

Remedial program management practices and transition rates in public day secondary schools in Bugesera district, Rwanda

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ABSTRACT

This study aims to assess the influence of remedial program management practices on transition rates in public day secondary schools in Bugesera District, Rwanda. The study was guided by four specific objectives, which were to explore the influence of resource allocation on transition rates in public day secondary schools in Bugesera District, Rwanda; to assess the effect of technology integration on transition rates in public day secondary schools in Bugesera District; to examine the influence of stakeholders' involvement on transition rates in public day secondary schools in Bugesera District; and to examine the influence of supervision of remedial programs on transition rates in public day secondary schools in Bugesera District. Educational Management Theory and Constructivist Learning Theory guided the study. A descriptive survey with a mixed-methods approach, integrating both quantitative and qualitative methods, was adopted to gather perceptions from a total population of 2,144, including 46 head teachers, 46 deputy head teachers, 330 teachers, and 1,722 remedial students. A sample size of 337 respondents was calculated using Solvin's formula. The sample size included 7 head teachers, 7 deputy head teachers in charge of studies, 52 teachers, and 271 remedial students selected from 46 public day secondary schools in Bugesera District. Schools were selected first through simple random sampling, then headteachers and deputy headteachers were selected through purposive sampling, while teachers and remedial students were selected through simple random sampling. The study collected data from teachers using questionnaires, while interview guides were used to collect data from head teachers and deputy head teachers in charge of studies, and focus group discussions were conducted with remedial students. A reliability index of at least 0.7 was used as the benchmark to determine the reliability of the questionnaire, and a validity test was conducted with an acceptable threshold of 0.6. To analyze the data, quantitative analysis was conducted using SPSS to calculate the mean, standard deviation, and frequency distribution, and a regression analysis was applied to test the hypothesis, while qualitative analysis was conducted through thematic coding. The study revealed that resource allocation ($R^2 = 0.017$, $p = 0.357$) did not have a statistically significant influence on transition rates, whereas technology integration ($R^2 = 0.124$, $p = 0.010$), stakeholder involvement ($R^2 = 0.185$, $p = 0.001$), and supervision of remedial programs ($R^2 = 0.260$, $p = 0.000$) all positively and significantly influenced transition rates in public day secondary schools in Bugesera District. The study concludes that supervision of remedial programs had the highest significant influence on transition rates. It recommends that the Ministry of Education should strengthen policies on structured supervision and capacity-building, urges school leaders to enhance monitoring, feedback, and early interventions, and suggests further research on long-term effects, leadership sustainability, early identification strategies, and teacher professional development in remedial programs.

Keywords: Academic Performance, Educational Management, Remedial Programs, Transition Rates

I. INTRODUCTION

Education plays an essential role to the advancement of people and society because it opens doors to social inclusion, economic success and personal development. Education is acknowledged widely as a basic human right that is necessary to accomplish sustainable development objectives (McCowan, 2013). Globally, education systems strive to improve economic mobility, promote social cohesion, and give students the skills for their modern need (Camilleri, 2016). Despite these significances, a number of countries still struggle with issues that impair student achievement and the successful implementations of educational programs (Ankomah, 2005). One of the persistent challenges, particularly in developing countries, is low student transition rates, where students repeat grades due to insufficient academic progress, leading to delayed educational progression, increased dropout rates and emotional stress (Tarekegne, 2015).

To address this challenge, remedial programs have been implemented to support struggling students in Rwanda (Rwanda Education Board [REB], 2020). These initiatives aim to upgrade the quality of education and lower the likelihood of school dropout and close learning gaps. This intervention has worldwide proven to be significant to enhance academic performance. For instance, after-school tutoring programs in language arts and mathematics have improved student outcomes in the United States (Allen, 2016). In Greek, implementation remedial program improved academic success helping 70% of students attended this program to achieve better academic performance

(Papadogiannis, 2023). Countries like Japan have the same approach. They emphasize personalized learning plans and collaborative problem-solving. Most importantly, they have rigorous teacher training to make remedial programs effective and the study of (Bessho, 2019) indicated that the remedial education programs had positive effects on test scores of Japanese language arts by 0.13 of a standard deviation. In some countries in Sub-Saharan Africa like Tanzania, remedial education is part of the national framework. Local strategies include peer mentoring and training of head teachers to monitor intervention programs (Kalyoma, 2016).

In Rwanda, extra assistance is being given as a way to lessen these challenges so that Rwandan students can do better. In Bugesera District among others, the success of remedial program is hampered by includes the low level of students' English, and the short time devoted to remedial teaching while some teachers still see it as a time-consuming process (Nshimiyimana, 2023). The failure of students in Bugesera in subjects like Mathematics and languages is because of these gaps which lead to repetition. Some institutions have introduced remedial interventions, yet these programs are often fragmentary, under-resourced or inconsistently applied, thus limiting their possible impact on transition rates.

1.1 Statement of the Problem

According to the ministry of education (MINEDUC, 2022) although the enrollment rate is high, only 46% transition to secondary education, with numbers declining as students' progress through the system whereas the repetition rates increased from 8.3% to 14.3% in Rwanda, including Bugesera District. This decline in transition rates coupled with the increase of dropout rate for public day secondary schools, leads to education challenges. Even with the initiatives to improve retention and progression through remedial program, we see that many students do not actually progress smoothly and instead fail to move from one grade to another, which has an impact on overall school effectiveness. The low transition rates of students to secondary education have been due to poor management of remedial programs.

This issue poses not only educational challenges but also countries economy. According to According to the United Nations International Children's Emergency Fund (UNICEF, 2023) report, "The Impact of Remedial Education in Rwanda," high levels of student dropout and grade repetition placed a significant burden on the country's resources where each year, around 10% of learners dropped out and another 10% repeated grades consumed nearly one-fifth of the national education budget equivalent to about 3% of the overall national budget, with each student who failed to complete primary school losing RwFs 6.1 million in potential lifetime earnings, contributing to a national loss of approximately RWF 2.9 trillion in 2021 alone.

Furthermore, low transition rates limit students' access to higher levels of education, reduce their future employment prospects. This educational setback exacerbates social inequality and undermines Rwanda's goal of achieving inclusive and quality education as outlined in the Vision 2050 and ESSP ((MINEDUC)., (n.d.)). Without effective remedial program management, students remain unsupported in overcoming academic difficulties, perpetuating cycles of poor performance and school failure that threaten both individual futures and national development objectives.

