

Development of Remedial Program in Science and the Its Strategies in Public and Private School in Northern Samar

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ABSTRACT

Remedial teaching is meant to cater to the needs of children unable to keep pace with the teaching-learning process in a normal classroom. It aims to strengthen the attainment of basic competencies of children to commensurate with their class/age. In this study, the researcher utilized a survey questionnaire as the primary instrument. The study was conducted in twenty (20) public and private secondary schools in Northern Samar selected based on the results of the National Achievement Test (NAT). The findings showed that the extent of remedial teaching practices in the secondary schools are extensive. On the students' perception, the remedial teaching practice of their teachers are also extensive. The proposed remediation program contains eleven (11) remedial teaching strategies or practices. Teachers should continue practicing remedial classes to poor learners in Science by conducting Saturday classes and organizing reading and Science clubs.

Keywords

remedial teaching, teaching practices, secondary schools

Introduction

Education today is facing great challenges. One challenge lies in the area of instruction. Many schools in the elementary, secondary and tertiary levels at present are criticized for not producing quality and competitive graduates because of prevailing problems like teachers' indifference to their students' welfare, too busy complying reports, indulging themselves in buy and sell so as to increase their income, etc. So, it is expected that teachers should find ways in achieving quality education.

This is to address to the perennial problem regarding non-readers and slow learners in the educational system. This demands the full attention and serious concern of the teachers on how to eliminate or zero-out non-readers and slow learners in the school. Teachers are the central figures in all teaching activities so they should put an action to resolve this problem. This is a big challenge because the future of the school children depends on them. Teachers should accept this challenge and perform the tasks and responsibilities wholeheartedly and honestly.

Achievement level in elementary and secondary education still falls below the standard. In the National Achievement Test in 2010, the average score of high school students in five subject areas was below the passing mark. The lowest scores were registered in language/reading, science and mathematics. The problem of poor quality has

been traced to a number of causes which include socio-economic factors, teacher-related factors, inadequate learning materials, and the short and congested school curriculum, among others. Based on these results, a remediation program is a must to help and equip classroom teachers with the necessary knowledge, skills, and attitudes to most effectively bring poor or slow learners to their optimum learning capacity.

Teachers, for their performance, express a range of behaviors, which is called the hidden curriculum, so that students learn more of what words that the teacher says. These are forms of acting teachers in their wake performance, also, behaviors and attitudes in students with regard to them. During the class notes led talks for the most part, by the teacher to his students and to their teacher and among themselves. These teacher-student relationships are given in both classroom and outdoor environments and in the town (Bhalla, 2008).

In Northern Samar alone, it was observed that the average performance of secondary students in the NAT for 2010-2011 was 78.13% based on the Certificate of Rating of the performance of the Division of Northern Samar in the NAT. This percentage was categorized as moving towards mastery which means that the students have not completely mastered the competencies.

Collins (2007) pointed out, the introduction and development of strategies to counteract learning

difficulties have been a feature of educational policy in the Philippines. Its formal provision of remedial education (remedial teaching practices), is within the national school system coincided with the genesis of a more child-centered philosophy of education.

The major objective of remedial teaching is thus to ensure that these children attain learning competencies according to their age and class. It also ensures the desired quality of learning and aimed at correcting errors or addressing gaps in knowledge. The teacher, like the physician, uses test instruments to find out the difficulties these students may encounter.

Methodology

The descriptive-comparative method of research was utilized in this study. The study involved the secondary Science school teachers and students of the low performing public and private schools in the National Achievement Test (NAT) in Northern Samar as respondents. The study focused on which a remediation program is

imperative to organize to address the needs of the learners to achieve desired learning outcomes and to enhance the faculty's teaching competence. Complete enumeration of teachers was employed while random sampling was used to determine the student-respondents. A researcher-made survey questionnaire was used as the primary instrument to gather data. Frequency counts, percentages, and weighted means were used to analyze the data obtained from the survey questionnaire while the t-test was used to test the difference between the extent of remedial teaching practices as perceived by the secondary teachers and students and the difference in the extent of remedial teaching practices in public and private secondary schools in the province of Northern Samar.

