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Status of Kiswahili Remedial Teaching Exercise in Public Secondary Schools in Temeke Municipality, Tanzania

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Abstract : Remedial teaching strengthens students' basic academic skills, such as the ability to read, write, analyse, and interpret. It also assists students who struggle in certain subjects to catch up and master areas not mastered before, empowers students who lag, develops interpretation skills, and helps students with critical thinking skills. This study was guided by a mixed approach and a cross-sectional survey design to analyse the status of Kiswahili remedial teaching in Temeke Municipality public secondary schools. The sample size of this study was 131 participants selected from ten secondary schools, including 10 heads of schools, 20 Kiswahili teachers, 100 students, and 1 municipal education officer selected from the population through simple random and purposive sampling. Questionnaires and interviews were used to collect data from the participants. The results reveal that the Kiswahili remedial teaching intervention enables facilitators and students to correct learning problems, enhance coverage of the subject matters that were unable to be completed in the classroom teaching and learning process, prepare learners for their final examinations, and help slow-learning students and those falling behind in their learning at school and those at risk of dropping out of studies. Moreover, the study finds that teaching material, lack of motivation, and overcrowded classes hinder much progress in students' performance. apart from ensuring the availability of learning resources, remedial teachers should fulfil the requirement of getting to know each of their students personally to delve into the depths of their souls and consider the external details of their life.



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INTRODUCTION

The use of any language as a medium for instructing language or educational material enhances the learner's exposure to it, augmenting their chances to engage in communication and consequently fostering the development of their linguistic proficiency (Yohana and Mwila, 2022). In Tanzania, Kiswahili is a national language and the medium of instruction in public preprimary and primary schools. This language is mostly used because it is common and most familiar and thus well understood by students and audiences (Maganga, 2013; Mugaya, 2018). The government issued the Education and Training Policy 2014, which emphasized the use of Kiswahili as instructional language at all levels of education; however, to date, the policy statement has not been maintained in practice. The absence of political wars and misconceptions about the possibility for learners to use Kiswahili as the medium of instruction limits the implementation of the education policy objective (Tibategeza et al, 2018). The Kiswahili language, apart from being the instructional language in primary schools, is one of the subjects taught in secondary schools and tertiary education. The student's performance in the Kiswahili subject is faced by learning difficulties and challenges such as a poor teaching environment (Maganga, 2013). The performance of students in Kiswahili is important because it is a medium of communication in the community and public institutions (Jerotich, 2015). To address the challenges learners face in studying Kiswahili, teachers use remedial education to support students with learning difficulties.

Remedial education refers to a series of courses for admitted students who are academically underprepared for postsecondary education (Simonez, 2016). Remedial education has been a fixture in American colleges since the end of the nineteenth century when educators developed remedial education courses to bridge the academic field for many underprepared students (Boylan & Saxon, 1998). Remedial education intervention aims at addressing the learning needs of targeted groups of students. The beneficiaries of remedial education are school students who are lagging academically, students who dropped out of school, students with disabilities, students with poor academic prospects due to poor decision-making in the past, students whose academic weaknesses were not addressed in previous educational settings, adult students, and those with weak academic commitments (World Vision, 2021; Schwartz, 2012; Oduro- Ofori, 2014).

Remedial teaching strengthens students' basic academic skills, such as the ability to read, write, analyse, and interpret. It also enables adult learners to gain skills needed for a better job in the labor market (1998). Moreover, remedial education serves as a platform for workers to upgrade their skills and improve the moral standards of students because some of them left formal education due to school dropout issues (Oduro-Ofori et al, 2014). In addition, remedial teaching supports students who may have fallen behind in their learning at school and are not performing at their grade level in basic subjects and those who are at risk of not continuing schooling (World Vision, 2021). Remedial education assists students who struggle in certain subjects to catch up and master areas not mastered before, empowers students who lag, develops interpretation skills, and

helps students with critical thinking skills (Chikwature et al, 2016). Furthermore, remedial teaching allows students to master areas not mastered before (Aminga, 2013).

