



THE IMPACT OF REMEDIAL PROGRAM IN THE FILIPINO SUBJECT OF GRADE 10 SUDENTS

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Abstract

The goal of education, which is to bring pupils up to speed and set them on the proper path, is accomplished in part through the use of remedial education programs. The researcher made use of descriptive research methodologies in addition to surveys conducted through google forms. There were fifty people that participated as responders in the survey. According to the findings, students who were falling behind in their coursework were provided with support in the form of a remedial program. The findings indicated that the impact of the remedial program provided the students with a diverse selection of assistance, which was tailored to meet their individual requirements. The purpose of this endeavor is to provide additional assistance to students who, for whatever reason, have fallen behind the rest of the class in subject areas such as Filipino. The teachers at Victorino Mapa went the additional mile to connect with their students and help bridge whatever gaps they may have had. Therefore, constant praise for the students should be given great attention in order to uplift the students' motivation in learning the remedial classes. This would help the students understand the material more effectively.

Keyword: remedial education, coursework, students' motivation, academic performance

Introduction

With the mantra of the Department of Education DepEd. "No One Left Behind" the remedial program is an answer of connecting the dots to overcome the difficulties and bridge the gap of learning. With the demand of present education in Victorino Mapa High school, the remedial program was designed to walk with students and the kind of special attention on their learnings. Vis a vis with the performance of teachers monitoring the progress of their learners and to improve the methods of teaching, (Abana, 2020).

Remedial programs are considered part of education with its mission of pulling up the students and leading them on the right track. It is considered as a rapidly growing method of saving



the students on the fall of their learnings. The purpose of remedial teaching involves individualized teaching of students who are experiencing difficulties in specific subject areas, (Buncag,2022).

Remedial instructions might be taught individually or in groups and targets academic weaknesses that potentially hinder learning. The benefits of remedial teaching activities can include forming the foundation for learning a subject greater detail. These skills must be learned before students can develop a detailed understanding of topic of study (Alfiler, 2021).

Remedial programs are designed to close the gap between what students know and what they're expected to know, Agustin et.al (2019). They reteach core skills. Remedial programs are expanding in many places because so many kids faced learning challenges especially that we are facing the COVID-19 pandemic. Remedial Programs focus on the core subjects. The program offer extra support to help students catch up to their peers. And they're open to all students, including with disabilities in learning, (Decena, 2021)

Statement of Research Problem

1. How effective is the Remedial Program in the performance of Grade 10 students in Victorino Mapa High School?

Statement of Specific Objectives :

1. Determined the degree of impact in the remedial program of the school.
2. Analyzed the extent of performance in providing the remedial program.
3. Analyzed the result of the given remedial program for the students.

Methodology

The researcher used the descriptive research methods and surveys thru google forms.

Research Participants/Respondents:: The respondents of this study consisted of 50 students from Grade 10 in the Victorino Mapa High School. They were chosen through random sampling.

Sampling Design: The researcher used the Random Sampling in collecting the needed data

Theoretical Framework/Philosophical Underpinning:

1. Ausubel's Meaningful Theory is an exploration and an explanation of how learner learns, primarily by relating new information to precious known information and concepts. While rote memorization is characterized by simple regurgitation of facts meaningful learning implies new information is understood and internalized, as it is incorporated into prior knowledge and

concepts. This act is called subsumption of information.

2. Benjamin Bloom's Mastery learning was derived from John B. Carrol's model of school learning. Bloom transformed this model into an effective working model for mastery learning

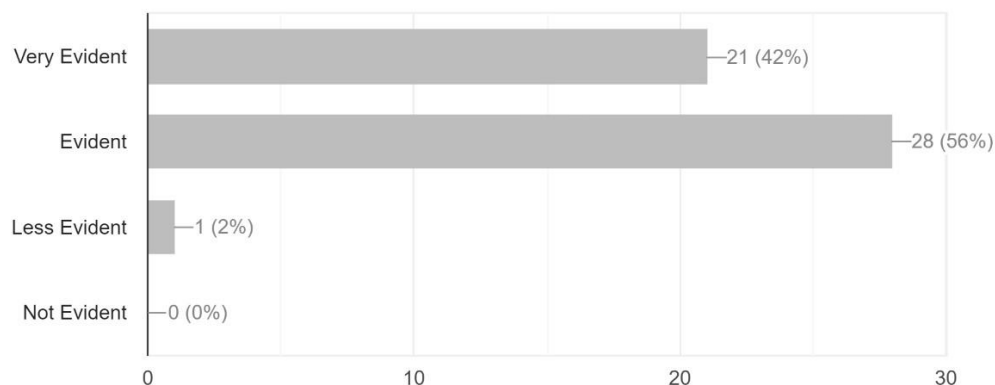
Research Procedure of Data Collection: The researcher formulated questionnaire for the data. Proper coordination and permission were asked and a letter was made for the approval of the Principal. After the letter was approved the researcher gave the questionnaire through Google Forms.