1.2 Research Objectives

- i. To assess the influence of resource allocation on Transition rates in public day secondary schools in Bugesera district, Rwanda.
- ii. To assess the effect of technology integration on Transition rates in public day secondary schools in Bugesera district.
- iii. To evaluate the influence of stakeholder's involvement on Transition rates in public day secondary schools in Bugesera district.
- iv. To examine the influence of supervision of remedial program on Transition rates in public day secondary schools in Bugesera district.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Educational Management Theory

Educational Management Theory developed by Okumbe (1998), emphasizes the organized and purposeful processes through which educational institutions plan, structure, lead, coordinate, and regulate activities and resources in order to attain improved learning outcomes. Applied to public secondary education, the theory serves as a relevant analytical framework for examining how leadership and management practices shape the effectiveness of remedial teaching initiatives. It directly corresponds with the independent variables guiding this study namely, resource distribution, integration of technological tools, engagement of key stakeholders, and oversight of remedial activities all of which are central to enhancing student achievement in public schools. Argues that educational management within

public institutions is marked by deliberate strategic choices, judicious utilization of limited resources, and participatory leadership that cultivates collaboration among stakeholders. These dimensions are of particular importance in Rwanda's public secondary school system, where constrained resources and increasing enrolment levels pose significant managerial demands. In relation to resource allocation, the theory highlights the necessity of ensuring equitable access to instructional materials and sufficient teaching personnel. Moreover, in contexts where accountability pressures are considerable, rigorous supervision becomes essential to guarantee that remedial programmes remain aligned with institutional priorities and are executed effectively.

2.1.2 Constructivist Learning Theory

Constructivist Learning Theory, formulated by Amineh and Asl (2015), maintains that learners develop understanding by actively engaging with experiences, reflecting on them and interacting with their surroundings. This theoretical perspective is closely linked to the dependent variable of this study as it underscores the role of meaningful learning in reducing grade repetition and school dropout. Within the context of public secondary schools in Rwanda, low transition rates frequently signal a mismatch between pedagogical practices and students' unique learning needs. The theory states that when instructional practices fail to stimulate learners in ways that correspond with their learning preferences, students are more inclined to fall behind academically and move to subsequent grades without adequate mastery of essential competencies. In numerous public secondary schools, remedial teaching remains grounded in conventional, teacher-centered approaches that neither fully engage learners nor sufficiently address individual learning needs where personalized support is limited. Based on the constructivist perspective, when remedial instruction neglects learner-centered methods that allow students to assume responsibility for their learning, internalize content, contributes to persistently low transition rates.

2.2 Empirical Review

2.2.1 Resource Allocation and Transition Rates

Resource allocation has been identified as one of the major influences on student's performance. The study of Ouma (2024), in Kenya, reported that the schools with adequate resources allocation across teaching and learning materials, spaces, sports equipment and sanitation facilities demonstrated the highest transition and promotion rates. Similar results were documented by Bettinger et al. (2013) in United States, who revealed that the limited resources of institutions and equally limited funds of students make it imperative for postsecondary institutions to improve student academic supports and other services. The study of Kiriimi (2016) reported that the schools which introduced school feeding programs enhanced retention of students there by decreasing dropout rate. Evidence from Kenya also supports these findings. Musyoka (2013) reported that schools with inadequate physical facilities such as classrooms, laboratories, library, desks and toilets negatively impacted on student academic performance. (Akpulu, 2025) added that in Ghana, lack of adequate teaching and learning materials hinders effective instruction, particularly in rural schools and suggested that where materials are perceived as adequate, teachers are likelier to adopt more engaging methods, which tends to improve learning outcomes. The way resources are managed financially also matters greatly. Collectively, these studies show that resource allocation matters not only in terms of availability, but also in the fairness, strategy and care with which resources are managed and this management plays a central role in improving student transition rates.

2.2.2 Technology Integration and Transition Rates

Technology integration is increasingly recognised as a valuable approach to strengthening student learning. For instance, empirical cross-country analysis using school-level data by (Cristia, J., Czerwono, A., & Garofalo, P, 2014) finds that increased access to computers and connectivity can reduce repetition and dropout but effects depend on teacher training and how technology is used not just presence of devices. Comparable findings appeared in Nigeria, where (Cut, 2023) found a significant effect of e-learning based remedial learning on the topic of fraction on learning outcomes in junior high schools in Indonesia. In Denmark, (Lassen, B., Stenalt, M. H., Rossen, D. S., & Bager-Elsborg, A, 2019) found positive associations between active, well-designed technology use and lower dropout rates. Molotsi, A., & van Wyk, M. (2024) in South Africa further demonstrated that the lack of Technological Pedagogical Knowledge by teachers disconnected them from actual teaching practices and eventually hinders them to achieve specific learning objectives. In addition, (Upadhyay et al., 2021) in Kenya found the Video lessons created by experienced teachers and distributed through an EdTech remedial program helped learners in low-resource settings access higher-quality instruction and supported catch-up learning. Collectively, these studies indicate that technology can meaningfully enhance teaching practices and student progression thereby increasing transition rates.

2.2.3 Stakeholder Involvement and Transition Rates

Stakeholder involvement particularly the engagement of parents, teachers and the wider community is widely acknowledged as a factor for influencing student performance in secondary schools. Smith, J. S., Akos, P., Lim, S., & Wiley, S. (2008) study in United States revealed that schools with strong parental participation recorded higher transition

rates, as parents provided academic support at home and collaborated with teachers in monitoring student progress. Similar evidence was reported by (Mwinyi, 2024) in Tanzania, highlighted the crucial parental practices in enhancing student retention, emphasizing the need for strategic interventions to foster such engagement. Lema, P. R., & Mwila, P. M. (2022) in Tanzania further demonstrated that building a good relationship between school organizations and community members is vital and should be endeavoured for desired quality education results in public secondary schools. (Kabitina, 2024) observed that the findings revealed that parents facilitated children's home learning environment through tracking children's academic progress, allocating study time at home and maintaining discipline enhanced their student performance. (Ndwandwe, 2023) in South Africa found that parental involvement in secondary schools was associated with improved learner discipline and achievement though it also noted significant barriers to effective involvement; lack of confidence to help with homework, scheduling conflicts, weak communication. Likewise, (Olaifa, 2024) in Nigeria reported the significant positive relationship between teacher-parent association (PTA) intervention strategies and goal achievement in public secondary schools. Collectively, these studies suggest that formal participation structures, such as PTAs, hold significant potential for enhancing stakeholder engagement, although their success depends on meaningful involvement and informed collaboration.