A 5-Point Likert Scale scoring system was used in determining the extent of remedial practices as perceived by the teacher- and student-respondents. The scoring and interpretation was based on the following categorization and quantification:

Point	Rating Scale	Adjectival Rating	Interpretation
5	4.20 – 5.00	Strongly Agree	Very Extensive
4	3.40 – 4.19	Agree	Extensive
3	2.60 – 3.39	Uncertain	Moderately Extensive
2	1.80 – 2.59	Disagree	Less Extensive
1	1.00 – 1.79	Strongly Disagree	Least Extensive

Results and Discussion

Table 1 presents the extent of practice of remedial teaching of secondary schools' teachers in the Division of Northern Samar. The secondary schools' teachers rated fourteen (14) practices as "very extensive", fifteen (15) practices as "extensive", two (2) practices as "moderately extensive" and two (2) practices as "less extensive". This indicates that remedial teaching practice was conducted to a high degree in the

schools. The most extensive practice was on encouragement of good learning habits. It is a common practice for teachers to inject morale boosting during classes. The least extensive practice was on organizing reading class and conducting Saturday classes. This could be attributed to the lack of time of teachers to squeeze more time for extra classes given the bulk of work of teachers nowadays.

Table 1. Extent of the Remedial Teaching Practices of Secondary Schools Teachers

Practices	Mean	Interpretation
I always encourage good learning habits and attitudes during classes.	4.62	Very Extensive
I give simple/easy direction to group work.	4.55	Very Extensive
I prepare simplified lessons for easy understanding of slow learners.	4.46	Very Extensive
I let the students think well on their answers.	4.46	Very Extensive
I let the students participate in individual activities.	4.43	Very Extensive
I provide more oral and written exercises to reinforce learning to his/her	4.41	Very Extensive

student.		
I teach simple lessons.	4.41	Very Extensive
I let the students answer take home assignments to further enhance learning.	4.41	Very Extensive
I check immediately the answers of students after quizzes/seatworks.	4.36	Very Extensive
I challenge slow learners to actively participate in classroom discussions.	4.33	Very Extensive
I give reinforcement exercises to let students retain the lessons discussed.	4.32	Very Extensive
I let the students answer orally to find out their difficulties.	4.32	Very Extensive
I indulge in individual paper and pencil tasks.	4.28	Very Extensive
I give exercises on writing, speaking and other relevant tasks improve their performance.	4.21	Very Extensive
I give diagnostic tests to my students to find out their weaknesses and learning abilities.	4.12	Extensive
I give take-home assignments to slow learners.	4.11	Extensive
I should give awards to students whenever there is progress in their performance.	4.08	Extensive
I use visual aids to enhance learning.	4.03	Extensive
I encourage the students for group learning on lessons they failed to master.	4.00	Extensive
I encourage the students to go to the library and find out other learning materials for the subject.	3.99	Extensive
I train the students to indulge in peer teaching.	3.88	Extensive
I tap fast learners as “buddies” to slow learners.	3.83	Extensive
I call parents to a conference to discuss problems concerning their children.	3.80	Extensive
I practice individualized teaching to monitor the students’ learning abilities.	3.75	Extensive
I use information technology to help students learn according to their pace.	3.70	Extensive
I remedy students’ weaknesses by giving them extra study hour.	3.63	Extensive
I extend more time for class hour.	3.59	Extensive
I use team teaching to discuss a lesson where the students have a poor performance.	3.55	Extensive
I use modules in remediation.	3.41	Extensive
I make a separate lesson plan intended for a remedial class.	3.03	Moderately Extensive
I invite parents to help children in their work.	2.67	Moderately Extensive
I organize reading clubs.	2.45	Less Extensive
I conduct Saturday classes.	2.24	Less Extensive
Grand Mean	3.92	EXTENSIVE

Table 2 presents the extent of practice of remedial teaching of secondary schools’ teachers as perceived by their students. One (1) practice was rated “very extensive”; twenty-one (21) practices were rated by the students as “extensive”; nine (9) practices as “moderately extensive”; and two (2) as less extensive.

