RESEARCH ARTICLE

The Impact of Remedial Class on Students' Learning Achievement

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Abstract: The study was designed to find out the impact of remedial class on low-achiever students' learning achievement and also to explore the learning satisfaction of students towards remedial teaching. The research was an action research. The study employed mixed mode research methodology, which comprised of qualitative and quantitative research methods. Purposive sampling method was used to select the research participants. Students who scored below the bench mark in the class test attended the remedial class in English (class 7) and Geography (class 7 and 8). The instruments for data collection were learning achievement test, semi structured interview, students' reflective journals, and teachers' journals. The instruction lasted for four weeks. Quantitative data were collected through learning achievement test to find out the impact of remedial class, while qualitative data were collected through semi structured interview, students' reflective journal, and teachers' journal. The quantitative data were analyzed and interpreted using inferential statistics t-test, mean and standard deviation while qualitative data were analyzed using the coding system (open, axial and selective). The finding on students learning achievement showed that the posttest scores of the students were higher than the pretest scores with the significant value, $p=0.00$. The findings from qualitative data revealed that the impact of remedial class was positive and students were extremely satisfied with remedial class. Therefore, remedial class should be implemented in any instruction for more effective outcomes.

Keywords: Remedial class, impact, students' learning achievement

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Introduction

Learning problems are wide and diverse. The learning aptitudes of the students who are in same grade and undergoing same teaching process differ. Some are lower in achievement compared to others due to various reasons. But whenever the problem is severe and if these students are not provided with proper support to overcome the challenges, they will be gradually dropped out from the school before completing the basic education. Therefore, remedial classes were conducted in Tshaphel Lower Secondary School across all the grades in the morning from 7.30 am to 8.20 am by respective subject teacher.

Selvarajan and Vasanthagumar (2012) recommended that remedial teaching is one of the acceptable solutions for low achievers. Therefore, identification of the low achievers, application of remedial teaching with regular assessment and analysis are needed to understand the effectiveness of the remedial teaching. Furthermore, Huang (2010) indicated that the goal of remedial instruction is to provide low-achieving students with more chance to reinforce the basic knowledge in common subjects, so that they can meet minimum academic standards. To carry out this, it is important for teachers to align the instructions to student's special needs.