2.2.4 Supervision of Remedial Programs and Transition Rates

Supervision of remedial programs is widely acknowledged as a key factor in ensuring their success and in supporting higher student transition rates in secondary schools. Research by (Lavy, 2005) evaluated the importance of program supervision and fidelity for achieving effect sizes in Israel, the study revealed improved outcomes among the targeted students as results of effective program supervision. Similarly, the study of (Nzayisenga, 2025) in Rwanda, reported a strong positive relationship between instructional supervision and student performance. The correlation coefficient was $R = 0.705$; and their regression model showed that instructional supervision accounted for about 49.7% of the variance in student academic outcomes. (Mensah, 2022) in Ghana reported that The study also indicated that there is high level of impact of monitoring and supervision on Junior High Schools' curriculum implementation. (Urio, 2018) in Tanzania also highlighted that schools with regular and active instructional supervision tended to perform better academically; by contrast, schools lacking supervision often had weaker performance. Taken together, these studies underscore that both the frequency and quality of supervision play a critical role in the effectiveness of remedial programs, supporting its inclusion as a central variable in this study.

III. METHODOLOGY

3.1 Research Design

The study employed a descriptive survey design, which was appropriate for systematically observing, documenting and interpreting existing conditions without manipulating any variables. The study adopted a mixed-methods research methodology integrating both quantitative and qualitative approaches. Qualitative data was collected using interviews from head teachers and deputy head teachers in charge of studies and focused group discussion was used to collect qualitative data on students' engagement, learning outcomes, and the perceived effectiveness of support received. Structured questionnaires were administered to teachers to collect quantitative data on instructional practices, availability and use of remedial resources, perceptions of the effectiveness of remedial strategies, and challenges encountered in program implementation. This design enabled the researcher to assess the current state of remedial program management practices, such as instructional supervision, the use of ICT in remedial teaching, resource allocation, and stakeholder involvement, and examine their relationship with student transition rates.

3.2 Target Population

This study focused on the perspectives of key participants drawn from a total population of 2,144 individuals, comprising 46 head teachers, 46 deputy head teachers in charge of studies (DOSs), 330 teachers, and 1,722 remedial students from public day secondary schools in Bugesera District, Rwanda.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

Solvin's formula was used to determine the sample size of teachers, school administrators and students,

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Required sample size

N = Total population size

e = Margin of error (set at 0.05 for a 95% confidence level)

Table 1*Sample Size*

Population Category	Target Population	Sample Size
Head teachers	46	7
DOSs	46	7
Teachers	330	52
Remedial Students	1722	271
Total	2144	337

3.3.2 Sampling Techniques

Schools were selected first through simple random sampling then headteachers and deputy head teachers were selected through purposive sampling while teachers and remedial students were selected through simple random sampling. Head teachers and deputy head teachers in charge of studies were selected purposively due to their strategic leadership roles and specialized knowledge in the management and supervision of remedial programs. Their perspectives were essential in understanding institutional practices, decision-making processes, and the effectiveness of remedial program management in addressing student transition. Simple random sampling was applied to select teachers and remedial students, ensuring that every individual within these groups had an equal chance of being selected, minimizing selection bias and enhancing the representativeness of the sample.

3.4 Research Instruments

The study employed multiple research instruments to collect both quantitative and qualitative data, ensuring a comprehensive understanding of remedial program management practices and their influence on student transition rates.

Structured questionnaires were used to collect quantitative data on instructional practices, availability and use of remedial resources, perceptions of the effectiveness of remedial strategies, and challenges encountered in program implementation. The questionnaires were designed with both closed-ended and Likert-scale items to facilitate statistical analysis while capturing teachers' experiences and perceptions. Semi-structured interview guides were used to collect qualitative data from head teachers and deputy head teachers in charge of studies and Focus group discussions (FGDs) were conducted with remedial students to understand their experiences, perceptions, and challenges related to remedial programs.

3.5 Validity of Research Instruments

Validity ensured that the instruments accurately measured what they were intended to assess. Content and construct validity were emphasized, with a minimum acceptable threshold set at 0.6. Construct validity was evaluated using factor analysis to determine whether questionnaire and interview items accurately reflected the theoretical constructs of the study. Items with factor loadings below 0.6 were reviewed, revised, or removed. Feedback from the pilot study helped identify ambiguities and gaps, ensuring that the instruments effectively captured key aspects of remedial program management and student transition rates.

3.6 Reliability of Research Instruments

Reliability was established through a pilot test and statistical analysis. The Cronbach's Alpha test was applied to assess internal consistency of the structured questionnaires. A coefficient of 0.7 or higher was considered acceptable, indicating that the questionnaire items consistently measured the intended constructs across different samples. The pilot also provided insights into the clarity of instructions, appropriateness of question formats, and feasibility of the data collection process. Adjustments were made based on pilot feedback to strengthen the consistency and dependability of the instruments.

3.7 Data Collection Procedure

Data were collected using both quantitative and qualitative approaches in a systematic and coordinated manner. Quantitative data were obtained through structured questionnaires administered to teachers, capturing measurable information on remedial program practices such as resource allocation, technology use, instructional supervision, and stakeholder involvement. Qualitative data were collected through semi-structured interviews with head teachers and deputy head teachers, as well as focus group discussions with remedial students. These qualitative methods provided in-depth insights into the experiences, perceptions, and challenges associated with the implementation of remedial programs. The combination of these methods enabled methodological triangulation, ensuring that the data collected were comprehensive, corroborative, and reflective of the complex dynamics influencing student transition rates in public day secondary schools in Bugesera District.

3.8 Data Analysis

For the quantitative analysis, SPSS software was used for descriptive statistics, including the calculation of mean, percentage, frequency, and standard deviation. These measures provided a clear overview of the data distribution and central tendencies in public day secondary schools in Bugesera District. Additionally, inferential statistics were applied through regression analysis to examine the relationships between variables and to make predictions based on the data. Specifically, the multiple linear regression model was used to understand the influence of remedial program management strategies on transition rates in public day secondary schools in Bugesera District.