Research Ethics Approach: The respondents were informed with the confidentiality of their answers and respect the Data Privacy Act to protect them.

RESULTS

The following data gave the concrete outcome to The impact of remedial program in the Filipino subject of grade 10 students in Victorino Mapa High School

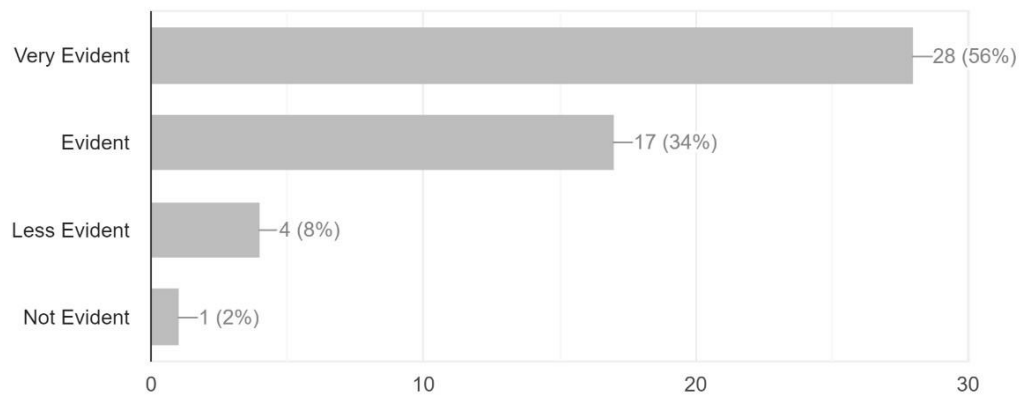
Direction: Read the following statements carefully and put a check to the appropriate column that corresponds to your answer. 4 – Very Evident ... - Evident 1 – Not Evident
0 / 50 correct responses



Row 1: 1. The teacher gives concrete examples before proceeding to remedial activities

For row 1:1, more than 56% of the respondents (28) said that it was evident that teachers gave them concrete examples before proceeding to remedial activities. 42% (21) of them said that it was very evident. The remaining 2%(1) said that it was less evident.

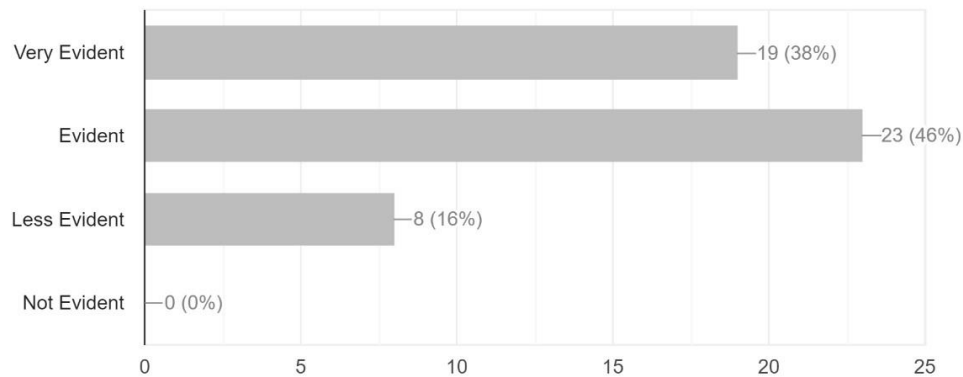
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Row 2: 2. The teacher creates attainable learning goals.

In row 2:2, 56% or 28 respondents said that it was very evident and 34% or 17 respondents said that it was evident that their teachers create attainable learning goals in their classes. 8% or 4 respondents said that it was less evident while 2% or 1 of the respondents says that it was not evident at all.