Concept of remedial teaching

Remedial teaching is an intervention to learning difficulties which hinder the academic progress of students. It is the responsibility of remedial teacher to choose the best that suits his/her learners. The method chosen should reinforce the foundation of learning, help learners overcome their learning difficulties and develop their potentials. Munene, Peter and Njoka (2017) emphasized the need for detailed planning of the program, careful selection and matching of children, a wide choice of reading materials, an appropriate training of tutor and tutee and the careful monitoring and evaluation of the whole process. Furthermore, teachers should identify pupils' diverse learning needs before preparing for remedial lessons, so that they may design appropriate plans to facilitate effective teaching and learning. Since learners have different characteristics in learning, teachers must devise different learning activities.
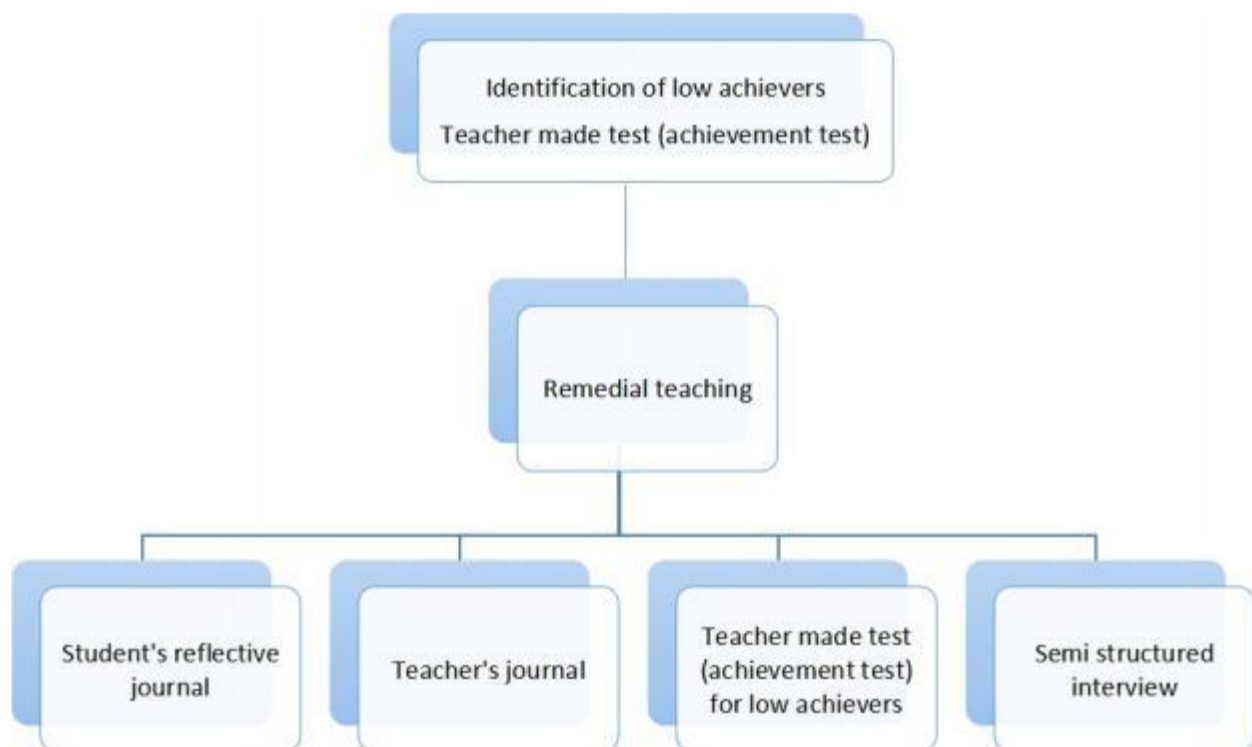
Remedial classes are given to the students who have learning problem or difficulties that prevent them master the subject taught. According to Munene, Peter and Njoka (2017), learners who require remedial learning have poor memory, short attention span and are easily distracted by other things, have relatively poor comprehensive power, lack learning motivation and self-confidence and exhibit relatively slow self-expectation. Students are chosen based on their performance in unit test conducted

by the concern subject teacher. Thus who perform below the bench mark set by the school are given remedial classes. Bettinger and Long (2008) stated that remediation groups together students with similar needs, which could enable instructors to better tailor their teaching to the needs of students and provide other kinds of support, such as tutoring.

Research Methodology

Research Design

This study employed mixed mode (quantitative and qualitative) research methodology. Cameron (2015) stated that mixed method research comprises of collecting, analyzing, and interpreting the quantitative and the qualitative data in a single study or series of studies that examined the same underlying phenomenon.

Identification of low achievers
Teacher made test (achievement test)

Remedial teaching

Student's reflective journal

Teacher's journal

Teacher made test (achievement test) for low achievers

Semi structured interview

Results

Analysis of test scores

The first objective of the study was to find out the impact of remedial class in improving the competency of low achievers. The pretest was administered to the population of the study. Then the students who scored less than the bench mark were provided the intervention. The posttest was administered to the students attending remedial classes for English and Geography. A comparative statistical analysis was done using paired t-test within the groups. Mean, standard deviation and

significance value were used to infer the data. Pretest and posttest scores were computed using Software Package for Social Science (SPSS). Table 1 shows the comparison of pretest and posttest within the group.

Table 1 comparison of pretest and posttest in English and Geography

	Mean		Mean Difference	2-tailed significance	Standard Deviation	
	Pretest	Posttest			Pretest	Posttest
Sample group (English VII)	4.42	7.98	4.42 – 7.98 = 3.56	.000*	1.6	1.3
Sample group (Geography VII)	3.05	8.24	3.05-8.24=5. 19	.000*	1.45	2.5
Sample group (Geography VIII)	6.09	8.37	6.09-8.37=2.28	.000*	1.59	2