The researcher also employed a thematic analysis approach to analyze the qualitative data collected from interviews. This method involved systematically identifying, organizing and interpreting patterns or themes that emerged from the data, providing a rich and nuanced understanding of participants' experiences and perspectives. By analyzing the experiences of respondents, the researcher uncovered how remedial program management practices influenced transition rates in public day secondary schools in Bugesera District.

3.6 Ethical Consideration

The study adhered to ethical standards outlined by Mount Kigali University and in accordance with Rwanda's Data Protection Law (No. 058/2021 of 13/10/2021). To gain access to the selected public secondary schools in Bugesera District, the researcher obtained an authorization letter from district education authorities. Before involving, the participants participated voluntarily. For confidentiality and privacy of all participant, the Data collected were used only for research purposes and were not disclosed to any unauthorized parties. The researcher used anonymous questionnaires and code systems rather than names or personal references during data collection and analysis, to prevent individual identification. To uphold academic honesty, the research report was screened for plagiarism using TURNITIN software.

IV. FINDINGS & DISCUSSION

4.1 Demographic Characteristics

4.1.1 Gender of Respondents

To evaluate the influence of remedial program management practices and transition rates in public day secondary schools in Bugesera district, Rwanda, the study set out to determine the gender profile of respondents.

Table 2

Gender of Respondents

Gender	Teachers		HTs		DOSs		Students	
Males	27	51.9	5	71.4	4	57.1	78	23.1
Females	25	48.1	2	28.6	3	42.9	193	57.2
Total	52	100	7	100	7	100	337	100

The results from the study show varied gender distributions across the categories of respondents. Among the 52 teachers, 27 (51.9%) were male while 25 (48.1%) were female, indicating a balanced gender representation in the teaching workforce of public day secondary schools in Bugesera District. In contrast, the seven head teachers comprised five males (71.4%) and two females (28.6%), suggesting a male-dominated leadership at the headship level. Similarly, among the seven Directors of Studies (DOSs), four (57.1%) were male and three (42.9%) were female, showing a slight male majority. However, the student population of 337 revealed a different pattern, with 193 females (57.2%) and 78 males (23.1%), highlighting a higher female representation among learners. This distribution suggests that while teaching staff are almost equally represented by gender, leadership positions at the headship and DOS levels remain more male-dominated. On the other hand, the predominance of female students underscores the importance of tailoring remedial program management practices to address the needs of both genders equitably. Balanced gender participation among teachers and DOSs provides opportunities for diverse perspectives in teaching and learning, as well as in managing remedial programs that support student transition rates.

4.1.2 Respondents' Age Distribution

The maturity was a considerable research construct as it helped to ensure the maturity of responses enabled the researcher to ensure data credibility that is vital in the current study.

Table 3*Age of Teachers*

Age range	Frequency	Percentage
21-30	28	53.8
31-40	15	28.8
41-50	9	17.3
Total	52	100

The results show that most teachers in public day secondary schools in Bugesera District fall within the age range of 21–30 years (53.8%), followed by those aged 31–40 years (28.8%), while the smallest proportion is in the 41–50 years range (17.3%). This indicates that the teaching workforce in Bugesera is predominantly young, suggesting both opportunities and challenges for remedial program management. On one hand, younger teachers often bring innovation, energy and openness to adopting modern pedagogical strategies such as technology integration in remedial teaching. On the other hand, their limited professional experience may hinder effective supervision and holistic resource utilization, which are essential for sustaining higher student transition rates. The relatively smaller number of older teachers could also mean fewer mentors available to guide less experienced staff in implementing remedial programs effectively, a gap that may affect continuity and long-term impact.

4.1.3 Education Level of Respondents

The researcher through questionnaires has requested respondents to indicate their higher level of qualification.

Table 4*Education Level of Teachers*

Level of Education	Teachers		HTs		DOSs	
	N	%	N	%	N	%
Bachelor in Education	48	92.3	7	100	7	100
Advanced degree in Education	4	7.6	0	0	0	0
Total	52	100	7	100	7	100

The findings reveal that most teachers (92.3%) in public day secondary schools in Bugesera District possess a bachelor's degree in education, while only 7.6% hold advanced qualifications. All head teachers and directors of studies, however, have attained at least a bachelor's degree in education. Although this reflects compliance with the minimum professional requirements, the limited presence of advanced qualifications among teachers may limit the depth and effectiveness of remedial program management. As (Hightower, A. M., Delgado, R. C., Lloyd, S. C., Wittenstein, R., Sellers, K., & Swanson, C. B., 2011) emphasizes, highly qualified teachers contribute significantly to enhancing student performance and transition rates. Therefore, while the district demonstrates a solid foundation of professionally trained staff, fostering advanced training and continuous professional development remains essential for strengthening remedial program management and improving student transition outcomes.

4.2 Findings on the Influence of Resource Allocation on Transition Rates

To assess the influence of resource allocation on transition rates, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 5*Teachers Responses on the Influence of Resource Allocation on Transition Rates*

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
The school allocates adequate teaching materials to support learners.	1 (1.9)	0 (0.0)	0 (0.0)	37 (71.2)	14 (26.9)	4.2308	0.54648
There are sufficient classrooms and facilities to enhance learning.	0 (0.0)	0 (0.0)	0 (0.0)	52 (100.0)	0 (0.0)	4.0000	0.00000
Funds are allocated for programs targeting students who are academically weak.	0 (0.0)	0 (0.0)	1 (1.9)	37 (71.2)	14 (26.9)	4.2500	0.47999
The school provides enough learning resources for all students.	0 (0.0)	0 (0.0)	0 (0.0)	27 (51.9)	25 (48.1)	4.4808	0.50450
Proper budgeting for academic support programs is prioritized.	0 (0.0)	0 (0.0)	0 (0.0)	25 (48.1)	27 (51.9)	4.5192	0.50450
The distribution of resources is based on student needs.	1 (1.9)	0 (0.0)	0 (0.0)	24 (46.2)	27 (51.9)	4.4808	0.61006

The results in above table indicate that a substantial majority of teachers perceive the school as providing adequate teaching materials to support student learning. Specifically, 71.2% of teachers agreed and 26.9% strongly agreed that sufficient materials were allocated, while only 1.9% strongly disagreed, yielding a mean of 4.23 and a standard deviation of 0.55. This suggests that most students benefit from adequate learning resources, which are critical for effective remedial instruction, although minor disparities in availability may occasionally limit program effectiveness.