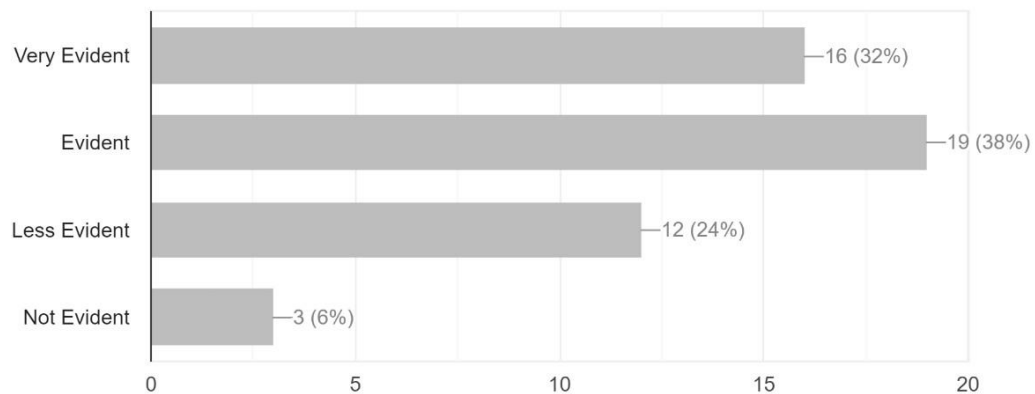
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Row 3: 3. Provide a variety of incentives to cater to the interest of student.

Row 3:3 shows that 46%(23) of the respondents says that teachers providing a variety of incentives to cater the interest of the students is present while 38%(19) of them said it is very evident. The remaining 16%(8) respondents however said that otherwise.

Direction: Read the following statements carefully and put a check to the appropriate column that corresponds to your answer. 4 – Very Evident ... - Evident 1 – Not Evident
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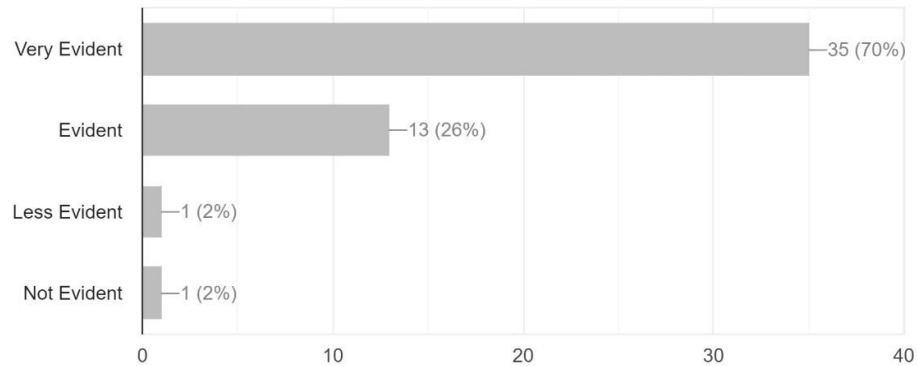


Row 4: 4. Invite parents and guardians to assist the learners in improving their work

Row 4:4 shows data about teachers inviting parent and guardians to assist the learners in improving their work. 32% or 16 of the respondents said that this was very evident while 28% or

19 of them said that it is evident. On the other hand, the remaining 30% or 15 of the repondents, 24%(12) 6%(3) says that it is less evident and not evident respectively.

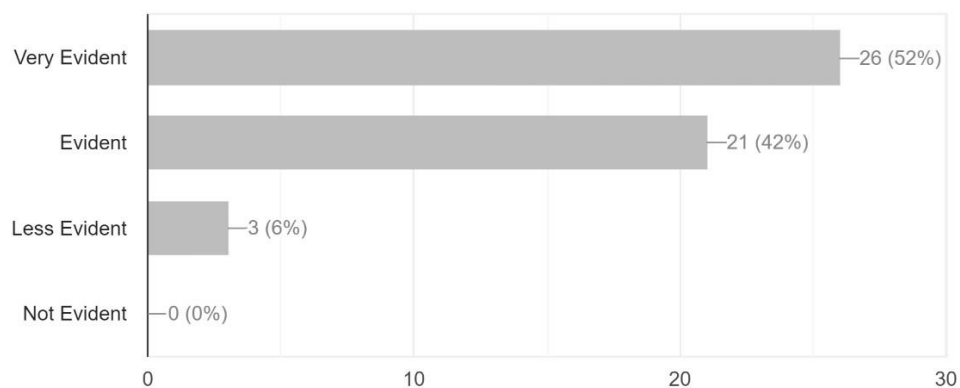
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Row 5: 5. The teachers provide support and guidance to the students

