

Effect of Remedial Lessons and Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

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ABSTRACT

This investigation examines the effect of remedial lessons on academic performance in Uganda, Nakaseke District, government secondary schools. The investigation specifically was managed by these goals; i) To examine the effect of frequency of remedial lessons on academic performance, ii) To examine the effect of students' attendance of remedial sessions on academic performance, and iii) To examine the effect of teachers' support during remedial sessions on academic performance in government secondary schools in Nakaseke District, Uganda. The research utilized a quantifiable technique along with a research design for cross-section. The size of the sample encompassed 73 members (teachers) selected from 3 Uganda, Nakaseke District, government secondary schools. The investigation captivated equally descriptive and linear regression evaluation strategies in evaluating the quantifiable facts assembled. This investigation revealed that frequency of remedial lessons possessed a beneficial and statistical considerable impact on academic performance in Uganda, Nakaseke District, government secondary schools ($\beta = .569$, p-value = .000). This investigation furthermore disclosed that students' attendance of remedial sessions possessed a beneficial and statistical considerable impact on academic performance in Nakaseke District, government secondary schools, Uganda ($\beta = .571$, p-value = .000).

The study revealed that teachers' support during remedial sessions possessed a beneficial and statistical considerable impact on academic performance in Nakaseke District, government secondary schools, Uganda ($\beta = .662$, p-value = .000) significance level of .05. This investigation deduces that remedial lessons possess a beneficial and considerable influence on educational performance across Nakaseke District, government secondary schools, Uganda whereby an increase in frequency of remedial lessons, students' attendance of remedial sessions, and teachers' support during remedial sessions would considerably lead towards an advancement in academic performance in Nakaseke District, government secondary institutions, Uganda. The investigation commends that schools or teachers must conduct early and continuous diagnostic assessment to identify learning gaps through baseline tests, quizzes, and classroom observation which could impact the advancement in academic performance across Nakaseke District, government secondary institutions, Uganda.

Keywords: Remedial Lessons, Frequency of Remedial Lessons, Students' Attendance of Remedial Sessions, Teachers' Support During Remedial Sessions, and Academic Performance.

INTRODUCTION

This investigation pursues to inspect the effect of remedial lessons on academic performance Uganda, Nakaseke District's government secondary institutions.

Historical Perspective

Historically, remedial education or lessons began as targeted instruction for students lagging in basic skills such as reading, writing, and mathematics. From the 1860s through the early-to-mid 20th century, remedial lessons were recognized primarily for addressing deficit in core academic skills, so as to cover these gaps in order to improve the students' academic performance (Rai & Penjor, 2020). Remedial lessons typically focus on reinforcing foundational skills that a student may have missed or struggled with in regular coursework, this can close learning gaps and improve standardized test performance on secondary school context. Modern remedial programs often employ small-group or individualized teaching methods that allow for tailored pacing and focused feedback, strategies shown to support academic performance improvement among slow learners in secondary schools (Masengesho & Hesborn, 2024). In Uganda, remedial lessons in secondary school context are frequently delivered as extra or supplementary instruction to help students strengthen weak areas of learning, particularly in subjects like English, Mathematics, or Sciences. Often this includes private tutoring or after-school coaching, which functions as a form of remedial support outside regular classroom hours to bridge learning gaps, leading to advancement in academic performances of students. While formal remedial programs aren't always officially mandated, shadow education (private tutoring) is widespread as a response to instructional gaps in formal schooling (Zigira, Omedo, & Namatovu, 2024).

Theoretical Perspective

This investigation was managed by the Social Development Theory formulated by Vygotsky within 1978. The notion postulates that learning is most effective when instruction targets the difference between what a student can accomplish on their own and what students are able to accomplish with assistance (Whitmore & Moll, 2017). According to Aguti and Oonyu (2020) the theory in relation to education suggests that teachers or tutors provide guided support, modeling, and feedback during remedial sessions to move students toward independent mastery. Remedial lessons that leverage zone of proximal development enable students to achieve learning outcomes that were previously beyond their reach, improving test scores and subject comprehension. This hypothesis applied to the research since it indicates a connection amongst remedial lessons and students' academic efficiency.