Similarly, 71.2% of teachers agreed and 26.9% strongly agreed that funds were allocated to support academically weaker students, with 1.9% remaining neutral (mean = 4.25, SD = 0.48). These findings suggest that targeted financial support is generally perceived to be in place, enhancing students' access to remedial materials and additional academic assistance. Additionally, 51.9% of teachers agreed and 48.1% strongly agreed that learning resources were sufficient (mean = 4.48, SD = 0.50), indicating that students are generally well-equipped for remedial learning, though ongoing monitoring remains important to maintain adequacy.

Regarding budgeting practices, 48.1% of teachers agreed and 51.9% strongly agreed that proper budgeting for academic support programs exists (mean = 4.52, SD = 0.50). This reflects the perception that remedial programs are financially structured to operate effectively and provide continuous support to students in need. Furthermore, 46.2% of teachers agreed and 51.9% strongly agreed that resources were distributed based on student needs, with only 1.9% strongly disagreeing (mean = 4.48, SD = 0.61). This indicates that resource allocation is largely equitable, ensuring that students requiring additional support receive it, and underscores the importance of fairness in enhancing learning outcomes and transition rates. Finally, the study tested the null hypothesis ($H_{0.1}$) at a 0.05 level of significance, with results presented below:

Table 6*Model Summary for Teachers Responses on the Influence of Resource Allocation on Transition Rates*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130a	.017	-.003	.39864

The results in Table 7 indicate that resource allocation has a very weak positive relationship with transition rates among students in public day secondary schools in Bugesera District, with an R value of 0.130. This suggests that improvements in resource allocation are only minimally associated with increases in transition rates. The R^2 value of 0.017 indicates that approximately 1.7% of the variation in transition rates can be explained by resource allocation, while the negative adjusted R^2 of -0.003 reflects that the model has negligible explanatory power when accounting for sample size. The standard error of 0.39864 shows that the observed transition rates have a modest dispersion from the predicted values.

Table 7*ANOVA table for Teachers Responses on the Influence of Resource Allocation on Transition Rates*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.137	1	.137	.865	.357b
	Residual	7.946	50	.159		
	Total	8.083	51			

The results of the ANOVA analysis for teachers' responses on the influence of resource allocation on transition rates indicate that the relationship between resource allocation and student transition in public day secondary schools in Bugesera District, Rwanda is not statistically significant ($F(1, 50) = 0.865$, $p = 0.357$). Therefore, the hypothesis that resource allocation significantly influences transition rates cannot be supported.

Table 8*Regression Coefficients for Teachers Responses on the Influence of Resource Allocation on Transition Rates*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.536	.889		3.975	.000
Resource Allocation	.191	.205	.130	.930	.357

Dependent Variable: Transition Rates

The regression results indicate that the constant term is 3.536 and statistically significant ($t = 3.975$, $p = 0.000$), suggesting that the baseline transition rate in public day secondary schools is relatively high even before considering the effect of resource allocation. The coefficient for resource allocation is positive but not statistically significant ($B = 0.191$, $\beta = 0.130$, $t = 0.930$, $p = 0.357$), indicating that while increases in the provision of teaching materials, qualified

teachers, and other educational resources may be associated with higher student progression, the effect is not strong enough to be conclusive in this context. Therefore, the hypothesis that resource allocation significantly influences transition rates was not supported.

4.3 Findings on the Influence of Technology Integration on Transition Rates

To assess the influence of technology integration on Transition rates, participants were asked to provide responses by filling in a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 9

Teachers Responses on the Influence of Technology Integration on Transition Rates

Statements	SD	D	N	A	SA	Mean	Std
	(N, %)	(N, %)	(N, %)	(N, %)	(N, %)		
The use of digital learning tools has improved student understanding.	0 (0.0)	0 (0.0)	0 (0.0)	27 (51.9)	25 (48.1)	4.4808	0.50450
Students access e-learning platforms for academic support.	0 (0.0)	0 (0.0)	0 (0.0)	28 (53.8)	24 (46.2)	4.4615	0.50338
Teachers use technology to identify and track learners' progress.	2 (3.8)	0 (0.0)	0 (0.0)	28 (53.8)	22 (42.3)	4.3462	0.68269
ICT training is provided to both teachers and students.	0 (0.0)	0 (0.0)	0 (0.0)	31 (59.6)	21 (40.4)	4.4038	0.49545
Technology is effectively used in instructional support for low-achieving learners.	2 (3.8)	0 (0.0)	0 (0.0)	30 (57.7)	20 (38.5)	4.3077	0.67267
Integration of ICT has improved learner engagement and participation.	0 (0.0)	0 (0.0)	0 (0.0)	33 (63.5)	19 (36.5)	4.3654	0.48624

The results from the above table indicate that teachers generally perceive digital learning tools as effective in enhancing student understanding. Specifically, 51.9% of teachers agreed and 48.1% strongly agreed that the use of digital tools improved student comprehension, with a mean of 4.48 and a standard deviation of 0.50. This suggests near-universal agreement among teachers that technology supports students' grasp of learning content, particularly for those at risk of repeating grades.

Similarly, 53.8% of teachers agreed and 46.2% strongly agreed that students accessed e-learning platforms for academic support (mean = 4.46, SD = 0.50). This reflects that students are actively engaging with online resources to supplement classroom instruction, highlighting the accessibility and flexibility that digital platforms provide. Teachers also reported using technology to monitor and track student progress, with 53.8% agreeing, 42.3% strongly agreeing, and 3.8% strongly disagreeing (mean = 4.35, SD = 0.68). While most teachers employ ICT for performance tracking, minor variations exist due to differences in digital skills or infrastructure.

Regarding capacity building, 59.6% of teachers agreed and 40.4% strongly agreed that ICT training was provided (mean = 4.40, SD = 0.50), suggesting that teacher and student capacity development is well established, supporting the effective integration of digital tools in remedial programs. Further, 57.7% of teachers agreed and 38.5% strongly agreed that technology was effectively used to support low-achieving learners, with only 3.8% strongly disagreeing (mean = 4.31, SD = 0.67). This indicates that ICT plays a significant role in assisting struggling students, though some teachers still face challenges in implementation.

