



THE ROLE OF COMPENSATION TEACHING IN INCREASING LEARNING ACHIEVEMENT OF SLOW LEARNER STUDENTS

Mr. S. Arulnesan ¹ & Mrs. R. Thakshaayini²
Correspondence: arulrock0415@gmail.com

Abstract

Elegant remedial teaching activities are the way to increase the level of the best educational directory for students who learns slowly. Highlighting this, this level of research entitled 'The Role of Compensation Teaching in Increasing the Education Achievement of Slow learner Students' aims to identify the importance of compensating teaching in increasing the educational attainment of chewing students in the junior middle class. Based on. This study has been carried out focusing on the plantation Tamil schools in the Impulpe division of the Balangoda education zone. For this purpose 5 Tamil schools have been identified on the basis of facility model and from these schools, 100 students were selected to study on the basis of objective model from class 6 to 9 of junior intermediate section and 50 parents of those students, the 50 junior intermediate section teachers and 5 principals of the schools were identified as models on the basis of light transformation and all the data obtained from them qualitatively and quantitatively were analyzed through Excel and shown through tables and diagrams. Based on the results of the analysis, it was found that chewing gum is more prevalent among students and requires systematic remedial action. To promote remedial teaching in line with the individual differences of the students, to develop the professional development of the faculties of the teachers, to expect the necessary facilities for the students to start and finish the course in a timely manner. The principles found that an administrative system with better planning was essential for the development of the students' educational directory with the excellent cooperation of the faculty. There are also suggestions on how to increase learning engagement and encourage learning for students with learning disabilities.

Keywords: Junior middle class, Slow learner students, Slow learning, Education achievement, Remedial teaching

¹ Department of Education and Childcare, Faculty of Arts and Culture, Eastern University, Sri Lanka

² Department of Education and Childcare, Faculty of Arts and Culture, Eastern University, Sri Lanka