In general, the students had the same perception with the teachers on the extent of the remedial teaching practices. However, only one item was rated very extensive by the students. The students perceived that the most extensive practice is the amount of additional oral and written work to reinforce learning. This means that students recognize the effort given by teachers to address

learning problems. Least extensive practices include the conduct of Saturday classes and inviting parents to help students do their work.

The students may not notice that teachers do invite parents' attention to students' activities during PTA meetings.

Table 2. Extent of Practice of Remedial Teaching Practices of Secondary School Teachers as rated by students

Practice	Mean	Interpretation
The teacher provides more oral and written exercises to reinforce learning to his/her student.	4.22	Very Extensive
S/he lets the students participate in individual activities.	4.10	Extensive
S/he always encourages good learning habits and attitudes during classes.	4.10	Extensive
S/he gives exercises on writing, speaking and other relevant tasks to improve their performance.	4.01	Extensive
S/he lets the students answer take-home assignments to further enhance learning.	4.00	Extensive
S/he teaches simple lessons.	3.97	Extensive
S/he lets the students think well on their answers.	3.93	Extensive
S/he gives simple/easy direction to group work.	3.88	Extensive
S/he prepares simplified lessons for easy understanding.	3.86	Extensive
S/he challenges slow learners to actively participate in classroom discussions.	3.82	Extensive
S/he checks immediately answers of students after quizzes/seatworks.	3.80	Extensive
S/he encourages the students to go to the library and find out other learning materials for the subject.	3.72	Extensive
S/he lets the students answer orally to find out their difficulties.	3.72	Extensive
S/he indulges in individual paper and pencil tasks.	3.72	Extensive
S/he uses visual aids to enhance learning.	3.70	Extensive
S/he gives reinforcement exercises to retain the lessons discussed.	3.64	Extensive
S/he practices individualized teaching to monitor learning abilities.	3.62	Extensive
S/he trains the students to indulge in peer teaching.	3.57	Extensive
S/he encourages group learning on lessons the students failed to master.	3.56	Extensive
S/he gives diagnostic test to find out their weaknesses and learning abilities.	3.52	Extensive
S/he gives awards to students whenever there is progress in their performance.	3.42	Extensive
S/he uses team teaching to discuss a lesson where students have a poor performance.	3.41	Extensive
S/he calls parents to a conference to discuss problems concerning their children.	3.37	Moderately Extensive
S/he uses modules in remediation.	3.28	Moderately Extensive
S/he remedies students' weaknesses by giving them extra study hour.	3.27	Moderately Extensive
S/he gives take-home assignments to slow learners.	3.26	Moderately Extensive
S/he extends more time for class hour.	3.24	Moderately Extensive
S/he makes a separate lesson plan intended for remedial class.	3.19	Moderately Extensive
S/he uses information technology to help students learn according to their pace.	3.12	Moderately Extensive
S/he organizes reading clubs.	2.99	Moderately Extensive
S/he taps fast learners as "buddies" to slow learners.	2.82	Moderately Extensive
S/he invites parents to help children in their work.	2.48	Less Extensive
S/he conducts Saturday classes.	2.28	Less Extensive
Grand Mean	3.53	EXTENSIVE

Proposed Remediation Program

Each student is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his own in learning.

The proposed remediation program was intended to help and equip classroom teachers with the necessary knowledge, skills, and attitudes to most effectively bring poor or slow learners to their optimum learning capacity.

The following are the contents of the remediation program: identifying the characteristics of the learning among students with learning difficulties, principles of helping students with learning difficulties (includes teaching preparation, devise and design various learning activities and situations, teaching approaches, provide clear instructions, summarize the main points, encourage students' active participation in class activities to enhance learning interest and motivation, focus on the learning process, and

show concern for the performances of individual students), the process of remedial teaching, curriculum adaptation, and remediation teaching practices/strategies.

The proposed program identified eleven (11) remedial teaching strategies or practices based on the perceptions of the students on the extent of the remedial teaching practices of the secondary school teachers. These are the following: formulating and preparing teaching plans; uses learning materials, modules, visual aids, and information technology in remediation; lessons; reinforcement, oral and written, and other relevant tasks/tests; learners' answers; homeworks/assignments; individualized, team, and/or peer teaching/studying; peer support group; reward scheme; extra study/lesson hours; and liaison with parents.