Integration of ICT was also reported to enhance learner engagement and participation, with 63.5% agreeing and 36.5% strongly agreeing (mean = 4.37, SD = 0.49). These results suggest strong consensus that digital tools increase motivation and active participation, particularly among students in remedial programs. Finally, the study tested the null hypothesis ($H_{0.2}$) at a 0.05 level of significance, with results presented below:

Table 10

Model Summary on the Influence of Technology Integration on Transition Rates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353a	.124	.107	.37625

The results suggest a weak positive relationship between resource allocation and transition rates ($R = 0.353$), with only 12.4% of the variation in transition rates explained by resource allocation ($R^2 = 0.124$; Adjusted $R^2 = 0.107$).

Table 11*ANOVA table for Teachers Responses on the Influence of Technology Integration on Transition Rates*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.005	1	1.005	7.098	.010b
	Residual	7.078	50	.142		
	Total	8.083	51			

The regression results show that technology integration significantly predicted transition rates in public day secondary schools ($F(1, 50) = 7.098, p = 0.010$), explaining a modest portion of the variation.

Table 12*Regression Coefficients for Teachers Responses on the Influence of Technology Integration on Transition Rates*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.656	.642		4.134	.000
Technology Integration	.388	.146	.353	2.664	.010

Dependent Variable: Transition Rates

The regression results show that the constant was statistically significant ($B = 2.656, t = 4.134, p = 0.000$), indicating the baseline transition rate in public day secondary schools when technology integration is not applied. Technology integration was found to have a positive and statistically significant effect on transition rates ($B = 0.388, \beta = 0.353, t = 2.664, p = 0.010$), suggesting that the use of digital tools, online learning platforms, and ICT resources in remedial programs is associated with higher student progression. Therefore, the null hypothesis was rejected, and the study concluded that technology integration has a statistically significant influence on transition rates. Furthermore, most HTs acknowledged that the introduction of ICT tools such as computers, projectors, and digital content platforms had transformed lesson delivery and enhanced student engagement, particularly for low achievers. DOSs supported this view, noting that technology-aided instruction allowed for individualized learning and better monitoring of student progress. However, both HTs and DOSs highlighted challenges such as limited access to devices, insufficient training, and unreliable internet connectivity. Remedial students in FGDs mentioned that the use of educational videos, tablets, and online quizzes made learning more enjoyable and helped them understand difficult subjects.

4.4 Findings on the Influence of Stakeholder's Involvement on Transition Rates

To assess the influence of stakeholder's involvement on transition rates, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 13*Teachers Responses on the Influence of Stakeholder's Involvement on Transition Rates*

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
Parents are regularly involved in addressing their children's learning challenges.	1 (1.9)	0 (0.0)	0 (0.0)	26 (50.0)	25 (48.1)	4.4423	0.60758
Teachers collaborate with parents to improve student academic outcomes.	0 (0.0)	0 (0.0)	0 (0.0)	28 (53.8)	24 (46.2)	4.4615	0.50338
The school management engages the community in learning initiatives.	0 (0.0)	0 (0.0)	0 (0.0)	26 (50.0)	26 (50.0)	4.5000	0.50488
Stakeholders are informed about student progress and academic support efforts.	0 (0.0)	0 (0.0)	0 (0.0)	34 (65.4)	18 (34.6)	4.3462	0.48038
School authorities involve stakeholders in decision-making for academic improvement.	0 (0.0)	0 (0.0)	0 (0.0)	29 (55.8)	23 (44.2)	4.4423	0.50151

The results indicated that 50% of teachers agreed and 48.1% strongly agreed that parents were regularly involved in addressing their children's learning challenges, with only 1.9% strongly disagreeing, yielding a mean of 4.44 and SD of 0.61. This suggests that the majority of teachers perceived parents as actively participating in their children's academic development. High parental involvement implies that parents monitor academic performance, provide learning resources, and collaborate with teachers to address learning difficulties. The small variation in responses shows that this perception was widely shared across schools. Such consistent engagement likely motivates students to engage seriously with learning and reduces the likelihood of grade repetition. Further results showed that 53.8% of teachers agreed and 46.2% strongly agreed that teachers collaborated with parents to improve academic

outcomes, with a mean of 4.46 and SD of 0.50. This indicates that teacher-parent collaboration was strong and consistent across schools. Regular communication and joint interventions allow students to receive both academic and emotional support, enhancing confidence and performance. This high level of cooperation reflects an integrated approach to education, which is crucial for successful grade transition.

Additionally, 50% agreed and 50% strongly agreed that school management engaged the community in learning initiatives, with a mean of 4.50 and SD of 0.50. This demonstrates consensus that community involvement is essential in supporting education. Schools actively engage local leaders and community members in mentorship, counseling, and provision of educational resources, which fosters a supportive learning environment. Regarding stakeholder awareness, 65.4% agreed and 34.6% strongly agreed that stakeholders were informed about student progress, yielding a mean of 4.35 and SD of 0.48. This indicates that schools maintain effective communication channels with parents, community members, and other education partners. Providing regular updates on student performance allows stakeholders to identify learning challenges early and intervene, promoting timely remedial support. In addition, 55.8% agreed and 44.2% strongly agreed that school authorities involved stakeholders in decision-making, with a mean of 4.44 and SD of 0.50. This shows that participatory decision-making was widely practiced, reflecting inclusive school governance. Involving stakeholders in planning and evaluating remedial programs ensures diverse perspectives are considered, enhancing the quality and sustainability of interventions. In addition, the study tested the null hypothesis H0.2 at 0.05 level of significance and results are shown below:

Table 14

Model Summary for Teachers Responses on the Influence of Stakeholder's Involvement on Transition Rates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430a	.185	.169	.36291

The results in Table 15 show a moderate positive relationship between stakeholder involvement and student transition rates, with $R = 0.430$ and $R^2 = 0.185$, indicating that 18.5% of the variance in transition rates is explained by stakeholder involvement. The adjusted R^2 of 0.169 and standard error of 0.36291 suggest a modest but meaningful effect.

Table 15

ANOVA Table for Teachers Responses on the Influence of Stakeholder's Involvement on Transition Rates

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.498	1	1.498	11.373	.001b
	Residual	6.585	50	.132		
	Total	8.083	51			

The ANOVA results ($F(1, 50) = 11.373$, $p = 0.001$) suggest that stakeholder involvement has a statistically significant effect on transition rates in public day secondary schools. Thus, the null hypothesis was rejected. This indicates that greater engagement from parents, teachers, and the community can enhance students' progression to the next grade.