Contextual Perspective

This investigation was conducted in Nakaseke District, designated government secondary institutions in Uganda scrutinizing the effect of remedial lessons on academic performance. This instance investigation was undertaken relating towards the minimal studies that have been taken in the region in response to remedial lessons and academic performance. Additionally, Nakaseke District was considered since in government secondary schools' academic performance remains below the expected academic standards characterized by a decline in final examination scores, high failure rates, irregular school attendance, and limited participation in class activities of students in the different schools (Nakaseke District Local Government, 2022).

Conceptual Perspective

Remedial lessons are instructional sessions designed to help students overcome learning deficiencies, bridge knowledge gaps, and master skills or concepts that they have not fully grasped during regular classroom instruction. These lessons are typically supplementary, targeted, and personalized, aiming to bring struggling students up to the expected academic standard (Nwankwo & Okwelle, 2023). The scope whereby learners, instructor, or organization has fulfilled their learning objectives defines academic performance, usually measured through grades, test scores, assessments, or other indicators of knowledge and skill acquisition. It reflects a learner's ability to understand, apply, and demonstrate mastery of the curriculum or specific competencies within a given educational context (Okeke & Ogbonnaya, 2024). In the instance of this research,

remedial lessons were measured relating towards frequency of remedial lessons, students' attendance, and teachers' support during remedial sessions, while performance academically was measured relating towards assignment and task completion, curriculum content mastery, grades and test scores, classroom participation, communication capabilities, besides cognitive capabilities.

Statement of the problem

Within Uganda, different institutional practices are encouraged by the Education and Sports Ministry (MoES) with the objective to improve academic performance such as the emphasis on remedial lessons to boost learning outcomes. The ministry has publicly encouraged schools to prioritize remedial lessons as part of instructional quality improvements. In recent engagements, MoES officials explicitly urged schools to use remedial or supplementary instruction to boost learning outcomes and discourage practices such as automatic promotion of learners without ensuring mastery of competencies, highlighting the role of remedial instruction in raising academic standards (Ministry of Education and Sports, 2022).

But notwithstanding every outstanding effort, academic achievement at Nakaseke District's government secondary education institutions remains below the expected academic standards characterized by a decline in final examination scores, high failure rates, irregular school attendance, and limited participation in class activities of students in the different schools (Nakaseke District Local Government, 2022). Proof specifies deterioration in the total learners who excelled in 1st and 2nd Divisions in the final examinations (UCE) from 62.6% in 2019 to 56.8% in 2022 amongst Nakaseke District, government secondary institutions (Nakaseke District Local Government, 2022). So, this has prompted the elevated students' withdrawal rates, grade repetition, limited career opportunities, and limited progression to tertiary education (university) among students due to poor performance. Thus, based on these data, the present investigation looked at the impact of remedial lessons on academic efficiency across Nakaseke District, government secondary institutions, Uganda.

Objectives of the Study

General Objective

To examine the effect of remedial lessons on academic performance in government secondary schools in Nakaseke District, Uganda.

Specific Objectives

- To examine the effect of frequency of remedial lessons on academic performance in government secondary schools in Nakaseke District, Uganda.
- To examine the effect of students' attendance of remedial sessions on academic performance in government secondary schools in Nakaseke District, Uganda.
- To examine the effect of teachers' support during remedial sessions on academic performance in government secondary schools in Nakaseke District, Uganda.

Study Hypotheses

Ha1: Frequency of remedial lessons has a significant effect on academic performance in government secondary schools in Nakaseke District, Uganda.

Ha2: Students' attendance of remedial sessions has a significant effect on academic performance in government secondary schools in Nakaseke District, Uganda.