Listed below are the extensive remedial teaching practices of the secondary school teachers as perceived by the students and the proposed remediation program.

Table 3. Proposed Remedial Program in Public and Private Schools in Northern Samar

Findings	Proposed
The teacher provides more oral and written exercises to reinforce learning to his/her student.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he lets the students participate in individual activities.	Individualized, Team, and/or Peer Teaching/Studying
S/he always encourages good learning habits and attitudes during classes.	Individualized, Team, and/or Peer Teaching/studying
S/he gives exercises on writing, speaking and other relevant tasks to improve their performance.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he lets the students answer take-home assignments to further enhance learning.	Homeworks/Assignments
S/he teaches simple lessons.	Lessons
S/he lets the students think well on their answers.	Learners' Answers
S/he gives simple/easy direction to group work.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he prepares simplified lessons for easy understanding.	Lessons
S/he challenges slow learners to actively participate in classroom discussions.	Lessons
S/he checks immediately answers of students after quizzes/seatworks.	Learners' Answers
S/he encourages the students to go to the library and find out other learning materials for the subject.	Uses Learning Materials, Modules, Visual Aids, and Information Technology in Remediation

S/he lets the students answer orally to find out their difficulties.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he indulges in individual paper and pencil tasks.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he uses visual aids to enhance learning.	Uses Learning Materials, Modules, Visual Aids, and Information Technology in Remediation
S/he gives reinforcement exercises to retain the lessons discussed.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he practices individualized teaching to monitor learning abilities.	Individualized, Team, and/or Peer Teaching/Studying
S/he trains the students to indulge in peer teaching.	Individualized, Team, and/or Peer Teaching/Studying
S/he encourages group learning on lessons the students failed to master.	Peer Support Group
S/he gives diagnostic test to find out their weaknesses and learning abilities.	Reinforcement, Oral and Written, and Other Relevant Tasks/Tests
S/he gives awards to students whenever there is progress in their performance.	Reward Scheme
S/he uses team teaching to discuss a lesson where students have a poor performance.	Individualized, Team, and/or Peer Teaching/Studying
S/he calls parents to a conference to discuss problems concerning their children.	Liaison With Parents
S/he uses modules in remediation.	Uses Learning Materials, Modules, Visual Aids, and Information Technology in Remediation
S/he remedies students' weaknesses by giving them extra study hour.	Extra Study/Lesson Hours
S/he gives take-home assignments to slow learners.	Homeworks/Assignments
S/he extends more time for class hour.	Extra Study/Lesson Hours
S/he makes a separate lesson plan intended for remedial class.	Lessons
S/he uses information technology to help students learn according to their pace.	Uses Learning Materials, Modules, Visual Aids, and Information Technology in Remediation
S/he organizes reading clubs.	Peer Support Group
S/he taps fast learners as "buddies" to slow learners.	Peer Support Group
S/he invites parents to help children in their work.	Liaison With Parents
S/he conducts Saturday classes.	Extra Study/Lesson Hours

I. Identifying the Characteristics of the Learning Among Students with Learning Difficulties

Students under remediation program usually have one or more than one of the following learning difficulties:

1. poor memory
2. short attention span and are easily distracted by other things
3. relatively poor comprehensive power

4. lack of learning motivation
5. lack of self-confidence and relatively low self-expectation
6. weak in problem-solving power
7. fail to grasp information effectively and mix things up easily
8. have difficulty in understanding new/abstract concepts
9. fail to transfer knowledge to the related learning areas appropriately

10. need more time to complete assignments or tasks

Apart from various learning difficulties, students may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain students have to learn through sense of touch or practical experiences. Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

II. Principles of Helping Students with Learning Difficulties

A. Teaching Preparation

Remedial teachers should identify students' diverse learning needs to design appropriate teaching plans to facilitate students' effective learning.

B. Devise and Design Various Learning Activities and Situations

Remedial teachers should specifically devise and design various and meaningful learning situations, language environments, games or activities so as to provide personal learning experiences for students and stimulate their interest and initiative in learning.

