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**A critical analysis into the effectiveness of remediation in the
teaching of O'Level mathematics: A case of Imbizo district in
Bulawayo metropolitan province**

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ABSTRACT

The focus of the study was an assessment of remediation in teaching mathematics at ordinary level focusing in Imbizo District in Bulawayo province. There has been a general increase in remedial intakes in most schools but it still remained unclear if this was improving the level of pass rate in this subject area. The research generally concluded that there is no positive relationship between the increase in remedial classes and the pass rate. Actually, as remedial classes increased, pass rate seems to be worsening. Results generally point to the fact that schools are not ready for the influx of students into remedial classes mainly because of limited resources materially and also limited skilled labour to look after the large numbers in remedial classes. The increase in numbers of students attending remedial class is therefore 'choking' the limited resources thereby rendering remediation ineffective and retrogressive at times. National and School policies do not accommodate remediation leaving teachers with no direct power and obligation to carry out remedial classes. Students also have a negative attitude towards mathematics

Recommendations suggested include revisiting the Education Act to accommodate remediation. Schools are also encouraged to come up with clear policies on remediation. Career guidance is also to be intensified to underscore the need for mathematics in career development in future.