Temeke municipal teachers and school administrations provide Kiswahili remedial teaching to their students, especially those prepared for national assessments and examinations. Kiswahili remedial teaching as an intervention intends to enable earlier curriculum coverage and improvement of students' performance in their final examinations. Schools in the Temeke municipal council provide Kiswahili remedial teaching to all students without considering their ability or the challenges they encounter in their learning. Apart from the formal Kiswahili remedial teaching implemented in schools before and/or after class hours, informal Kiswahili remedial teaching is also conducted outside the school premises; however, this study focused only on Kiswahili remedial teaching in schools. The aim of Kiswahili remedial teaching at school and outside the schools is to support students learning to improve their Kiswahili performance in national assessments and examinations. This study explored the contribution of Kiswahili remedial teaching to students' academic performance in NECTA from four examinations in Temeke municipality.

Literature Review

The concept of remedial teaching refers to the facilitation of knowledge, skills, and experience to support the needy students targeted to achieve education outcomes or address the obstacles that learners face during the teaching and learning process. Remedial teaching also intends to identify the issues that need to be resolved to avoid unfavorable outcomes (Thilges et al, 2019; Culleiton, 2009; Bryer, 2012). The delivery of quality education to students is the main focus of education in Tanzania (URT, 2014). This was emphasized by Asio et al, 2020, who found that educating students is the specific purpose of formal remedial intervention. The remedial as the strategy to solve academic limitations is classified into formal remedial and informal remediation. Formal interventions are guided by a programmed progression policy (Bryer, 2012), while informal remediation takes place under a model with a less formal structure and often lacks any formal policy (Schultz, 2012). The implementation of remedial teaching can produce fast and significant improvements. Formal remedial is an act of providing support to challenges concerned with improving programmed and student outcomes. The main challenge facing remedial teaching is the lack of legislation and policy guidance. Remedial teaching is considered a strategy to address learning problems by helping students with learning difficulties, especially those with family problems, street children, and students distracted by environmental challenges. Remedial teaching also addresses the challenge of a drastic fall in the quality of education, children lagging academically, orphans, and learning problems (Schwartz, 2012; Kalyoma, 2016 & Culleiton, 2009). Regardless of the significant role played by remedial intervention in overcoming learners' obstacles, its contribution is not recognized by governments and school administrations. This study explored the role played by remedial teaching in enhancing Kiswahili subject performance in public secondary schools.

Remedial education is expected to enable students who need to supplement those who have studied in formal schools, students with learning difficulties, students with special needs, school dropouts, and adults who need to acquire qualifications for further learning in formal education. However, remedial education is not recognized and supported by education institutions or the government in terms of material donation, funding, and others. The grown-up students also do not respect teachers whom they see younger than themselves, so they report to school late and do not show any sign of seriousness (Odoro-ofori, 2014). Other limitations hindering remedial teaching are attendance problems, lack of focus during the learning process, lack of interest in learning, and family problems (Sultan, 2019). Moreover, lack of support from head teachers, teachers' preparedness, and close collaboration between the school, authorities, teachers, and the parents' teachers' associations limit remedial education operations. Furthermore, remedial education is affected by poor resource mobilization, poor learner support, and the guidance of parents. There is poor monitoring and evaluation of remedial education by school administrators and other stakeholders. This contributes to the lack of support from the government and other education institutions (Schwartz, 2012).

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

In Mexico, secondary school teachers were not fully taught the intricacies of reading and were unaware of the various techniques used by elementary teachers to teach remedial reading and spelling skills (Gutierrez, 2011), thereby compromising the effectiveness of remedial education. In other developed countries, thousands of students graduate from primary school while they are academically underprepared for secondary school (Bettinger and Long, 2008).

In Canadian secondary schools addressing academic deficiencies, underprepared students were more likely to drop out of school and less likely to complete their 'O' Level (Stuck, 2004). The observation was that secondary school students were more frustrated with school after being given the remedial education intervention. The bottom line is that reading skill instruction, for the most part, occurs between grade zero and the junior primary school level, and there is no mention of direct reading instruction at the secondary level (Howerton, 2004).

Miller (2011) discovered that teacher commitment was another critical and practical challenge faced by secondary school remediation in South Africa. Research continues by saying that developmental or remedial teachers were discontented with

their working conditions. In the same vein, Manyumwa et al. (2013) discovered that the lack of commitment by remedial teachers and parents of remedial students compromised the implementation of a remedial education program at primary schools. The above researchers indicate that certain parents wish to withdraw their children from school..