C. Teaching Approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students.

New concepts from different perspectives by various approaches may be taught so that students can grasp the ideas through meaningful and repeated illustrations.

Teachers should encourage students' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help students understand the main points.

D. Provide Clear Instructions

Students with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give students short and clear instructions to avoid confusion. They must explain clearly the arrangement of each

learning activity. If necessary, they may ask students to repeat the steps of activities so that every student may understand the instructions.

E. Summarize the Main Points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance students' audio and visual memories. Teachers can guide their students to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding students to repeat the main points in verbal or written form is also an effective way of learning.

F. Encourage Students' Active Participation in Class Activities to Enhance Learning Interest and Motivation

Suffering from frequent frustrations in their work, students with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of students. With less students, teachers can design interesting activities coupled with reward scheme to stimulate students' interest. It is most important to help students overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Students with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance students' interest in learning.

G. Focus on the Learning Process

Teaching should not only focus on the transmission of knowledge. It is also important to see that students are benefited from the entire learning process. Teachers should provide ample opportunities in class for students to practice and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of student and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus

enhancing self-confidence and improving their learning skills.

H. Show Concern for the Performances of Individual Students

Students may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual students in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of students and deliver the correct concepts and knowledge to them promptly.

III. The Process of Remedial Teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:

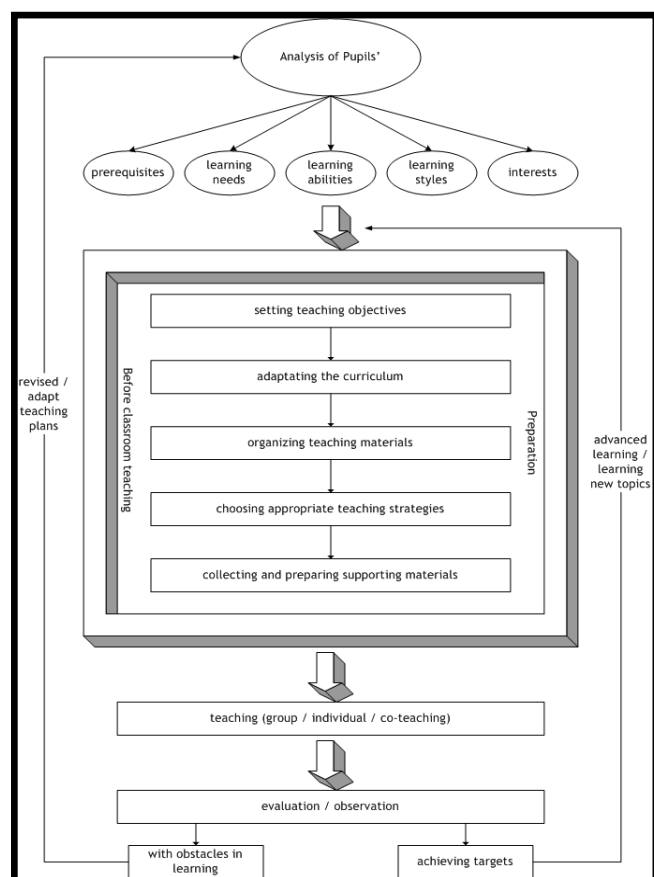


Figure 1. Process of Remedial Teaching

IV. Curriculum Adaptation

Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of students. They should set some

teaching objectives that are need by the students to ensure that students may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and student abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance students' effectiveness of learning.

V. Remediation Teaching Practices/Strategies

A. Formulation of Teaching Plans

Teachers are advised to take the following aspects in formulating teaching plans:

- formulate practical teaching objectives that meet the learning characteristics and weaknesses of students so as to foster a sense of achievement
- decide whether the learning items should be taught in details or in brief
- classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen students' confidence in learning
- make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference

- e. deliver the teaching content by means of modules, themes, learning aspects or teaching items and work out the teaching plans accordingly
- f. conduct a post-lesson reviews focusing on the teaching process and students' performance, with specific and critical evaluations made. Examples of main points for review are as follows:
 - 1. the common difficulties of students;
 - 2. the effectiveness of teaching strategies and class activities to help students understand the teaching contents, grasp the main points and apply what they have learned; and
 - 3. issues of concern (e.g. basic knowledge that requires enrichment, the need to break down or re-arrange teaching steps, etc.)