Table 16

Regression Coefficients for Teachers Responses on the Influence of Stakeholder's Involvement on Transition Rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.381	.589		4.040	.000
Stakeholder's Involvement	.446	.132	.430	3.372	.001

Dependent Variable: Transition Rates

The regression results show that the constant has a value of 2.381 and is statistically significant ($t = 4.040$, $p = 0.000$), indicating the baseline transition rate in public day secondary schools even in the absence of stakeholder involvement. Stakeholder involvement, however, has a positive and statistically significant effect on transition rates ($B = 0.446$, $\beta = 0.430$, $t = 3.372$, $p = 0.001$), suggesting that increased engagement of parents, teachers, and community members is associated with higher student progression to the next grade.

In addition, HTs reported that parents and community members contributed to students' transition by participating in academic follow-up meetings, offering financial support, and encouraging attendance. They stressed that schools with strong parent-teacher partnerships experienced fewer dropouts and higher transition rates. DOSs added that collaboration with local leaders and parent-teacher associations (PTAs) helped identify at-risk students early and

mobilize support for them. FGDs with remedial students revealed that parental encouragement and home-based study support played a vital role in sustaining motivation and academic focus.

4.5 Findings on the Influence of Supervision of Remedial Program on Transition Rates

To assess the influence of supervision of remedial program on transition rates, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 17

Responses on the Influence of Supervision of Remedial Program on Transition Rate

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
Remedial programs are regularly supervised by school leaders.	1 (1.9)	0 (0.0)	0 (0.0)	29 (55.8)	22 (42.3)	4.3846	0.59914
The head teacher monitors the effectiveness of remedial instruction.	1 (1.9)	0 (0.0)	0 (0.0)	31 (59.6)	20 (38.5)	4.3462	0.59027
Teachers receive feedback on the delivery of remedial lessons.	2 (3.8)	0 (0.0)	0 (0.0)	29 (55.8)	21 (40.4)	4.3269	0.67798
Program supervision helps identify and address student academic weaknesses.	2 (3.8)	0 (0.0)	0 (0.0)	29 (55.8)	21 (40.4)	4.3269	0.67798
Follow-up is conducted to ensure proper implementation of support programs.	0 (0.0)	0 (0.0)	0 (0.0)	25 (48.1)	27 (51.9)	4.5192	0.50450
School leadership supports teachers in improving the delivery of remedial activities.	2 (3.8)	0 (0.0)	0 (0.0)	28 (53.8)	22 (42.3)	4.3462	0.68269

The results showed that 55.8% of teachers agreed and 42.3% strongly agreed that remedial programs were regularly supervised by school leaders, with only 1.9% strongly disagreeing, yielding a mean of 4.38 and SD of 0.60. This indicates that the majority of teachers perceived consistent monitoring of remedial activities in their schools, suggesting that remedial programs were implemented systematically and that student learning gaps were actively tracked.

Head teacher monitoring of remedial instruction was reported by 59.6% of teachers agreeing and 38.5% strongly agreeing, with 1.9% strongly disagreeing, mean 4.35, SD 0.59. This shows that teachers recognized the active role of school leadership in overseeing instructional practices, ensuring that remedial teaching was delivered effectively. Feedback provision to teachers was affirmed by 55.8% agreeing and 40.4% strongly agreeing, with 3.8% strongly disagreeing, mean 4.33, SD 0.68. This indicates that most teachers received constructive guidance on lesson delivery, helping them to adapt teaching methods to the needs of students at risk of repeating grades.

Program supervision helping to identify and address student weaknesses was similarly supported, with 55.8% agreeing and 40.4% strongly agreeing, 3.8% strongly disagreeing, mean 4.33, SD 0.68. This shows that supervisory mechanisms were effective in detecting learning gaps and tailoring interventions accordingly. Follow-up to ensure proper implementation of support programs had 48.1% agreeing and 51.9% strongly agreeing, mean 4.52, SD 0.50, showing a strong consensus and minimal variation. This suggests that schools had effective monitoring mechanisms to ensure remedial programs were implemented as intended, reducing the likelihood of students failing to progress. School leadership support in improving remedial delivery was indicated by 53.8% agreeing and 42.3% strongly agreeing, 3.8% strongly disagreeing, mean 4.35, SD 0.68. This reflects general satisfaction with leadership involvement and underscores the role of administrators in enhancing the quality of remedial instruction. In addition, the study tested the null hypothesis H0.2 at 0.05 level of significance and results are shown below:

Table 18

Model Summary for Teachers' Responses on the influence of Supervision of Remedial Program on Transition Rates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510a	.260	.245	.34584

The results in Table 19 show that supervision of remedial programs has a moderate positive effect on transition rates, with $R = 0.510$, $R^2 = 0.260$, and adjusted $R^2 = 0.245$. This indicates that approximately 26% of the variation in transition rates is explained by supervision.

Table 19

ANOVA table for Teachers Responses on the Influence of Supervision of Supervision of Remedial Program on Transition Rates

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.103	1	2.103	17.582	.000b
	Residual	5.980	50	.120		
	Total	8.083	51			

The ANOVA results indicate that supervision of remedial programs has a statistically significant influence on transition rates in public day secondary schools ($F(1, 50) = 17.582, p = 0.000$), suggesting that the manner in which remedial programs are supervised plays a critical role in student progression. The regression model explains a notable portion of the variation in transition rates, highlighting the importance of structured and regular supervision in enhancing program implementation.

Table 20

Regression Coefficients for Teachers Responses on the Influence of Supervision of Remedial Program on Transition Rates

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.972	.572		3.448	.001
Supervision of Remedial Program	.546	.130	.510	4.193	.000

a. Dependent Variable: Transition Rates

The regression results show that the constant (intercept) has a value of 1.972, with a standard error of 0.572, $t = 3.448$, and is statistically significant ($p = 0.001$). This indicates that even in the absence of supervision of remedial programs, the baseline transition rate in public day secondary schools is notable. Supervision of remedial programs, however, has a significant positive effect on transition rates ($B = 0.546, \beta = 0.510, t = 4.193, p = 0.000$), suggesting that effective supervision, including monitoring, guidance, and feedback to teachers, substantially contributes to students' progression to the next grade. Therefore, the hypothesis was supported, and the study concluded that supervision of remedial programs has a statistically significant influence on transition rates. Furthermore, HTs emphasized that frequent classroom observations, monitoring of lesson plans, and timely feedback to teachers improved the quality and consistency of remedial instruction. They also noted that effective supervision encouraged teachers to adapt teaching methods to individual learning needs.