METHODOLOGY

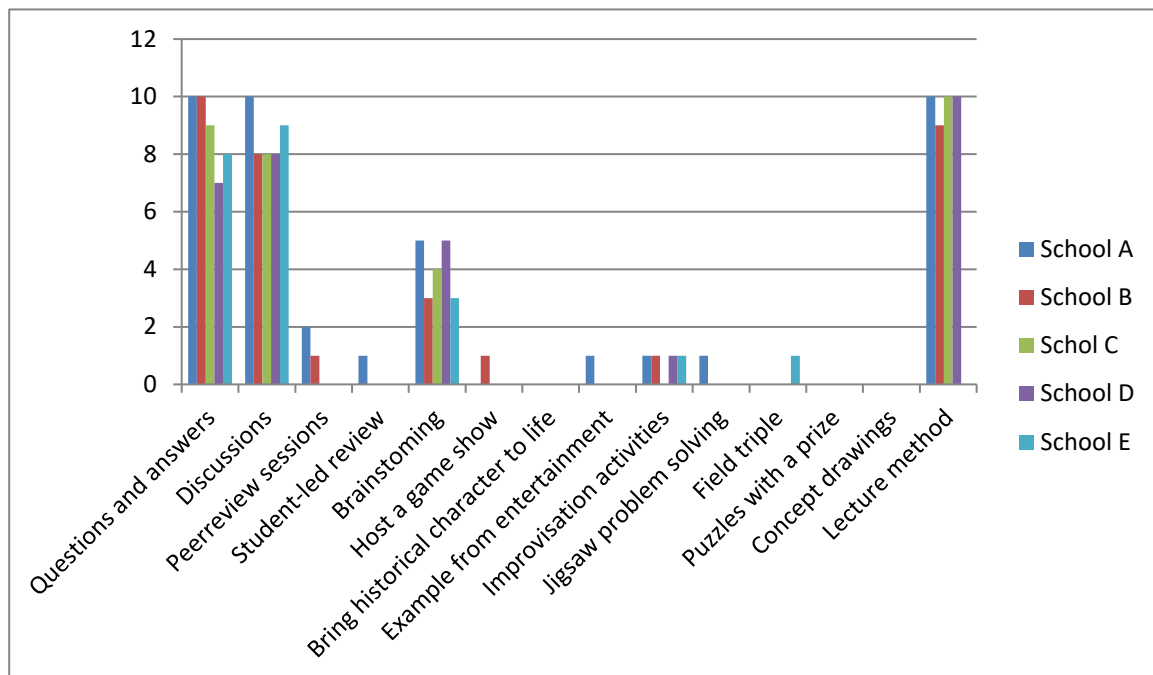
This study was guided by a mixed approach and a cross-sectional survey design to analyse the status of Kiswahili remedial teaching in Temeke Municipality public secondary schools. The sample size of this study was 131 participants selected from ten secondary schools, including 10 heads of schools, 20 Kiswahili teachers, 100 students, and 1 municipal education officer selected from the population through simple random and purposive sampling. The researcher provided questionnaires to Kiswahili teachers and students as well as the head of the school and was asked to meet with 50 Kiswahili teachers, 10 academic teachers and 10 heads of school from those schools and give the questionnaires on Kiswahili remedial programs by using directive questions prepared as well as having interviews with the heads of the schools and municipal education officers.

This study used simple random and purposive sampling to select ten (10) secondary schools, municipal education officers, school heads, academic teachers, students and Kiswahili teachers to be involved in the study. This study used questionnaires and interviews to collect data from the participants. Validity was ensured through content validity. Construct validity was ensured by setting questions based on the concepts of Kiswahili remedial teaching in influencing students' academic achievement in the Temeke Municipal Council. the reliability of data collection instruments was ensured by the identification of measurement errors that would affect the interpretation of the useful results by designing a reliability study that permits errors to occur so that their effects can be assessed. Pretesting or pilot testing was used to identify the instruments' source of errors, and the instruments were refined to minimize measurement errors. However, the stability of measurement or test-retest was determined by administering a test at two different points in time to the same individuals to determine the correlation between two sets of answers. The quantitative data collected through the questionnaires were analysed by using descriptive statistics, while qualitative data were analysed thematically.

RESULT AND DISCUSSION

The Methods Used for Kiswahili Remedial Teaching in Temeke Municipal

The study intended to explore the methodologies used for Kiswahili remedial in teaching in Temeke municipality. The study used questionnaires from students and teachers as well as interviewees to gather information. Open-ended and closed-ended questions were applied. The study found that 56% of teachers in Temeke used many questions and answers in implementing remedial, while other methods were just below 10%.