B. Use of Learning Materials, Modules, Visual Aids, and Information Technology in Remediation

Teachers should design and use appropriate learning materials, modules, visual aids, activities, and information technology in line with the focus of teaching such as competitions, collation of information, discussions, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, educational visit/tour, powerpoint presentations, internet, and experiments that may help students enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

Common teaching aids are concrete objects, figures, models, word cards, number cards and audio-visual equipments such as tape recorder, headset, wire free induction loop system and multimedia teaching aids, etc.

The design and organization of teaching materials should be pupil-oriented.

C. Lessons

Teachers should encourage students to participate actively during the learning process to help master the skills and methods of collaborative learning.

It is also important to see that students are benefited from the entire learning process. Teachers should provide ample opportunities in class for students to practice and think what they have learnt, and allow them to solve problems by different means.

D. Reinforcement, Oral and Written, and Other Relevant Tasks/Tests

Teachers can understand and assess the learning abilities of pupils from their daily class works, reinforcement, oral and written tasks, and other relevant tasks/tests as well as individual or group projects, such as model making, drawing, information collection, measuring activities to check the students' performance.

The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

E. Learners' Answers

Teachers should check immediately the answer of students in after learning tasks and tests to verify the students' performance and improvement.

F. Homeworks/Assignments

The assignments should be targeted at the teaching objectives to further enhance learning for slow learners' creativity, self-learning and collaborative skills.

Teachers should take note of the following points in homeworks or assignments policies:

- a. have clear and simple objectives and/or instructions
- b. match the content taught in class
- c. assign appropriate amount of homework each day
- d. used as a tool for evaluation and feedback
- e. ineffective and mechanical drills should be avoided

G. Individualized, Team, and/or Peer Teaching/Studying

Teachers should encourage individualized, team, and/or peer teaching to discuss a specific lesson where the learners have a poor performance with their high performing classmates to monitor and develop their learning abilities.

H. Peer Support Group

Peer support program helps students reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship.

I. Reward Scheme

The reward scheme has positive effect in enhancing students' motivation. It aims at guiding

pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help students cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process. When designing the rewards offered, remedial teachers should take note of the following:

- a. set clear and specific targets (for example: requirement on the score of dictation and number of assignments submitted);
- b. set achievable objectives;
- c. give diversified rewards (including verbal commendation) or prizes to accommodate pupils' interest; give rewards instantly;
- d. review and revise the reward scheme regularly; and
- e. invite parents to help children improve their work.

J. Extra Study/Lesson Hours

Teachers are encouraged to spend more extra study/lesson hours to remedy students' weaknesses to enhance good learning habits and attitudes.

K. Liaison with Parents

In order to help students with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle students' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

Some parents may have unrealistic expectation of their children's performance. In such cases, remedial teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the students' potentials.

Conclusions

The extent of remedial teaching practices used by the secondary school's teachers in the Division of Northern Samar is extensive. It can be implied that remedial teaching is highly practiced in the

different schools in the Division of Northern Samar to enhance and improve the students' learning habits. In terms of the students' perceptions on the remedial teaching practices of the secondary school teachers, the practices are extensive. This implies that the perceptions of the students are the same with those of the teachers. The students perceived most extensive practice the amount of additional oral and written work to reinforce learning. Regarding the extent of remedial teaching practices between public and private secondary schools in the Division of Northern Samar, it appeared that they are extensive, which implies that the teachers in public and private schools practice mostly in encouraging/motivating good learning practices and attitudes during classes.

The proposed remediation program contains eleven (11) remedial teaching strategies or practices. These are the following: formulating and preparing teaching plans; use of learning materials, modules, visual aids, and information technology in remediation; lessons; reinforcement, oral and written, and other relevant tasks/tests; learners' answers; homeworks/assignments; individualized, team, and/or peer teaching/studying; peer support group; reward scheme; extra study/lesson hours; and liaison with parents.

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