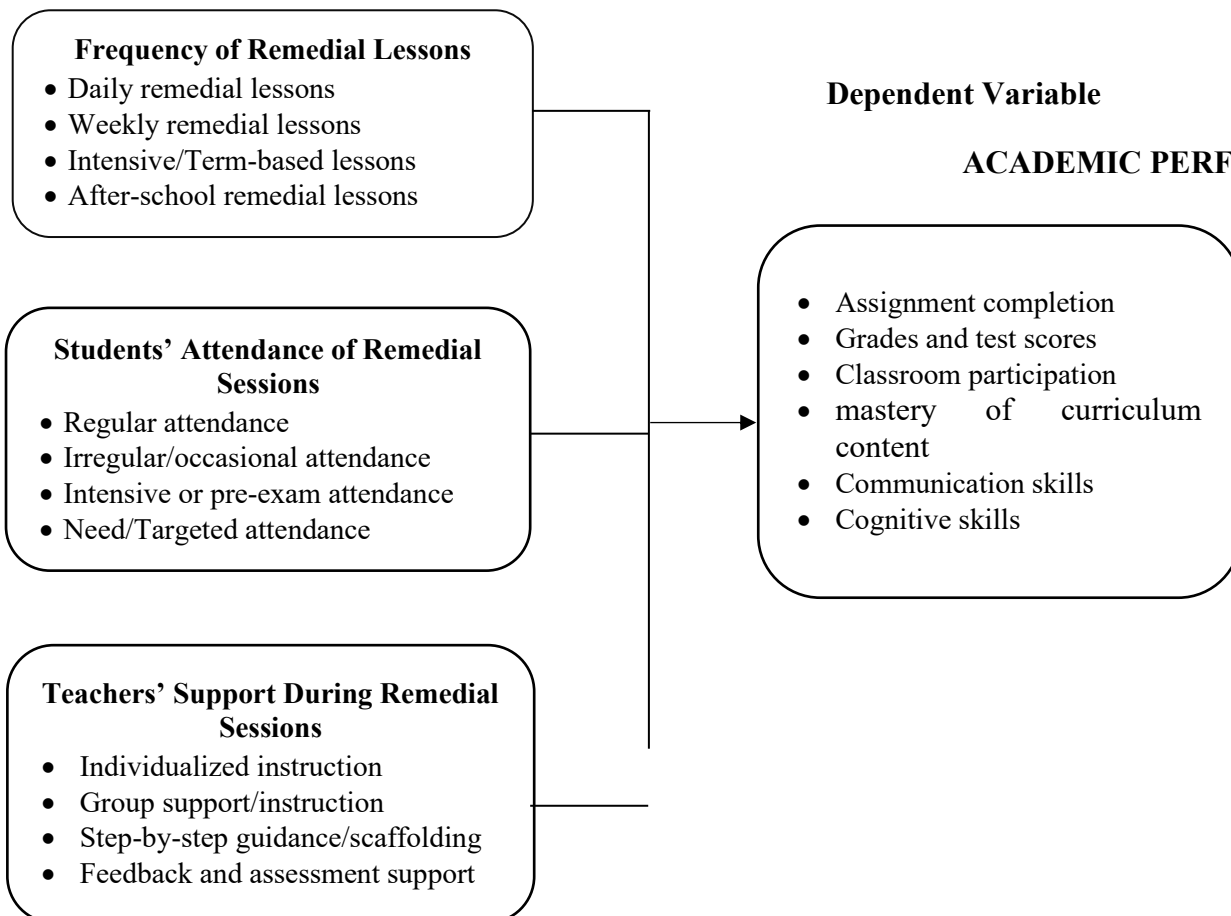
Ha3: Teachers' support during remedial sessions has a significant effect on academic performance in government secondary schools in Nakaseke District, Uganda.

Conceptual Framework

The conceptual structure displays a graphic representation on the association amidst Remedial Lessons and Academic Performance.