Teaching methodologies used by teachers in remedial time in Temeke Municipality.**Figure 1. Teaching Methods**

The findings from figure 1 show that most methods of teaching Kiswahili in Temeke during the remedial class are questions and answers, followed by lecture methods and discussion. Teaching needs more than one technique to make students interact and hence improve their capacity to understand the subject.

Responding to a question in a questionnaire on teaching methods, teachers of Swahili were quoted by a researcher as saying:

“There are many ways in teaching but the best ways are inclusive, for me I like to use the question and answer methods first that are time-consuming and many things come out of the exam, many students like questions and answers so they can respond well in their final exams, now there are times when some methods are ineffective or lacking in the context of the classroom” (Interview, June 2023).

Another Kiswahili teacher in school B responded that:

“The question and answer method for me is the best because when students are trained to answer questions, it gives them relief to do well on the national exams. This is very appropriate given the large number of students we have. Now, when remedial time starts teaching new topics, many do not like so. In the evening, we do 20 questions in the key elements that are in the components of the final exams for Form Four. This is why the student was able to answer many questions” (Interview, June, 2023).

This finding is similar to what the report by World Vision (2021) noted in pg6: Kiswahili remedial teaching provides responsive and flexible learning support for students while proceeding with regular public school classes. It targets students for whom the regular education system is not the best fit to provide them with the context and skills needed in formal education. Kiswahili remedial teaching also helps learners who may have been left behind in their studies at school and are not performing in their subjects and those who are at risk of not proceeding with schooling. Kiswahili remedial teaching serves as a correction in the education system and provides support to students who are not prepared properly.

Teacher review of Kiswahili remedial teaching

Table 1. Remedial Teaching

Statement	SA/%	A/%	U/%	D/%	SD/%
Kiswahili remedial is done at school before or/and after working hours		100	0	0	0
Kiswahili remedial teaching is done for students with only learning difficulties	0	0	0	100	0
The lecturing methods is not used in doing Kiswahili remedial teaching		100	0	0	0
Students living far from school are not attending remedial sessions effectively	0	0	0	100	0
School management motivates Kiswahili teachers whose class perform better		100	0	0	0
Low performing students are motivated to learn Kiswahili subject by teachers and community		100	0	0	0
The availability of enough Kiswahili teachers and learning materials make Kiswahili remedial program to be effectively in your school.		100			

Source: Field Data, 2023.

The findings from Table 1 indicate that approximately 100% percent of all respondents agreed that Kiswahili remedial is done at school before and/or after working hours, while approximately 100% of respondents disagreed that Kiswahili remedial teaching is done only for students with learning difficulties. Moreover, most of the respondents agreed that school management motivates Kiswahili teachers whose classes perform better.

Kiswahili remedial instruction helps workers advance so that the nation's human resources are of higher quality. Kiswahili remedial instruction improves students' academic performance, particularly in the areas of reading, writing, mathematics, interpreting, and communication (Breneman et al., 1998). Kiswahili remedial programs assist students who struggle to keep up in a regular classroom setting before they lose interest in continuing their education. Students who might not have otherwise reached

their full potential at the O-level are intended to benefit from Kiswahili remedial education, according to Kerry (2002).

Review of students on the influence of Kiswahili teachers in improving Kiswahili remedial classes

Table 2. Remedial teaching

ITEM	SA	%	A	%	D	%	U	%	SD	%
Students to be given motivation for them to be encouraged to learn Kiswahili subject.	372		17		0	0	0	0	0	0
Good learning environment created by teachers enhances remedial class to be effectively.	389	100	0	0	0	0	0	0	0	0
The teacher–student interaction enhances learning of Kiswahili subject.	274	100			10		3		2	
The use of good teaching methods enhances learning effectively of Swahili subject.	387	98	2	2						
Teachers’ cooperation with students encourages learning of Kiswahili subject.	385	97	4	3						

Source: Field Data, 2023.

The results in Table 2 above indicate that to achieve the effectiveness of Kiswahili remedial teaching classes for secondary school students in Temeke, students should be motivated to learn Kiswahili. This was mentioned by 372 of all students (89%). Additionally, the findings revealed that a good learning environment created by teachers enhances the learning effectiveness of Kiswahili subjects in Temeke Municipality and was mentioned by 389 (97%) of all students. The respondents strongly agreed (89%) that teacher–student interaction enhances the learning of Kiswahili, while 4% strongly disagreed. The use of good teaching methods to enhance the learning of Kiswahili was another statement that was strongly agreed upon by 100% of all students in enhancing the effectiveness of teaching Kiswahili in Temeke Municipality.

