
Effect of Remedial Teaching Programme on Academic Performance of Physical Education Teacher Trainer

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Abstract

The purpose of this study was to identify the effect of remedial teaching on academic performance of Physical Education Teacher Trainers of Chandrashekhar Agashe College of Physical Education (CACPE). There were 12 Physical Education Teacher Trainer selected from CACPE; these students were found poor in academic performance in the examination conducted internally. Hence purposive sample technique was used for the same. The six weeks remedial teaching programme was conducted to improve their academic performance; this remedial programme included 'know their strength', 'finding their difficulties', 'counselling', 'building confidence', 'watching & listing motivational audios and videos', 'watching time management videos', 'tips for studying', 'tips for solving the question', 'guidance by college staff', 'practising question papers etc. As internal tutorial & University examination were considered as assessment tool the marks achieved in these assessments were taken as data for this study. Marks were given by following the standard assessment procedure defined in the BPEd syllabus by Savitribai Phule Pune University for both examinations. Before analysing the data; marks were converted in to percentage to bring academic performance of internal and University examination on the same scale for the purpose of comparison. Researchers used descriptive statistical tools such as mean, standard deviation, minimum, maximum etc. and pair sample 't' test for comparing academic performance of internal and University examination. From the analysis and comparison the remedial teaching programme was found effective and showed improvement in the academic performance of Physical Education Teacher Trainers of CACPE.

Keywords: Remedial teaching, poor performance, Physical Education Teacher Trainer

Introduction:

Remedial teaching was first introduced to Hong Kong primary schools in September 1982, following the announcement in the 1981 White Paper on Primary Education and Pre-Primary Services to improve the teacher to the class ratio in primary schools from 1.1:1 to 1.2:1. In February of the same year, a set of guidelines on planning and implementing remedial classes was announced in the form of a circular (Aided Schools-General Circular No.26/82), which covered administrative as well as professional aspects.

Since then, advice and support have been given to teachers through visits paid to schools and discussions of remedial teaching with the teachers involved. Questionnaires have been compiled to collate feedback and opinion on various aspects of remedial teaching. Seminars and workshops on remedial teaching have also become a regular feature of the courses run by the English Section of the Advisory Inspectorate Division.

Background of the Study

Remedial measures learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the student's performance in the examination and diagnosing the areas of difficulty are key aspects of remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic. Teachers often feel that what has not been learnt at the primary level, cannot be taught simultaneously with the prescribed topics at the secondary level as they are busy completing the syllabus. Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class since they have already attained the mental age.

According to Chandrashekhar Agashe college of physical education, students are athletes and they come from very rural areas, so they neglect their studies due to their focus on sports. Therefore, such students can benefit from remedial teaching methods.

Concept of the Remedial Programme:

Analytical difficulties and remedial instruction go hand in hand. Analytical difficulties are worthless and ineffective without remedial teaching. To cure means to treat next to a fault. Consequently, remedial teaching is as long as instructional creativity. It is a process of satisfying the gaps in the earlier learning, development of removing distortions that have crept into pupils learning. It is a type of teaching in the course of which errors are corrected and repetition of earlier flows is prevented. It is a focused attempt to strengthen the gone ports introduced earlier. To figure out, it is an instructional attempt to improve underachievers by remedying their errors.

What is Remedial Programme?

A remedial programme is a particularly intended choice plan based on the need investigation approved out by observing the learner's deviated performance, to put it on a correct path. Remedial teaching is not a new idea in the history of the teaching/learning process. Errors are measured to be usual human activities. However, as far as the education of any area is taken into account, the earlier remedial programme does not demonstrate the same mild approach as the maxim towards the fault done by learners. Formerly, errors were thought of like diseases, which require to be cured... The approach to the errors was built upon the root of a structural move to language teaching that predicted the development of teaching immediately as a matter of routine pattern. So, it was insisted upon drilling and involuntary practice, which would solve the problem. Language learning is now more of a trial and error, as suggested by the cognitive school of teaching. Drilling is not ALWAYS a strategy that can lead to correct learning. Commencing from this came into continuation the useful approach that predictable the use of oriented instructions. Practical execution of the learning items came into force. Under the pressure of this approach, the concept of errors, treatment to students given, the life of the remedial programme, everything went under a severe modification. Shortly, however, it was realized that mistakes are not ineffective. Even students can be subjugated to learn correct things. A constructive proposal to the term 'error' came into life and that played a task in redefining the remedial programme. The students are no longer involved to locate correct behaviour; they are now unlike, for alternative strategies to teach. Former remedial classes are meant for

all who make mistakes. Hundreds of students can sit and put into practice the correct proceedings at a time. Excluding now it has to turn out to be more unusual. Today's remedial programme is particularly intended to keep in mind the desires, needs, abilities and flaws of an individual learner. Therefore, the pedestal of corrective measures should be in need. The learners' choice by means of the skilled obsession, his aptitude, his requirement etc. describes the pathway of corrective measures. This shows the fact that learning may differ from learner to learner. In a situation where it is believed that the matter in provisions of language teaching, becomes more imperative since language is a medium to communicate opinions and information's s an individual possesses.