Independent Variable

REMEDIAL LESSONS



LITERATURE REVIEW

Remedial Lessons and Academic Performance

Remedial lessons provide students with additional opportunities to learn and practice concepts they have not fully mastered in regular classroom instruction. These sessions often focus on core subjects such as Mathematics, English, and the Sciences, where students frequently experience knowledge gaps. Students who attend remedial classes tend to perform better in examinations because the lessons offer targeted support that reinforces difficult concepts and enhances understanding (Aguti & Oonyu, 2020). The authors also assert that remedial lessons are particularly influential in preparing students for final examinations, which are critical for academic progression in school. Remedial lessons help students consolidate previously learned material, clarify misconceptions, and practice examination-style questions, leading to improved academic performance. These remedial programs also positively affect students' test scores, with learners showing increased confidence and competence in handling exam content (Aguti & Oonyu, 2020).

According to Nwankwo and Okwelle (2023) remedial lessons not only address academic deficit but also enhance student motivation and engagement. Students who struggle in regular classes often develop low self-worth and a lack of desire to study, which can further inhibit their success in school. Remedial instruction, delivered in small groups or individually, provides personalized attention and support, boosting students' confidence in their abilities. Learners' participation in remedial sessions influences higher levels of

motivation, which correlate with better attendance, active participation, and ultimately improved academic performance outcomes. Consequently, the writers postulate that remedial lessons can play a significant role in reducing educational inequities among students from diverse socio-economic backgrounds. Students from disadvantaged backgrounds frequently encounter challenges like restricted access towards learning resources, inadequate support at home, or poorly resourced schools. Remedial programs provide a structured intervention to bridge learning gaps, ensuring that all students have an opportunity to achieve expected academic standards (Nwankwo & Okwelle, 2023).

Beyond academic skill development, remedial lessons can influence student motivation and self-confidence, which are critical factors in learning outcomes. Students who struggle in regular classroom settings often feel demotivated or experience low self-esteem due to repeated academic failures. Remedial programs, through personalized attention and scaffolded support, can restore students' confidence in their learning abilities. Students participating in remedial sessions report higher levels of engagement and willingness to tackle difficult subjects, which consequently enhances their academic achievement. (Masengesho & Hesborn, 2024). The authors assert that high-stakes examinations are often a primary measure of academic performance in secondary schools, and remedial lessons play a key function in getting learners ready for these assessments. Through revisiting challenging topics and practicing examination-style questions, students can strengthen their knowledge and reduce anxiety related to testing. Remedial instruction improves not only understanding but also exam performance, particularly for learners who had previously struggled with subject content. This makes remedial lessons a critical intervention for improving overall academic outcomes in secondary schools (Masengesho & Hesborn, 2024).

According to Rai and Penjor (2020) the frequency of remedial lessons plays a significant role in reinforcing students' understanding and retention of subject matter. Regular, frequent sessions provide repeated exposure to concepts, which helps consolidate learning and prevent knowledge gaps from widening. Students who receive frequent remedial instruction tend to perform better than those who attend sporadic sessions because consistent engagement reinforces foundational skills. The authors assert that the more frequent the remedial lessons, the greater the academic gains among students. For example, students attending remedial classes multiple times per week demonstrate significant improvement in test scores compared to peers who only attend occasional sessions. Frequent lessons allow students to address misconceptions immediately, practice problem-solving skills repeatedly, and build confidence in their ability to master difficult topics. This suggests that remedial interventions are most effective when delivered on a consistent, structured schedule rather than as one-off or infrequent sessions (Rai & Penjor, 2020).

Consistent attendance of remedial lessons is robustly associated with improved academic achievement in schools. Learners who attend remedial sessions regularly have more opportunities to reinforce concepts they find challenging, practice problem-solving skills, and clarify doubts with teachers. Studies show that students who regularly attend remedial classes perform significantly better in different subjects than those with irregular attendance, highlighting the critical role of sustained engagement in improving learning outcomes (Zigira et al., 2024). The authors also argues that regular attendance of remedial lessons is crucial for bridging knowledge gaps among struggling students. Learners who miss remedial sessions often fall further behind, particularly in subjects with cumulative knowledge like Mathematics and Sciences. Students who consistently attend remedial classes are able to catch up with peers who are previously academically stronger, thereby reducing disparities in academic performance within classes (Zigira et al., 2024).