When responding to the question, “Do you have a good interaction with your students in a way they feel engaged in learning Kiswahili?”, one of the Kiswahili subject teachers in school A explained:

“ The interaction between teachers and students, which is at the core of classroom learning, is essential to improving education and student achievement. The kind and quality of interactions between teachers and students determine how well we can

understand student engagement. In our school, we promote a productive teacher–student relationship that results in a positive learning environment. An encouraging learning environment is created through our collaboration and transparency with the students. Therefore, while they are learning, students must be able to connect with us, their peers, and their environment. The stimulation of all students' senses through environmental contact during the learning process encouraged them to approach their academics in a unique and creative manner, which is what I'm doing with my form four students.” (Interview, June, 2023)

Another Kiswahili teacher commented that:

“If a student and instructor want to have a relationship that is as beneficial as possible, both parties must demonstrate specific attitudes and commitments toward one another. The students must exhibit that their acceptance of his counsel requires that they respect us and hold them in the highest regard. The students must accept the teacher's worry even though in Temeke, students regard teachers as their enemy. The student has to feel that the teacher is continuously thinking about their best interests. If a student senses ulterior motivation, self-interest, or simply carelessness in the teacher's guidance, he or she is not able to fully abide by the teacher's counsel, which renders the entire partnership useless. The learner must make a commitment to strictly adhering to the instructions.” (Interview, June, 2023)

Additionally, the results showed that more than 300 students (75%) strongly agreed that teacher–student interaction effectively enhances learning. Teacher and student interaction in the classroom is regarded as the most important factor that enhances learning, where the interaction makes the teachers and students be close and helps the teachers understand the students' behaviors and levels of understanding. There are students who are fast learners and some who are slow learners, which makes it easy for teachers to design ways to help slow learners in the learning process.

Teacher and student interaction is regarded as the most important factor that enhances learning, where the interaction makes the teachers and students close, which allows the teachers to understand the students' behaviors and levels of understanding. There are students who are fast learners and some who are slow learners, which makes it easy for teachers to design ways to help slow learners in the learning process.

This finding is similar to constructivism theory. Therefore, rather than simply consuming knowledge, teachers now need to produce, modify, and use it to teach Kiswahili as a second language. Kiswahili remedial education requires teachers to have certain skills. The theory directed a researcher to examine the degree to which Kiswahili remedial teaching improves the methodologies used to implement Kiswahili remedial teaching and the students' academic performance, investigate the challenges facing Kiswahili remedial teaching, and identify the strategies to overcome the challenges facing Kiswahili remedial teaching in Temeke municipality secondary schools.

The findings in figure 2 justify that the relationship between a student and teacher functions as a link between a teacher's knowledge, experience, and effectiveness to

maximize a student's potential and help him or her achieve his or her goals. We should cross the bridge at a distance equal to the distance between the two. The teachers should tell the children about the challenging society they live in in addition to the prescribed curriculum. For this reason, they should not limit themselves to just finishing the tasks assigned to them; instead, they should provide the students a broader understanding of the society in which they live.

Newman and Holzman, (2013) also find the same thing in their study. Since social interaction is crucial to cognitive development, it is important to design social environments—including those at home and at school—in a way that encourages learning from the "more knowledgeable other" (Newman and Holzman, 2013). A task can be organized or structured with assistance from the teacher or a more experienced peer so that a student can do it successfully. According to this notion, grouping students of diverse abilities can help them learn literacy more quickly because more advanced students can assist less proficient students.

During an interview with a Kiswahili teacher in school C, he noted the following:

"To improve students' abilities as individuals and groups, teachers must use interactive teaching methods. To do this, students must actively participate in procedures that are not central to conventional didactic approaches, such as the analysis of educational needs, design of learning objectives, course construction, teaching and learning process, and assessment of learning outcome" (Interview, June, 2023).

The study found that most of the teachers in Temeke Municipality (Kiswahili teacher) used old methods in teaching by providing many notes on the blackboard for students to copy and others provided pamphlets to students (selling notes), while in Finland, teacher–student interaction was good and created effective learning, similar to what happened in Beijing, China.