Need and Utility of Remedial Teaching:

Remedial teaching is helpful to pupils for the following reasons.

a) It fills in the gaps with the aim of pupils learning. b) It provides for the strengthening of the structures that are gone due to negligence c) It rectifies the concepts in English that has not been understood. d) It provides accurate and essential support that is useful for future learning) e) It hastens the course of English language learning. f) Underachievers are promoted to put in more hard work to inform their knowledge as an effect of which there is homogeneity in the classroom. For successful remedial teaching, a subsequent maxim must be followed. Several errors and unaccepted norms move stealthily into learning for the reason that motivation, poverty, bad health, ineffective teaching sympathetic treatment is a must. Teachers dealing with the students should protect the pupils.

Research Methodology

The purpose of this study was to identify the effect of remedial teaching on academic performance of Physical Education Teacher Trainers of Chandrashekhar Agashe College of Physical Education (CACPE). There were 12 Physical Education Teacher Trainers selected from CACPE; these students were found poor in academic performance in the examination conducted internally. Hence purposive sample technique was used for the same. The following programme was designed and implemented to achieve the purpose.

The six weeks remedial teaching programme was conducted to improve their academic performance; this remedial programme included 'know their strength', 'finding their difficulties', 'counselling', 'building confidence', 'watching & listing

motivational audios and videos', 'watching time management videos', 'tips for studding', 'tips for solving the question', 'guidance by college staff', 'practising question papers etc. The frame work of this programme is given in Table 1.

Table 1
Remedial Teachig Programme

SN	Days	1 st Week	2 nd Week	3 rd Week	4 th Week	5 th Week	6 th Week
1	Monday	Finding their difficulties	Counselling	Tips for Studding	Tips for Studding & Notes	Tips for solve the Question	Tips for solve the Question
2	Tuesday	Know their Strength	Watching & listing Motivational Audios	Watching & listing Time Managemen t Videos	Guidance by College Staff	Guidance by College Staff	Practising Question Papers
3	Friday	Building confidence	Watching & listing Motivational Videos	Watching & listing Motivational Videos	Guidance by College Staff	Guidance by College Staff	On Studies

Tools of Data Collection

As internal tutorial & University examination were considered as assessment tool the marks acieived in these assessments were taken as data for this study.

Marks were given by following the standard assessment procedure defined in the BPEd syllabus by Savitribai Phule Pune University for both examinations.

Analysis and Discussion:

Before analysing the data; marks were converted in to percentage to bring academic performance of internal and University examination on the same scale for the purpose of comparison. Researchers used descriptive statistical tools such as mean, standard deviation, minimum, maximum etc. and pair sample 't' test for comparaing academic performance of internal and University examination.

Table 2
Summary for Statistical Analysis of Academic Performance on Internal and
University Assessment of Physical Education Teacher Trainer of CACPE
(N=12)

Statistics	Internal Assessment	Uni. Assessment
Mean	51.56	62.90
Standard Error	2.82	1.23
Median	53.75	62.61
Standard Deviation	9.77	4.27
Minimum	33.75	58.38
Maximum	62.5	71.10
Mean Diff	1.59	
Pearson Correlation	0.53	
Df	11	
t Stat	3.12	
Critical t (0.01)	2.20	

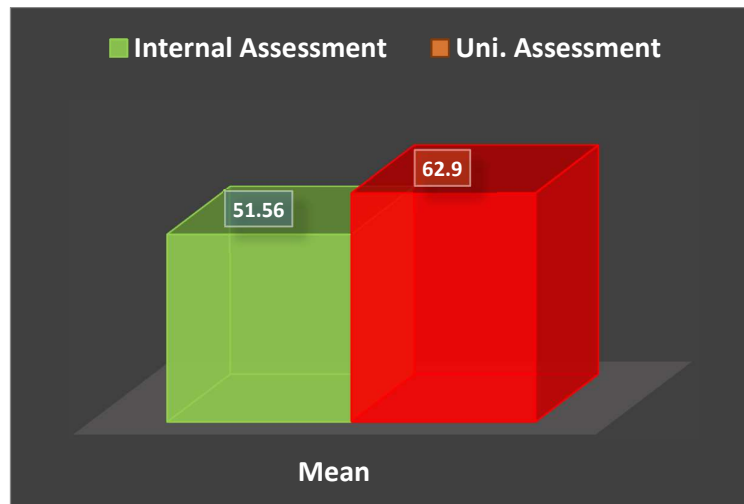


Fig. 1: Bargraph of Mean of Internal Examination & University Examination Marks

Table 3 The mean score of Academic Performance on Internal and University Assessment was found 51.56 (SD=9.77) and 62.90 (SD=4.27) respectively; while Minimum Academic Performance on Internal and University Assessment was found 33.75 and 58.38 respectively. The maximum Academic Performance on Internal and University Assessment score was 62.50 & 71.10 respectively.

There is 1.59 mean difference observed between the Academic Performance on Internal and University Assessment. Significance of the difference was calculated by applying pair sample 't' test, where 't' value was 3.12. This Calculated 't' was found significant at 0.01 as critical value of 't' is 2.20 which is smaller than calculated 't' i.e. 3.12.

Results and Conclusion:

From the analysis it is clearly interpreted that there is significant difference occur between internal and University assessment marks.

Hence it is concluded that the remedial teaching programme was found effective and showed improvement in the academic performance of Physical Education Teacher Trainers of CACPE.

Recommendation:

- Remedial programme is a need of many students
- All BPEd colleges must implement such remedial programme for academically poor Physical Education Teacher Trainers
- Same experiment needs to be implemented concurrently for further study

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