The quality of teacher support during remedial lessons significantly influences students' conceptual understanding and academic performance. Teachers who provide clear explanations, demonstrate problem-solving strategies, and give individualized attention help students grasp difficult concepts that they struggle with in regular classroom instruction. Students who receive strong teacher guidance in remedial sessions perform better in different subjects compared to students who have minimal teacher support, suggesting that teacher involvement is critical for effective learning (Okeke & Ogbonnaya, 2024). The authors argued that the presence of supportive teachers during remedial lessons can enhance student motivation, engagement, and self-confidence, which are important determinants of academic performance. Teachers who provide encouragement, monitor progress, and offer constructive feedback create an environment where students feel capable of improving. Students who receive consistent teacher support during remedial sessions are more

motivated to participate in learning activities, which translates into better grades and overall academic performance improvement (Okeke & Ogbonnaya, 2024).

METHODOLOGY

Research Design

This investigation embraced a research technique cross-section coupled with a quantifiable strategy. The evaluation of a population's prevalence of particular factors at a given period is the concern of a research technique for cross-section (Kassu, 2019). Therefore, this investigative technique was pivotal in inspecting the consequence of remedial lessons on academic efficiency in Nakaseke District, government secondary institutions, Uganda at a specific moment in space. In order to collect facts in numerical format that was utilized at a specific time, a quantifiable strategy was pivotal to inspect the investigation occurrence.

Target Population and Sample Size

A research sample chosen from a cluster of people who share the relevant qualities defines a study population (Majid, 2018). The investigation populace encompassed instructors from Nakaseke District's, government secondary schools, Uganda out of which a model was chosen. The size of the sample consisted of 73 members (teachers) selected from 3 Uganda, Nakaseke District, government secondary institutions to supply quantifiable information that was utilized to address the investigation goals.

Sampling Procedure

A methodical procedure for designating a sample that is representation of people from the target community defines Sampling (Singh & Masuku, 2017). This investigator utilized convenient samples to designate respondents who partook in this investigation. Convenient sampling encompasses the selection of those people who were quickly attainable and readily available which was utilized to designate instructors from Uganda, Nakaseke District, government secondary institutions to participate in this investigation.

Data Collection Methods

Questionnaire Survey Method

A technique of securing facts from respondents by posing a number of queries besides using various themes defines a questionnaire survey method (Anokye, 2020). The inquiry survey technique was pivotal so as to attain consistent facts which ensure the consistency of facts utilizing well-structured and simple questions to understand. Thus, this technique was used since it permitted the investigator to gain and assemble facts from those taking part under the fastest possible time feasible.

Data Collection Instruments

Structured Questionnaire

An instrument utilized to collect facts from participants encompassing closed-end replies to the queries whereby participants are requested to select defines a structured questionnaire (Kuphanga, 2024). This investigation used structured surveys to collect quantifiable facts from those taking part which encompassed closed-end queries and coded replies and they were self- were given on their own to instructors in the academic establishments. The organized surveys were utilized as they needed a shorter period to assemble lots of facts.

Data Analysis

Using statistical tests and descriptive analysis, quantifiable facts evaluation permits the investigator to quantify, examine, and comprehend an occurrence. In order to analyze the quantitative data gathered, this investigation used equally descriptive and linear regression evaluation strategies. The demographics of the respondents were examined using descriptive analysis. Analysis of Linear regression was applied to present

empirical proof on this investigation hypothesis at a 0.05 significance level so as to inspect the impact of the independent variable on the dependent variable. In research, to determine how robustly the resultant, an analysis for linear regression was pivotal and the predictive variables are related (Maulud & Abdulazeez, 2020).

Ethical Consideration

Before beginning the research, the person investigating received an introduction letter from the Islamic University in Uganda's Department of Post Graduate Studies in order to secure authorization to collect the necessary facts for investigation in the various academic establishments.

Additionally, the investigator requested respondents for permission to partake in the investigation; they were entirely aware of the investigation's goals and importance, and their involvement was entirely voluntary.

The investigator made sure of the secrecy and privacy of those responding through safeguarding their personal data where possible.

Additionally, the investigator managed their obligations with honesty and transparency.

