improve the effectiveness of remedial teaching programs in your school?
-
-

Thank you

APPENDIX B: INTERVIEW GUIDE FOR PUPILS

Dear participant,

My name is Ationo Lillian, a Master of Education Student at Uganda Martyrs University. I am carrying out a study on “Remedial Teaching and Quality Learning in Government Aided Primary Schools in Moroto Municipality”. I assure you that; the information you provide will be used solely for academic purposes and will be treated with utmost confidentiality. Thank you for your anticipated participation.

1. What does remedial teaching mean to you as a learner?
2. Do you participate in remedial teaching lessons? If yes, why do participate?
3. In your opinion, is there any noticeable difference between a learner who participate in remedial lesson and that who does not? If so, why is there a difference?
4. What are the main goals of remedial teaching programs in your school, and how are their effectiveness measured?
5. How do teachers in your school typically respond to these programs, and what are some of the challenges that they may face in participating in the program?
6. In your opinion, how has remedial teaching impacted the quality of learning in your school?
7. Can you provide any specific examples of how teachers have improved their teaching practices or student outcomes as a result of participating in remedial teaching programs?
8. How do you anticipate that these programs may evolve or change in the coming years?
9. What challenges or obstacles do you anticipate in implementing these programs, and how do you plan to address them?

Thank you for your time and insights on this topic.

APPENDIX C: DOCUMENT ANALYSIS PROTOCOL

Dear teacher,

I am Ationo Lillian, a master of education student at Uganda Martyrs University researching the topic Remedial teaching and quality learning in government aided primary schools in Moroto Municipality. You are requested to participate in the study by availing your lesson preparation books (schemes of work and lesson plans or lesson notes) students' progress records and teachers' work plans. The information obtained from the documents that you will give will be treated with the utmost confidentiality and will be used only for the purpose of this study.

Pseudonym Class

PARTICIPANT	TYPE OF DOCUMENTS	INFORMATION REQUIRED	REMARKS
Teacher	Scheme of work	The scheme of work is detailed	
		Scheme of work aligned to the syllabus	
		The scheme of work is well remarked	
	Lesson plan/notes	Detailed lesson plan/notes for extra remedial teaching Learner-centered methods indicated during extra	
		Students and teachers' activities well indicated	
		Choice of content according to the level of learners	
		Adequate and varied learners' activities that capture all the domains	

		Detailed self-evaluation of the lesson prepared	
	Progress Record of learners' achievement	Detail of how learners perform in different subjects before and after remedial teaching	
		Strategies to improve learners' learning	
	Teacher's work plan	Prepared plan of action for the whole year to improve teaching and learning, students' cognitive development, characteristics, values and attitude through remedial teaching.	
	Time table	Normal class time table prepared according to NCDC guidelines Remedial time table separate from the normal class time table.	

Thank you for your cooperation in the study.

APPENDIX D: OBSERVATION PROTOCOL

CLASSROOM OBSERVATION GUIDE

Pseudonym Date of observation Time started

Time ended Period number Class

Item	Observation Area	Comment
Teacher’s knowledge for teaching	Common Content Knowledge – (common sense)	
-Content knowledge	Horizon Content Knowledge – (use of varied content according to the level of complexity)	
	Specialized Content Knowledge – (Content mastery, use of examples, counter-examples, and non-examples)	
-Pedagogical knowledge	Knowledge of Content and Student – (Attending to individual differences, content at the level and abilities of the learners, probing questions according to learners’ abilities)	
	Knowledge of Content and Teaching – (use of a methodology that is learner-centered, interactive, varied, and gender-responsive, having a logical flow of the lesson)	
	Knowledge of Content and Curriculum – (Content to learners’ level and in line with the syllabus, Selection of content, and adequacy of content)	
Classroom Practice	Motivation of learners to promote positive attitude	

	Class control and students' discipline management	
	Selection of instructional materials (appropriate, adequate, and correct use of)	
	Questioning techniques that promote critical thinking	
	Teacher-student, student-student, and student-content interactions	

APPENDIX E: INTRODUCTORY LETTER



making a difference

Date: July 19th 2024.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Re: Assistance for Research:

Greetings and best wishes from Uganda Martyrs University! This letter is to introduce to you Afiona Lillian, Reg. No. 2021- M313-40406, who is a student at Uganda Martyrs University. As part of the requirements for the award of a Master's Degree in Education, the student is expected to submit a dissertation, which involves field research carried out in an institution of learning or organization or office.

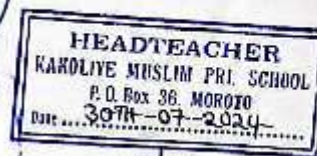
Her topic is Remedial Teaching and Quality Education in Government-Aided Secondary Schools in Moroto Municipality.

The purpose of this letter is to request for your permission to allow and facilitate the student in carrying out this study. Your support will be greatly appreciated.

Thank you in advance.

Yours Sincerely,

Mr. Tebaese Christopher,
Coordinator, MED Programme Mbale.



**APPENDIX F: A SKETCH MAP OF MOROTO MUNICIPALITY SHOWING STUDY
AREA**