Significance level (p) <0.05- significant*

As presented in Table 1, the mean of the pretest and posttest of the sample group in English class VII were 4.42 and 7.98, the mean difference was 3.56. The standard deviation was 1.6 in pretest and 1.3 in posttest respectively. The mean of the pretest and posttest of the sample group in Geography class VII were 3.05 and 8.24, the mean difference was 5. 19. The standard deviation was 1.45 in pretest and 2.5 in posttest respectively. The mean of the pretest and posttest of the sample group in Geography class VIII were 6.09 and 8.37, the mean difference was 2.28. The standard deviation was 1.59 in pretest and 2 in posttest respectively. The significance value (p) 0.00 denotes that there was statistically significant increase in scores of the posttest than the pretest.
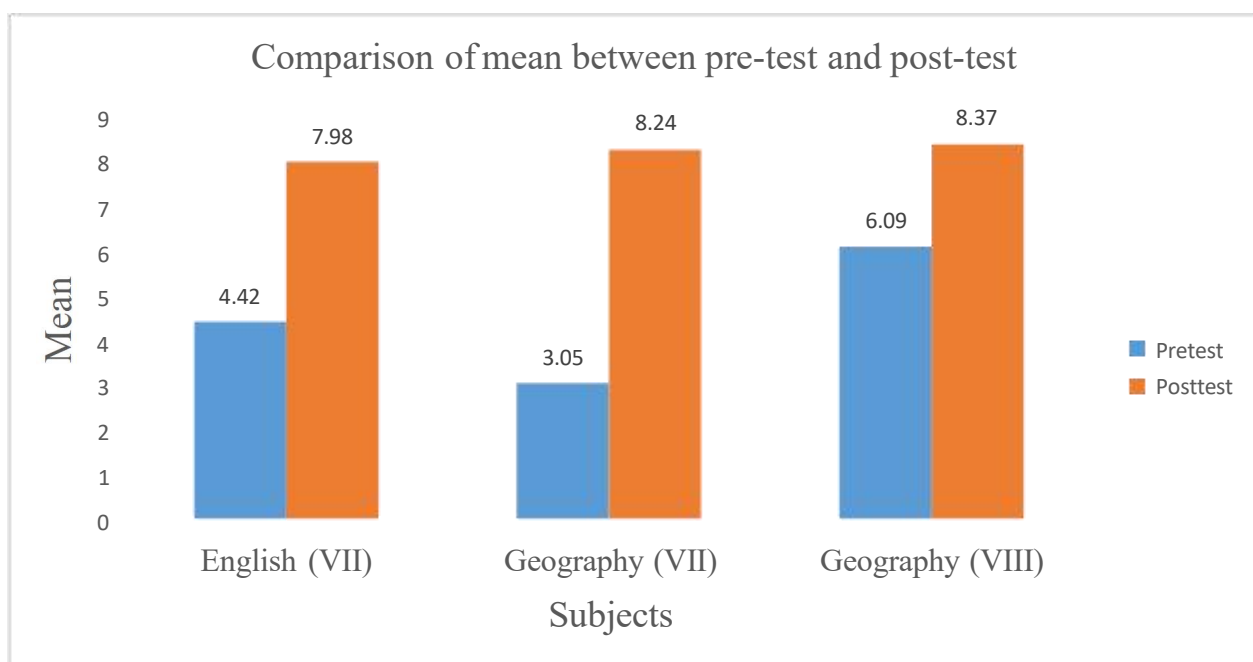

Figure 1, showing the comparison of mean scores between pre-test and post-test.

Analysis of students' semi structure interview

A semi-structured interview was analyzed in order to support the quantitative data based on the impact of remedial class. The students were interviewed after the remedial class. Semi structured interview was categorized by coding and put into different themes as proposed by Corbin Strauss (2008). Followings were the impact of remedial class found from the semi structured interview.

1. Enhanced Knowledge

Students gained more knowledge by attending remedial class. It was expressed that attending of remedial class had solved the problem of not understanding in the regular classes. Besides providing them with extra knowledge they also gained extra information related to the topic and learned more vocabularies.

2. Motivation

Remedial class had helped students to get motivated as they got individual attention from the teacher. Moreover, they shared that attending of remedial class was interesting as the teaching was done based on the pace of their learning. Further, the teaching strategies were little different and there was no pressure on learning. Students got more opportunities to speak and enjoyed group activities.

3. Improved performance

It was found that those students who attended remedial class showed positive impact. Attending of remedial class provided them with more reading and discussion thus, improved their reading skills. It was found that they performed well in their exam.