STUDY FINDINGS

This subsection findings presented encompass descriptive evaluation on participants' demographic characteristics and regression evaluation on the investigation targets.

Findings on Participants' Demographic Characteristics

This research analysed the demography traits of participants in designated Uganda, Nakaseke District, government secondary institutions and findings are demonstrated under Table 4.1;

Table 4.1: Participants' Demographic Characteristics

Category	Items	Frequency	Percentage
Gender	Male	41	56.2
	Female	32	43.8
	Total	73	100.0
Age Group	25-30 years	10	13.7
	31-35 years	18	24.7
	36-40 years	32	43.8
	Above 40 years	13	17.8
	Total	73	100.0
Highest Level of Education	Diploma	8	11.0
	Bachelors	55	75.3
	Masters	10	13.7
	Total	73	100.0

Marital Status	Married	52	71.2
	Single	20	27.4
	Divorced	1	1.4
	Total	73	100.0
Period of Teaching at the School	1-3 years	12	16.4
	4-5 years	17	23.3
	Above 5 years	44	60.3
	Total	73	100.0

Source: Field Primary Data (2026)

The study indicates that out of 73 participants, 41 (56.2%) were male and 32 (43.8%) were female. The study also indicates that out of 73 participants, 10 (13.7%) were 25-30 years, 18 (24.7%) were 31-35 years, 32 (43.8%) were 36-40 years, and 13 (17.8%) were 40 years and above.

Still, this investigation indicates that from 73 participants, 8 (11.0%) had a diploma, 55 (75.3%) had a Bachelors, and 10 (13.7%) had a Masters.

In accordance to marital, this investigation indicates that from 73 participants, 52 (71.2%) were marriages, 20 (27.4%) weren't married, and 1 (1.4%) were divorcees. The investigation furthermore indicates that from 73 participants, 12 (16.4%) have been teaching for 1-3 years at the given school, 17 (23.3%) have been teaching for 4-5 years at the given school, and 44 (60.3%) have been teaching for over 5 decades at the a specific academic institutions.

Findings on Objectives of the Study

The subsection avails a review on the findings in line with the distinct goals of the study;

Effect of Frequency of Remedial Lessons on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

This examintion aimed at scrutinizing the effect of frequency of remedial lessons on academic efficiency in Uganda, Nakaseke District, government secondary institutions employing simple linear regression evaluation and the findings are highlighted under Table 4.2.

Table 4.2: Regression on the Effect of Frequency of Remedial Lessons on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569 ^a	.324	.315	.41289
a. Predictors: (Constant), Frequency of Remedial Lessons				
Coefficients^a				

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.060	.384		5.360	.000
	Frequency of Remedial Lessons	.564	.097	.569	5.838	.000
a. Dependent Variable: Academic Performance						

Source: Field Primary Data (2026)

This study indicates that frequency of remedial lessons possessed a beneficial and statistical substantial impact on academic performance in Nakaseke District, government secondary institutions, Uganda ($\beta = .569$, p -value = .000) at a significance level of .05. It specifies that a unit increase in frequency of remedial lessons significantly results into an increase in academic performance by 56.9% considering other variables constant. The findings imply that an increment in frequency of remedial lessons significantly results towards an advancement in Uganda, Nakaseke District, academic performance in government secondary institutions.

The exemplary overview with .314 coefficient of determination specifies that frequency of remedial lessons explains 31.5% variances in academic efficiency and the 68.5% remainder of the variation are detailed by additional factors. This infers that frequency of remedial lessons considerably impacts academic efficiency in Nakaseke District, government secondary institutions, Uganda. Consequently, to enhance academic efficiency, more effort must be directed toward increasing the frequency of remedial lessons in Nakaseke District, government secondary schools, Uganda.

Effect of Students' Attendance of Remedial Sessions on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

This examination furthermore inquired to inspect the effect of students' attendance of remedial sessions on academic performance in Uganda, Nakaseke District, government secondary institutions utilizing regression analysis for simple linear and the results are presented under Table 4.3.