In row 5:5, 70% (35)of the respondents said that it is very evident how the teachers provide support and guidance to the students. 26%(13) said that it was evident while 4% of the respondents (1 each) said that it is less and not evident respectively

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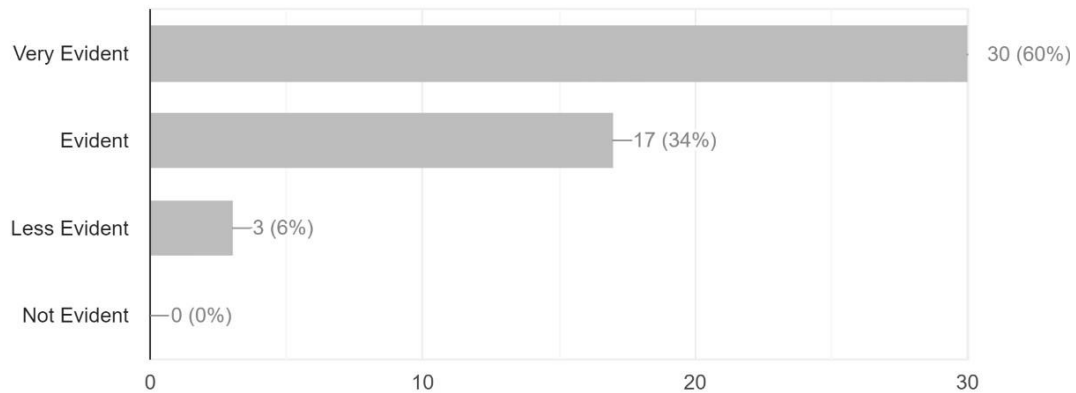
Row 6: 6. Teachers gives students short and clear instruction to avoid confusion



Row 6:6 shows the data on if teachers gives students short and clear instructions to avoid confusion. 52% or 26 of the respondents says that this is very evident while 42% or 21 of the respondents says it is evident. 6%(3) of the respondents however said that this was less evident.

Direction: Read the following statements carefully and put a check to the appropriate column that corresponds to your answer. 4 – Very Evident ... - Evident 1 – Not Evident

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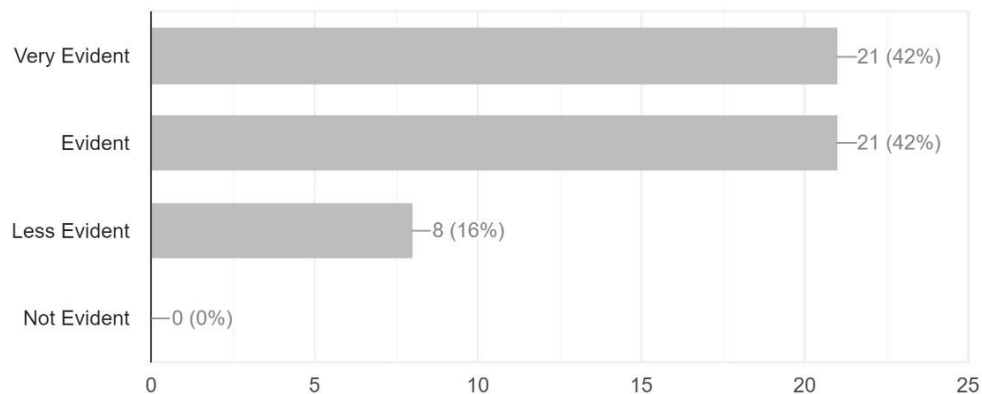


Row 7: 7. The teacher can provide learning activities and practical learning to students based on the needs of the students.

In row 7:7, 60% or 30 respondents said that providing learning activities and practical learning to students based on the needs of the students is very evident while 34% or 17 respondents said it was evident. On the other hand, 6% or 3 of the respondents said that this was less evident.