Analysis of teachers' journal

A checklist was maintained in every remedial class to observe the learning behavior of the students. According to the checklist it was found that, in the beginning of the remedial class some of the students remained silent or introvert. However, after attending a few more remedial classes those silent students started showing more interest and displayed active participation in the class. It was also observed that besides taking interest and attending the remedial classes regularly more students started to volunteer and take a lead in the group activities. Some students even opened up to share views and gave suggestions.

Analysis of students' reflective journal

The second objective was to explore the learning satisfaction of students on remedial class.

Therefore, students were asked to maintain reflective journal after every remedial class. Reflective journal was categorized by coding and put into different themes proposed by Corbin Strauss (2008). The learning satisfaction of students could be seen from their reflectivejournal.

    1. Enhanced knowledge

It was found that many students were satisfied with the remedial class as it helped them to enhance their knowledge by providing them a better understanding of the content. Thus, attending of remedial class had enhanced their knowledge and confidence level.

    2. Better Opportunity

It was noted that attending of remedial class had not only improve their knowledge but also gave access to learn more content, engaged in more reading activity whereby developing reading skills and pronunciations of new vocabularies. Remedial class had also engaged them in more group related activities and gave them the opportunities to learn from their friends.

Discussion and conclusion

The findings of the study were: 1) Remedial class improved the competency of the low achievers. 2) Students were satisfied with the remedial teaching

    1. Achievement Test

Pretest and posttest were administered to the group. The pretest was administered before the treatment whereas posttest was administered after the treatment. The posttest scores were higher than the pretest scores with significance value (p) 0.000. This revealed that remedial class enhanced the learning achievement of students.

The findings was similar to the studies carried out by Louch (2014) investigated the impact of remedial English on improvement of English Proficiency of freshmen at the united States International University. Using a quasi-experimental design, it tracks 46 underprepared students, admitted to the USIU in the Summer Semester of 2011 who failed to make the threshold for university course in a placement test (pretest) and went through a remedial English course for 14 weeks. On completion of the course, they were given the same placement test (posttest). Comparisons between the scores in the pretest and those on the post-test are used to determine the significance of change that the treatment gave the students. Further comparisons were made between the scores in composition and in the grammar sections of the pretest and posttest and variation between the scores of students. T-tests establish a significant and positive difference at p value ofp=0.00 between overall performance between the pretest and posttest and between grammar and composition aspects of the tests. The conclusion

is therefore that the remedial class raised the English proficiency of the students. A positive findings was revealed by Jarrar (2014) investigated the impact of remedial classes on the performance of fourth grade low achievers in English in public school in Ramallah District. It also examined the effect of gender and group variables on those pupils' performance. The researcher developed 59 items English proficiency test that covered four language skills. Additionally researcher conducted an interview with all English language teachers. The data were collected and analyzed using SPSS. The finding revealed that there was an obvious effect for the remedial classes on improving the students' level in English language learning, particularly in speaking skill which was also approved by English teachers' response in the interview.

The semi structure interview and teachers' journal on learning behavior of students were used to find the impact of remedial class to support quantitative data. The findings revealed that remedial class improved the competencies of low achievers. As it helped them enhanced knowledge, improved performance thus were motivated to learn. They also displayed interest towards the lesson and actively participated in the activities.

2. Students' satisfaction on remedial teaching

The second objective was to explore the learning satisfaction of students on remedial teaching. The students were asked to write reflective journal after every remedial class. The findings revealed that students were satisfied with remedial teaching as, it enhanced the content knowledge and they also got better opportunities to engage in different activities.

The findings was supported by Trivino (2016) who concluded that remedial class improved students' participation in the remedial, thus improved the assessment scores of students.

As shown in table 1, there was increase in the mean of the posttest compared to pretest in both the subjects. The significance value (p) 0.00 denotes that there was statistically significant increase in scores of the posttest than the pretest. Remedial teaching also enhanced knowledge of students, they got better opportunity, they were motivated and they portrayed interest in remedial teaching. Therefore, the study concluded that remedial teaching improved the competencies of low achievers.

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Conflict of Interest
The authors declare that they have no conflicts of interest to this work.

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