Table 4.3: Regression on the Effect of Students' Attendance of Remedial Sessions on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
1		.571 ^a	.326	.316	.62071		
a. Predictors: (Constant), Students' Attendance of Remedial Sessions							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	T	Sig.
			B	Std. Error	Beta		
1	(Constant)		.388	.578		.671	.000

Students' Attendance of Remedial Sessions	.851	.145	.571	5.859	.000
a. Dependent Variable: Academic Performance					

Source: Field Primary Data (2026)

This study indicates that students' attendance of remedial sessions possesses a beneficial and statistical considerable impact on academic performance in Nakaseke District, government secondary institutions Uganda ($\beta = .571$, $p\text{-value} = .000$) at a significance level of 0.05. It signifies that a slight increase in students' attendance of remedial sessions significantly results into an increase in academic performance by 57.1% considering other variables constant.

The findings imply that an increment in students' attendance of remedial sessions significantly results towards an advancement in academic performance in Uganda, Nakaseke District, government secondary institutions.

The summarized model with .316 determination coefficient specifies that students' attendance of remedial sessions explains 31.6% variances in academic performance and the 68.4% remainder of the variances are detailed by additional factors. This infers that students' attendance of remedial sessions considerably impacts academic performance in Nakaseke District, government secondary schools, Uganda. Consequently, to enhance academic performance, more efforts have to be directed toward increasing students' attendance of remedial sessions in Nakaseke District, government secondary schools, Uganda.

Effect of Teachers' Support During Remedial Sessions on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

This examination furthermore inquired to inspect the effect of teachers' support during remedial sessions on academic performance in Uganda, Nakaseke District, government secondary schools engaging regression analysis for simple linear and results are demonstrated under Table 4.4.

Table 4.4: Regression on the Effect of Teachers' Support During Remedial Sessions on Academic Performance in Government Secondary Schools in Nakaseke District, Uganda

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.662 ^a	.439	.431	.56643	
a. Predictors: (Constant), Teachers' Support During Remedial Sessions						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.921	.385		2.394	.000
	Teachers' Support During Remedial Sessions	.743	.100	.662	7.449	.000
a. Dependent Variable: Academic Performance						

Source: Field Primary Data (2026)

This study indicates that teachers' support during remedial sessions possesses a beneficial and statistical considerable impact on academic efficiency in Uganda, Nakaseke District's government secondary institutions ($\beta = .662$, $p\text{-value} = .000$) at significance levels of 0.05. This stipulates that a unit increase in teachers' assistance during remedial sessions substantially results into a rise in academic efficiency by 66.2% considering other variables constant. The findings infer that an increment in teachers' support during remedial sessions considerably results towards an advancement in academic performance in Uganda, Nakaseke District, government secondary schools.

The model summary with a 0.431 determination coefficient specifies that teachers' support during remedial sessions explains 43.1% variances in academic efficiency and 56.9% remainder variances are detailed by additional factors. This infers that teachers' support during remedial sessions considerably impacts academic efficiency in Nakaseke District, government secondary schools, Uganda. Consequently, to advance academic efficiency, more efforts have to be focused toward increasing teachers' support during remedial sessions in Nakaseke District, government secondary institutions, Uganda.

CONCLUSIONS

This investigation deduces that remedial lessons have a constructive and considerable impact on academic efficiency in Nakaseke District, government secondary institutions, Uganda whereby an increase in frequency of remedial lessons, students' attendance of remedial sessions, and teachers' support during remedial sessions would substantially cause an advancement in academic efficiency across Nakaseke District, government secondary institutions, Uganda.

RECOMMENDATIONS

This investigation commends that schools or teachers must conduct early and continuous diagnostic assessment to identify learning gaps through baseline tests, quizzes, and classroom observation which would impact in advancement in academic performance in Nakaseke District, government secondary schools, Uganda.

This investigation commends that teachers must formulate individualized learning plans for students struggling academically during remedial lessons to tailor instruction to all students' aptitude, speed, and preferred method of learning which would positively affect academic efficiency in Uganda, Nakaseke District's, government secondary institutions.

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