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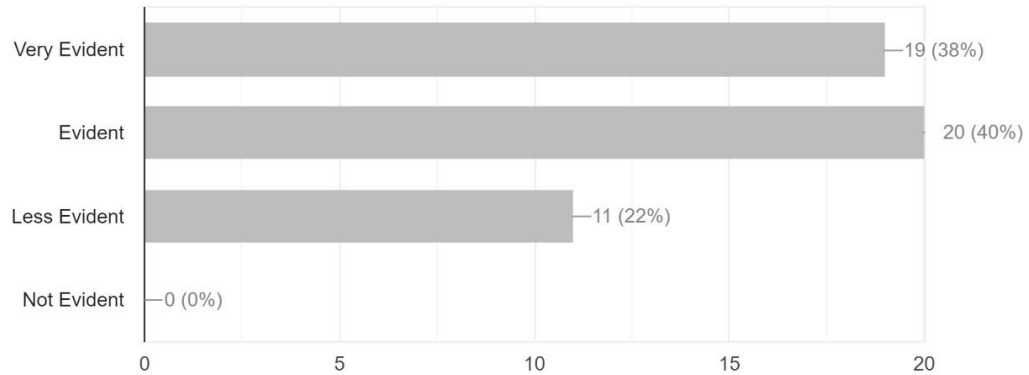
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Row 8: 8. The students improve learning performance through remedial program.

In row 8:8, 84% of the respondents, 42% each (21 and 21), said that it is very evident and evident that through remedial programs, students are able to improve their learning performance. The remaining 8 respondents (16%) of the respondents said that this is less evident.

Direction: Read the following statements carefully and put a check to the appropriate column that corresponds to your answer. 4 – Very Evident ... - Evident 1 – Not Evident
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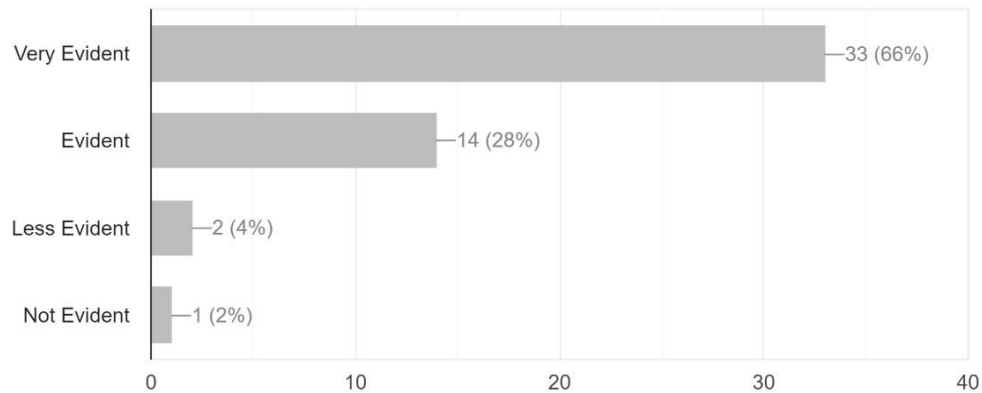


Row 9: 9. The students stimulate their interest and initiative in learning the remedial lessons.

Row 9:9 shows the data where respondents were asked if the students stimulate their interest and initiative in learning the remedial lessons. 19 or 38% of the respondents said that this was very evident while 20 or 40% of them said it was evident. The remaining 11 or 22% however said that this was less evident.

Direction: Read the following statements carefully and put a check to the appropriate column that corresponds to your answer. 4 – Very Evident ... - Evident 1 – Not Evident

0 / 50 correct responses



Row 10: 10. The teacher patiently encourages students to actively participate in class discussions.

In row 10:10, 33 or 66% of the respondents said that the teacher patiently encourages students to actively participate in class discussions was very evident while 14 or 28% of them said it was evident. 2 or 4% of them however said that it is less evident while 1 or 2% said it was not existent at all.

DISCUSSION

Students lagging behind were given intervention through remedial program. The results shown that the impact of remedial program offered the wide range of help to accommodate the needs of the students. The goal of providing extra assistance to students for any reason have fallen behind the rest of the class in areas such as Filipino subject.

Teachers from Victorino Mapa made an extra mile of reaching and bridging the gap for the students.

CONCLUSION

With the main aim of improving the skills and the ability of the students, the researcher found out that based on the study, students, teachers and parents played a huge part on the proper



implementation of the remedial program. Some of the challenges are identified on the data provided and must take in consideration.

1. Insufficient partnership between the teacher and parents to assist the learners in improving their work.
2. Students are seeking incentives to and needs motivation to attend the remedial program.
3. Constant recognition for the students should be given high priority in order to uplift the interest of the students in learning the remedial lessons.
4. Concrete program with consideration of the time frame can be designed.

The study discovered that remedial program is considered as the backbone for the students to continue their learnings and to catch up and prevent academic issues in partnership between the school and the parents.

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