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EFFECTIVENESS OF REMEDIAL TEACHING TOWARDS SCIENCE AND COMMERCE STUDENTS IN HIGHER EDUCATION: AN ANALYTICAL STUDY

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ABSTRACT

Education contributes knowledge to the students to live in the competitive world. The students need more knowledge to meet the competitive in their work place. The entire world is growing very fast because of the information technology. There are many sources available to the students to learn from their house, technology helps in this regards. The faculty should understand the concept of subjects with application view and should educate the students in practical oriented, obviously the students will be aware of application of the subjects in their profession, job, business and real life, then only the students will like the subject and they will secure more mark as well as purpose of higher education will achieve the fruitful results. In future the methodology of teaching should be changed by the faculty for understanding the subject very clearly as well as avoiding the number of arrears in respective semesters by students.

KEYWORDS

professors are denoted as faculty, education, remedial class, teaching methodology.

PREAMBLE

Education contributes knowledge to the students to live in the competitive world. The students need more knowledge to meet the competitive in their work place. The entire world is growing very fast because of the information technology. There are many sources available to the students to learn from their house, the technology helps in this regards. The knowledge, diffusion and transmission are helps for the economic growth of the country (learn holds, 2013). Indians prefer to go abroad to earn more money because of their talent, knowledge and proper education. The schools and colleges takes major part in this proper education. The well-educated students become scientist, technologist, analyst and inventor developing new process and technologies (k. Dasaradhi, 2016). In India, the school education has twelve years after that higher education three years and two years for under graduate and post graduate respectively. Many colleges are opened and running successfully to give higher education to the students. Now a day's number of colleges available not need more universities to give good new updating in the syllabus as theory and practical's. There are many arts and science colleges functioning in Coimbatore for Higher education. More number of students comes from near states and few numbers of students come from north India. Majority of the students who completed the school education, they are coming for higher education in Coimbatore from near states. The arts and science college fee structure is reasonable for the students, so that the students could join arts and science and college. But the same time many students have the problems of scoring less mark in semester examinations. Remedial classes are being conducted by the colleges to make the students score high marks in the semester examinations.

SCOPE OF THE STUDY

The higher education helps the students to get identity in the society. More number of students secured very less marks in selected subjects. It will be negative for attending the campus interview. So the marks are acting as a one of the major elements to decide the student faith. Remedial teaching is offered by the colleges to score pass marks to clear the arrear subjects. The present study is important to measure the effectiveness of remedial teaching in higher education. In further, any researcher may conduct the study related to problems faced by the higher education students in terms of getting fail in some subjects.

OBJECTIVES OF THE STUDY

The primary objective of the study is to analysis the effectiveness of remedial teaching in higher education of the students of arts and science colleges. To offer suggestions to the Students, educational council, policy makers, intellectual faculties and Governing body of higher education in India.

RESEARCH METHODOLOGY

The sample data collected only from commerce and computer science students, could not collected from other discipline. The sample could not collect from engineering college. The further study may conduct for other discipline and engineering colleges in Coimbatore city.

SAMPLING DESIGN

There are many arts and science and engineering colleges functioning in and around Coimbatore city. The sample respondents are collected from only arts and science college situated in the Coimbatore city. The students who appeared for the semester exam and got fail marks are selected for this study. The long absentees are omitted for this study because they have some other reason for the absenteeism. Five colleges are selected for the study which are similar in this remedial teaching. The data collected from the students before and after conducting the remedial class from the same students to study the effective remedial teaching. The remedial class duration is 15 hours, it is conducted after the working hours and holidays. The students must secure minimum 80% of attendance for appearing end semester examination after the remedial class conducted by concern subject faculty.

WILCOXON MATCHED PAIRS TEST

Wilcoxon Matched Pairs test applies to two-sample designs involving repeated measures, matched pairs, or "before" and "after" measures. This tool used to measure the effect of remedial class for computer science and commerce students before and after.

COMMERCE STUDENTS

The faculty conducted class test to arrear holders before conducting the remedial class and the class test marks are noted by concern faculty. The marks were considered for data analysis by researchers.

Totally forty students are selected for this present study from five colleges in Coimbatore city based on the convenient sampling technique. The pattern of question paper contains three Sections i.e. A, B and C. A section are containing 5 one marks, Section – B contains 5 questions each 5 marks and Section C contains 2 question 10 marks each. The total marks is taken to find out the Mean score, Standard Deviation, Range, Minimum and Maximum to compare the Before and After the remedial teaching. The detail is presented in the following table. It shows that there is an improvement in the marks. The mean score is increased from 24.53 to 30.88 and the same time minimum and maximum total marks of the students are increased from 6 to 10 and 39 to 48 respectively. It was concluded that the remedial teaching is effective.