Competence of teachers in teaching Kiswahili in Temeke Municipality

The study revealed efficient classroom management, upholding order and morale, preserving discipline, encouraging teamwork, planning, communicating, concentrating on outcomes, monitoring progress, and making regular adjustments. It is important to use a variety of tactics to foster constructive interactions, teamwork, and focused learning. Students should be actively and fairly engaged in productive tasks through the planning, assigning, and management of time, space, and activities.

Effective teaching strategies that use several "ways of knowing," theories, and techniques of research while teaching topic concepts. Students should be actively involved in learning opportunities that foster the growth of their critical thinking, problem-solving, and performance skills while also empowering them to choose and use learning resources on their own. This should be done using a variety of teaching and learning methodologies. To comprehend what students have learned, effective

assessment must include formal examinations, answers to quizzes, evaluation of classroom assignments, student performance, and projects. To help students identify their strengths and areas for improvement and to motivate them to create individual objectives for learning technological skills and becoming knowledgeable about when and how to use modern educational technology, assessment procedures should be designed that encourage students to engage in self-evaluation activities.

During an interview, one Kiswahili teacher commented on teachers' competence and quoted the following:

"The success of skill practices implementation in educational institutions is greatly influenced by teacher competency. They can develop their skills and polish their potential as teachers to embody exceptional personal competencies. As a result, the new abilities for the 21st century that educators frequently acquire can be achieved through a more inclusive and practical approach by qualified and highly motivated teachers." (Interview, June, 2023)

Teacher competence or professionalism, integrating practical knowledge and contextual knowledge through the practice of continuous reflection, has always been a critical turning point for the successful implementation of 21st century skills practices. Average worldwide studies have shown that there are positive signs in building quality educator competencies. Indeed, a competent teacher is the one who benefits his students. This view is supported by TIE (2013). A quantitative study of 91 teachers found that teachers had excellent competence in dealing with dyslexic students at 64.8%, which was reinforced by the results of their interviews. Not only in the classroom but also in the implementation of cocurricular activities. In addition, teachers can evaluate their ability to apply ICT in improving the quality of teaching and learning of students. Studies among Islamic education lecturers have shown that they have a high capacity to use ICT, but the ability to create an e-learning culture is still low.

Best way to interact with students in learning Kiswahili

The study found that in Temeke municipality, most teachers have adequate methods for teaching Kiswahili. In light of the study, teaching Kiswahili requires digital edge technology (teaching media) that goes together with global students. Approximately 75% of teachers used questions and answers as well as discussion methods and had little knowledge about puzzles with a prize, improvisation, hosting a game, bringing historical character to life and much more.

Only a person can accomplish this. It is made without hesitation. The thinkers, scientists, explorers, and other people of greatness who have contributed to the modern world. The most important thing is to raise children who achieve excellence through education. To create a better and more promising world with humans, student-teacher interaction is seen as essential. To be clear on this once again, the author frequently claims that only a human person and not any other animal can attain.

The teenage years are one of the most important times of a person's life. Depending on the personality of the particular person, it may be either productive or harmful. There could be a number of reasons for this. The relationship between the student and the teacher is crucial to building a positive relationship. The author once saw a sign reading, "One should not waver his/her mind during the period of achievement," in the yard of a college she visited. Here, the teacher shows out as a fantastic person to control a student's emotions and inspire inspirational behavior.

In summary, objective number one of this study found that the interaction between teachers and students, which is at the heart of learning in the classroom, is crucial to the effectiveness of instruction and raising student accomplishments. Understanding student participation is based on the type and caliber of teacher–student interactions. Additionally, the study found that using appropriate materials with good teaching skills contributes greatly to enhancing Kiswahili teaching in Temeke Municipality. These findings are allied with those of Word Vision (2021), Brenema et al. (1998) and Kerry (2002), who assert that interaction between teachers and students can bring about negative or positive outcomes depending on the kind of interaction. They also revealed that having extra time in teaching students what you have taught them before makes students master that subject. These findings are also linked with the study theory of constructivism by Vygotsky because the theory proposes the best teaching methods as those that change the responsibility of a teacher from imparting knowledge to facilitator, helping students to develop their understanding.

The implication of this study for the head of schools is that they should establish remedial classes not only for Kiswahili but also for other subjects. This will raise the overall performance of students, and hence, no zero will be found in the final results.