4.6 Discussion

4.6.1 The Influence of Resource Allocation on Transition Rates

The regression analysis conducted in this study revealed a weak positive relationship between resource allocation and student transition rates ($R = 0.130, R^2 = 0.017$), indicating that the provision of resources alone accounts for only a small portion of the variation in student progression. While adequate resources are essential for supporting remedial programs, other factors such as instructional quality, teacher guidance and effective program management appear to have a stronger impact, consistent with the findings of (Abudetse, 2025).

Qualitative data from head teachers, deputy head teachers and students participating in remedial programs further underscore the value of well-managed resource allocation. The timely provision of textbooks, laboratory equipment, enables teachers to address diverse learning needs more effectively, while student engagement is enhanced through access to learning materials, libraries and teacher support. These observations align with the findings of (Mathieu, 2025) highlighting that strategic resource management not only enhance academic achievement but also reduces grade repetition and facilitates smooth student progression.

4.6.2 The Influence of Technology Integration on Transition Rates

The regression analysis in this study revealed a positive and statistically significant relationship between technology integration and student transition rates ($R = 0.353, R^2 = 0.124, F(1, 50) = 7.098, p = 0.010$). Although the proportion of variance explained is modest, the findings confirm that the use of digital tools, online platforms and ICT resources can support remedial learning and enhance student progression, consistent with the study of (Mbugua, S. N., Kibosh, J., & Tanui, E., 2015). The baseline transition rate ($B = 2.656, p = 0.000$) and the positive effect of technology integration ($B = 0.388, \beta = 0.353, p = 0.010$) indicate that digital interventions contribute meaningfully to student advancement, thereby supporting the study hypothesis.

Qualitative insights further reinforce these results. Head teachers observed that ICT tools, including computers, projectors, and digital content platforms, enhance lesson delivery and provide additional support for low-achieving students. Deputy head teachers highlighted the role of technology in facilitating individualized learning and monitoring student progress. Students reported that educational videos, tablets, and online quizzes made learning more engaging and easier to comprehend. However, challenges such as limited access to devices, insufficient training, and unreliable internet connectivity were also noted, suggesting that the effectiveness of technology integration depends on adequate infrastructure and capacity-building initiatives.

4.6.3 The Influence of Stakeholder Involvement on Transition Rates

The regression analysis of this study revealed a moderate positive relationship between stakeholder involvement and student transition rates ($R = 0.430$, $R^2 = 0.185$), with stakeholder engagement showing a statistically significant effect ($B = 0.446$, $\beta = 0.430$, $t = 3.372$, $p = 0.001$). These findings indicate that active participation of parents, teachers, and community members is linked to higher student progression, highlighting the importance of collaborative efforts in strengthening the effectiveness of remedial programs.

Qualitative data further support these results. Head teachers observed that parental and community involvement in academic follow-ups and financial support helped reduce dropouts and improved transitions. Deputy head teachers reported that collaboration with PTAs and local leaders enabled early identification of at-risk students. Focus group discussions with remedial students revealed that parental encouragement and home-based study support maintained motivation and sustained academic focus. These findings align with the work of (González, 2013) emphasizing that meaningful stakeholder engagement fosters accountability, reduces absenteeism, and promotes student success.

4.6.4 Influence of Supervision of Remedial Programs on Transition Rates

The regression analysis of this study revealed a moderate positive effect of supervision on student transition rates ($R = 0.510$, $R^2 = 0.260$, adjusted $R^2 = 0.245$), indicating that approximately 26% of the variation in student progression can be explained by supervision. ANOVA results confirmed a statistically significant influence ($F(1, 50) = 17.582$, $p = 0.000$), highlighting that structured supervision including monitoring, feedback, and guidance substantially supports student advancement. The regression coefficient ($B = 0.546$, $\beta = 0.510$, $t = 4.193$, $p = 0.000$) further underscores the strong positive relationship between oversight of remedial programs and transition outcomes.

These findings are consistent with previous research of (Nzayisenga, 2025) demonstrating that effective supervision enhances instructional quality, addresses learning gaps and promotes higher productivity.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

The findings on resource allocation revealed that schools generally provide essential teaching and learning materials, adequate classroom facilities, and targeted funding for academically underperforming students, creating a foundation for remedial support. However, the impact of resource allocation on transition rates was relatively limited, suggesting that the mere availability of resources does not automatically ensure student progression. Their effectiveness is maximized when combined with effective teaching strategies, personalized interventions, and proper utilization of materials, highlighting that resources are necessary but not sufficient on their own to drive academic continuity.

In contrast, technology integration demonstrated a substantial positive effect on student progression. The use of digital tools, e-learning platforms, and ICT training enhanced student engagement, offered additional academic support for struggling learners, and facilitated real-time monitoring of performance. These findings indicate that technology not only enriches the learning experience but also actively promotes smoother transitions between grades, underscoring its transformative role in supporting both instruction and remedial programs.

The study also highlighted the critical role of stakeholder involvement. Active partnerships among parents, teachers, and the community were shown to positively influence student progression. Parental engagement in addressing learning challenges, collaboration with teachers, and community participation in school initiatives fostered supportive learning environments. Stakeholder involvement was found to strengthen accountability, encourage early intervention, and reinforce shared responsibility, collectively exerting a meaningful influence on transition rates.

Finally, supervision of remedial programs emerged as the most decisive factor affecting student progression. Regular monitoring of lesson delivery, timely feedback, and leadership follow-up on remedial instruction ensured that academic weaknesses were quickly identified and addressed. These findings suggest that effective leadership and focused instructional oversight are essential for promoting smooth grade-to-grade progression in public day secondary schools.

5.2 Recommendations

The Ministry of Education should reinforce policies that enhance the supervision and management of remedial programs in secondary schools. Such policies ought to support targeted capacity-building initiatives for teachers, including training on effective delivery of remedial lessons and the integration of educational technology. Teachers should be encouraged to engage in collaborative planning, share best practices, and use feedback constructively to improve instructional quality. Schools should also prioritize the early identification of learners at risk of repetition and provide targeted interventions that promote academic progression.

Moreover, school leadership should foster a supportive environment that motivates teachers and ensures that remedial programs are both sustainable and effective in improving transition rates. Further research is recommended to examine the relationship between school leadership practices and the long-term sustainability of remedial interventions, as well as to investigate the role of teacher professional development in enhancing the effectiveness of remedial programs and their impact on student academic progression.

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