TABLE 1: STATISTICS

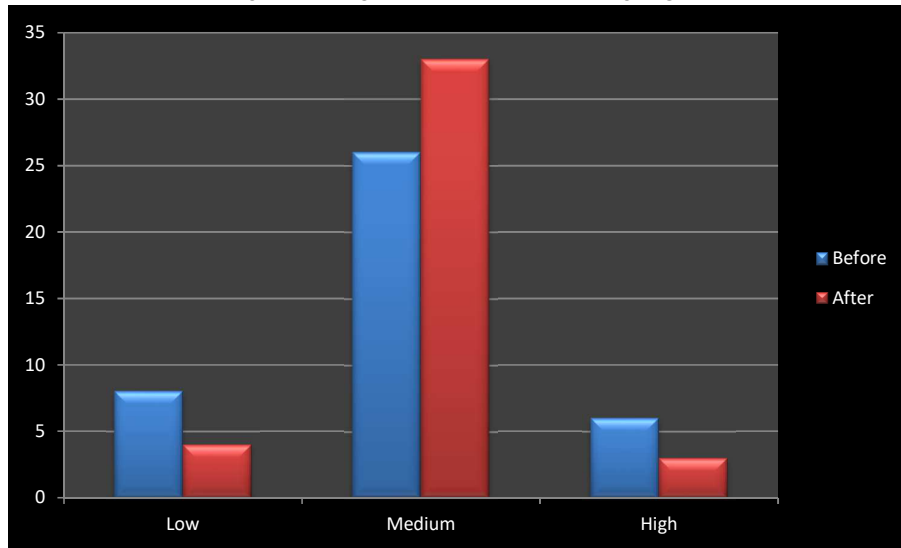
		Before	After
N	Valid	40	40
	Missing	0	0
Mean		24.53	30.88
Std. Deviation		8.127	8.555
Range		33	38
Minimum		6	10
Maximum		39	48

Source: Computed from primary data

The low medium and high is calculated based on the mean score and standard deviation. The total marks up to 31.74 is taken as low, marks between 31.75 to 68.18 is taken as medium and the marks above 68.18 is taken high. The result is calculated based on the above table. This result obtained from the students before remedial teaching. After the remedial teaching the test conducted with the same students and marks taken to find out the same low, medium and high. The total marks upto 43.64 is taken as low, marks between 43.65 to 87.18 is taken as medium and above 87.18 is taken as high based on the after remedial teaching, the tool used to find out the effectiveness of remedial teaching.

The following chart shows that, effective of direct teaching method. It shows how many students come under low, medium and high before and after the direct teaching method.

CHART 1: BEFORE AND AFTER REMEDIAL TEACHING



TESTING OF HYPOTHESIS

Ho: There is no significant different between before and after the remedial teaching in terms of securing score of students.

TABLE 2: TEST STATISTICS

	Before – After
Z	-5.100
Asymp. Sig. (2-tailed)	.001
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The calculated P-Value is 0.001 (Z = - 5.100), it is less than 0.05. Hence the hypothesis is rejected at 5% significant level. There is a significant difference between before and after remedial teaching classes. It concluded that the remedial teaching is effective in commerce major students in the study area.

COMPUTER SCIENCE

The remedial teaching was conducted for computer science students to measure the effectiveness of remedial teaching. The test conducted before starting the remedial class and after conducting remedial classes, test conducted to the same students. Totally thirty seven students are taken for this study from five colleges in the Coimbatore city. The question paper contains three Sections i.e. A, B and C. A contains 5 one marks, Section – B contains 5 questions each 5 marks and Section C contains 2 question 10 marks each. The total marks is taken to find out the Mean score, Standard Deviation, Range, Minimum and Maximum to compare the Before and After the remedial teaching. The detail is presented in the following table. It shows that there is an improvement in scoring the marks by students. The mean score is increased from 24.43 to 31.80 and the same time minimum and maximum total marks of the students are increased from 11 to 16 and 38 to 48 respectively. It concluded that the remedial teaching is effective in computer science.