Strategies to improve remedial teaching in Temeke municipal secondary schools.

The final objective of the study was to determine the strategies that can be applied to improve remedial teaching in Temeke Municipality in Dar es Salaam. The study used both qualitative and quantitative techniques to collect data. Open-ended questionnaires and closed-ended questionnaires were employed, and interviews with teachers and DEO were conducted.

Table 3. Strategies to Remedy The Kiswahili Program

Statement	S.A(%)	A.G(%)	S.D.(%)	D.A(%)	Neutral(%)
The subject is for students	45	0	55	0	0
The subject is easy and encourages	27.5	0	72.5	0	0

students to learn Kiswahili remedial is more helpful	68.8	0	31.2	0	0
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Source: Field Data.2023

According to Table 3, 55% of teachers believe that their students dislike the remedial program, 72.5% of students complain that the methods used by teachers in teaching are boring to them; hence, the use of audio and digital methods and media for teaching are ignored, and 68.8% of teachers believe that the curriculum favors boys more than girls. The study concluded that this issue resulted from students not being sufficiently motivated to pursue their academic interests. Students at either institution are not urged to study in groups. This study also revealed that teachers in schools do not always cover the topics that are needed by the curriculum, so they just use remedial time not for helping students but for completing syllabuses. It was therefore very difficult for the students to do well and enjoy the topic without making coverage.

Teaching Approaches and Type of Assessment

The researcher examined the approaches applied to topic instruction in Temeke community secondary schools. Teachers who were purposefully chosen from the sample were interviewed to analyse the procedures employed. Due to the unfavorable environment in the community secondary school in Temeke Municipality, which is typically influenced by a lack of teachers for each subject and overcrowding in the classrooms, 85% of teachers interviewed said they prefer using the theoretical method of teaching, and 15% said they try to use the questions and answers method.

When the responder was asked about the types of assessments used in subjects, it was discovered that 79% of teachers failed to give students frequent exercises, quizzes, and tests because of their heavy workloads and lack of staff. Additionally, the data reveal that 30% of the boys who responded from both schools agreed with the assignment provision, while 20% disagreed. When girls were asked, 32.5% stated that they received assignments with comments, whereas 17.5% indicated that they did not. These results suggest that despite the regular assignment distribution, the widespread failure of the subject may be attributable to the assignments' carelessness. The students who argued for giving some students tasks while opposing it can see this. There is no obvious action being taken by either institution to provide assignments to all students, and students' opinions of teaching strategies and assessment types are displayed in Table 4.

Table 4. Teaching methodology

Statements	Strongly Agree Percentage (%)	Agree Percentage (%)	Strongly Disagree Percentage (%)	Disagree Percentage (%)	Neutral Percentage (%)
The Subject teachers encourage Students to join remedial class after normal hours	5.7	13.6	50	26.4	4.3
We do not like his/her teaching Methodologies	12.1	7.1	57.1	21.4	2.1
The Subject teacher tries to inform Us to the latest improvement about Lesson quizzes, test and examination	62.1	21.4	14.3	2.1	0

Source: Field Data, 2023.

According to Table 4, 50% of students claimed that teachers do not encourage them to participate in class, 57.1% of students dislike teaching methods, and 62.1% of students said that teachers do not update them on changes to tests, quizzes, or exams. Since teachers use nonparticipatory methods and the assessments allow students to memorize rather than understand, they contribute to poor performance in community secondary schools. Additionally, the low number of quizzes, tests, and exercises also contributes to poor performance. According to Shemwelekwa (2008), the examination system places more emphasis on memorization and routine forms of reasoning that are not in line with complex skills that are actually used in practice in real life, which leads to poor performance. Kondo & Rutayuga (2006) contend that assessments influence academic prospects, career opportunities, and even success in the workplace in the real world.

Status of Kiswahili to students in Temeke Municipality.

Researchers made an observation through the completion of questionnaires regarding how well students are able to communicate using Kiswahili as their mother tongue (they like to be taught by Kiswahili). The problem of a language barrier that students have when learning a language other than their mother tongue, according to school administrators, may cause them to perform poorly. Researchers also looked at teachers and discovered that they prefer using Kiswahili and students enjoying the lesson. The study found that Kiswahili teachers are likely to use Kiswahili in teaching but lack some techniques for teaching students well.