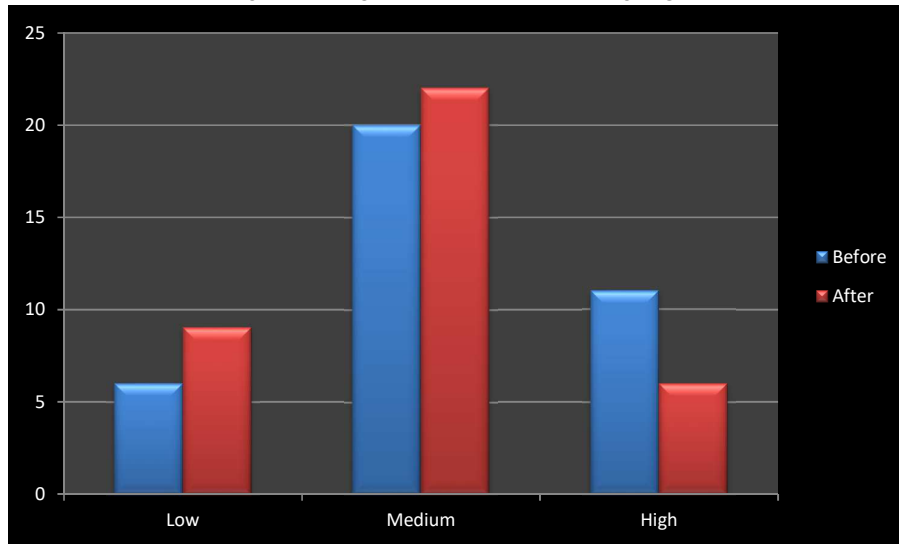
TABLE 3: STATISTICS

		Before	After
N	Valid	37	37
	Missing	0	0
Mean		24.43	31.80
Std. Deviation		8.421	10.552
Range		27	32
Minimum		11	16
Maximum		38	48

The low medium and high is calculated based on the mean score and standard deviation. The total marks up to 35.84 is taken as low, marks between 35.85 to 79.17 is taken as medium and the marks above 79.17 is taken high. This result obtained from the students before remedial teaching. After the remedial teaching the test conducted with the same students and marks taken to find out the same low, medium and high. The total marks upto 42.47 is taken as low, marks between 42.48 to 88.24 is taken as medium and above 8.24 is taken as high this is based on the after remedial teaching, apart from this the tool used to find out the effectiveness of remedial teaching.

The following chart shows that effectiveness of remedial teaching. It shows how many students come under low, medium and high before and after the remedial teaching.

CHART 2: BEFORE AND AFTER REMEDIAL TEACHING



WILCOXON SIGNED RANKS TEST

Testing of hypothesis

Ho: There is no significant difference between before and after the remedial teaching.

TABLE 4: TEST STATISTICS

	Before – After
Z	-4.329
P- Value (2-tailed)	.001
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The calculated P-Value is 0.001 (Z = - 4.329), it is less than 0.05. Hence the hypothesis is rejected at 5% significant level. There is significant difference between before and after remedial teaching. It concluded that the remedial teaching is effective.

MAJOR FINDINGS OF THE STUDY

Researchers have observed the following major findings of the study. They are as follows.

1. The majority of the arrear holding candidates are male category.
2. The remedial teaching methodology is effective in commerce programme.
3. The remedial teaching methodology is more effective in computer science programme.
4. After remedial teaching class, the commerce and computer science students scored more marks comparatively previous score. It again shows the effectiveness of remedial class.

RECOMMENDATIONS OF THE STUDY

Based on the present study, researchers have proposed the following recommendations to stake holders of higher education in India.

- The teachers should insist their student to attend the class regularly with condition of securing 80% of attendance in every subject and students should be monitored in terms of internal and model exam, later based on the score of internal examination, students should be advised, counselled and directed with the help of tutorial system towards prepare the end semester examination with the help of class notes and study material for minimising the number of arrear holders in every semester.
- The study concluded that the remedial teaching is effective in higher education, meanwhile these practices are followed based on arrears of the students only. In spite of this, the faculty must motivate their students to understand the subject with current trends for clearing the entire semester examination subjects during each semester.
- The faculty should motivate to conduct the remedial classes by top level authorities for rendering the quality service towards improving the slow learners. The faculty may identify the slow learners during normal working hours and they want report to head of the department for observing and solving the obstacles of students. It will be more useful to students for securing more marks in end semester and avoiding the number of failure in subjects.

CONCLUSION

The study conducted by researchers to observe the effectiveness of remedial teaching in higher education's commerce and computer science students with application of appropriate statistical tools. The commerce and computer science students are preferring coaching centre for clear the subjects especially accounts, tax and language papers (Iajolla 2016). In this circumstances, many private coaching centre people are converted this obstacles of students in to business point of view, they are charging high fee for handling arrear subjects. The higher education is not covering fundamental education, it is very practical and applications oriented in corporate world. Therefore, the faculty must teach with advanced technique like simulation model to understand the concept with application oriented (IEAB 2005). This type of teaching will be more useful to student's community to attend the placement drive and securing placement offer in corporate sector. The faculty should understand the concept of subjects with application view and they should educate the students in practical oriented, obviously students will aware of application of the subjects in their profession, job, business and real life, then only the students will like the subject and they will secure more mark as well as purpose of higher education will achieve the fruitful results. The aim of the study is to know the effectiveness of remedial teaching. In future the methodology of teaching should be changed by the faculty, to understanding the subject very clearly as well as avoiding the number of arrears in respective semesters by students. If it is implemented, India will secure sound mind students community with sound body in near future.

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