Table 5. Kiswahili Language Efficiency

Statements	Strongly Agree Percentage (%)	Agree Percentage (%)	Strongly Disagree Percentage (%)	Disagree Percentage (%)	Neutral Percentage (%)
Students understand the lesson well	5.7	13.6	50	26.4	4.3
Students have good foundation of Kiswahili	12.1	7.1	57.1	21.4	2.1
We enjoy the content of subjects because of mastering the language.	62.1	21.4	14.3	2.1	0

Source: Field Data, 2023.

According to Table 5, 57.1% of students have a good background in the Kiswahili language; as a result, they understand well when taught in Swahili, and 64.3% prefer using Swahili as a means of communication at all times. This is because 50% of students do not understand the lesson because of their previous academic performance.

Therefore, although the laws governing the schools implement a speaking English curriculum, students have a weak foundation in the language (English) used for instruction starting in primary school. Malekela (2003) argues that the government's decision to make English the primary language of instruction in secondary schools is harmful to meaningful learning.

*Student book ratios in secondary schools***Table 6. Student Book Ratio**

Subject	No. of books	Number of students	Student/book ratio
Biology	346	8200	1:24
Chemistry	457	8200	1:18
Physics	372	8200	1:24
Math's	342	8200	1:25
Kiswahili	413	8200	1:20
Geography	367	8200	1:22
English	672	8200	1:12
Literature	241	8200	1:34
Civics/Gen Studies	412	8200	1:20
Computer Science	85	8200	1:96
Kiswahili	1242	8200	1:7
Bible Knowledge	154	8200	1:586
Islamic Knowledge	214	8200	1:38
Painting	1	8200	1:4100
Economics	215	8200	1:38
Commerce	341	8200	1:26
Accounts	102	8200	1:80
Fine Art	45	8200	1:182
French	35	8200	1:234

Source: Field Data, 2023.

The study reveals that learning resources are scarce at all academic levels, particularly in secondary schools in the municipality of Temeke, where the study was conducted. Some community secondary schools also lack access to these resources. The resources that the researcher typically deals with are labs, libraries, books, conducive study spaces, chalkboards, lesson plans for teachers, syllabuses, and note boards. All four visited secondary schools, which are the focus of the community secondary school investigations, do not have enough laboratory equipment. As a result, teachers improvise by turning their classes into makeshift laboratories using subpar equipment, chemicals, and specimens. Poor performance in topics is due to a lack of resources, such as teaching and learning materials, according to one of the subject teachers.

Awesomely, the final objective of the study found that class size, inadequate teaching and learning material, inadequate training and workshops, and poor pedagogical teaching hindered the effectiveness of remedial teaching and learning in Kiswahili in Temeke Municipality. These findings look similar to those of Sultan (2019), who asserts that there are several obstacles hindering the performance of Kiswahili remedial teaching

among students, including a lack of recognition by the education instructions causing it to not receive support from the government.

The implications of these findings for the government are that teaching students, especially in overcrowded classes, requires extra time, and teachers who volunteer their time in running remedial programs should be considered and motivated rather than criticized.

CONCLUSION

Kiswahili remedial teaching intervention enables facilitators and students to correct learning problems, enhance coverage of the subject matters that were unable to be completed in the classroom teaching and learning process, prepare learners for their final examinations, and help slow-learning students and those falling behind in their learning at school and those at risk of dropping out of studies. The implementation of remedial teaching is expected to automatically improve learners' academic achievement without considering the limitations affecting their performance, such as a lack of head teachers' support for remedial education and inadequate school infrastructure, attendance problems, inadequate funds, and support from the government and its institutions.

Kiswahili Remedial Teaching intends to identify the issues that need to be resolved to avoid unfavorable outcomes. The implementation of remedial teaching in this subject produces fast and significant improvements. It provides support to challenges concerned with improving programmed and pupils' outcomes. Regardless of the significant role played by kiswahili remedial intervention in overcoming learners' obstacles, its contribution is not recognized by governments and school administrations. In the beginning, a teacher should fulfil the requirement of getting to know each of his or her students personally to delve into the depths of their souls and consider the external details of their life. The next thing a teacher must do is show affection for his students, and it is this affection that breaks down the student's innate desire to resist being told what to do. In the end, a teacher needs to take the time to consider his students' development and hone and tweak his vision of how to best influence them toward good transformation, which is why remedial is seen as potential to students and teachers in general.

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