EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

TEACHERS' INTERVENTION PRACTICES IN ADDRESSING PUPILS' LEAST LEARNED COMPETENCIES

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ABSTRACT

This study identifies the particular and pragmatic interventions teachers implement in real-time to enhance competency mastery. The study emphasis it places on direct teacher practices in the school environment, providing context-specific information that tends to be missing from wider studies of education. This research focuses on the intervention practice of teachers in addressing pupils' least-learned competencies. Based on a quantitative approach, the research utilized descriptive-survey and descriptive-comparative designs to study teachers' approaches and determine the impact of demographic factors like age, gender, and teaching experience. The population included 144 public elementary school teachers. For the purposes of collecting the intended data, the researcher utilized Microsoft Forms and even arranged for personal meetings to collect the data. Results indicated overall trends in the demographic of respondents and identified the variance in intervention practices employed by teachers. There was a general consensus about the use of intervention practices, but there were significant differences across age ranges. Indicating that intervention strategies are differently adopted by teachers of different ages.

The results suggest a call for systematic, evidence-based intervention programs such as STEP-UP to enhance teaching routines and assist struggling learners with critical competencies. Focusing on collaboration between teachers, school administrators, and program implementers can result in more focused instructional approaches and improved resource allocation. Ongoing professional development is also important in maintaining effective interventions and in ensuring that instructional methods continue to adapt to pupils' needs.

In summary, the results highlight the importance of ongoing professional development and evidence-based approaches to assist students. Long-term effects of interventions should be examined in future studies, and a mixed-methods approach should be employed for a richer understanding of best practices in closing competency gaps.

KEYWORDS: *Intervention Program, Students' Least Learned Competencies, Teachers' Intervention*

INTRODUCTION

Engagement, support, and a positive learning atmosphere are all fostered in the perfect classroom. Teachers provide individual practice, model skills, adapt their lessons to the requirements of their students, and promote teamwork. Motivation is increased by a polite environment, constructive teacher-student interactions, and a place that honors student accomplishments (Julien, 2023). Efficiency, security, and a caring environment are guaranteed in a well-organized environment. Involving the community and parents enhances education even more and supports comprehensive learning objectives (Villarreal Arroyo,2024).

This ideal situation is reflected in the DepEd's mission and vision, which focuses on fostering well-rounded Filipino citizens with the competencies to fulfill their potential. DepEd's core values—Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa—and its mandate from Republic Act 9155 emphasize quality, equitable, and learner-centered education, aiming to provide every student with a safe, motivating, and child-friendly environment. Schools are expected to embody these principles, which underpin the educational ideal where learners thrive academically and emotionally.

Notwithstanding DepEd's sustained efforts, numerous teachers are still challenged to address learners' varied needs, particularly in core subjects. Identifying learners who require intervention usually depends on quarterly assessment scores, yet this is a narrow measure to determine best practices. Liu and Thi-Gam Phan (2023) underlined that support for learners via organized group discussions can foster independence among low-performing students. Yet, few examine how teachers select and apply interventions in actual classrooms, especially within the Philippine context.

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This shortfall highlights the necessity to investigate present intervention practices and how they differ among teacher demographics to support struggling learners further.

For instance, (1st Quarter Test Result of School A, SY 2024 - 2025). showed a wide learning gap: 2,872 learners were non-proficient, while only 1,679 were proficient learners—a gap of 1,193 students. This serious gap indicates that there is an immediate need to implement an intervention program to conduct an intervention program aimed at addressing students' least-learned competencies, improving academic performance, and providing equitable learning support for all learners.

Additionally, the second-quarter Filipino tests showed a non-proficiency rate of 87.58% in Grade 4, with equally high rates in other grade levels in one of the schools within the study locale. These figures highlight a massive disparity between DepEd's educational objectives and the realities of classroom life for teachers and students.

The significance of targeted intervention practice in facilitating students' acquisition of their least-learned skills is highlighted in this study. Intervention practices are crucial in detecting learning gaps, offering organized support, and ensuring students acquire the guidance required to enhance their academic performance.

Intervening with targeted interventions has been found to increase student participation and enforce a more inclusive learning environment. By focusing on specific areas in which the students face difficulties, educators can adapt teaching strategies to address those difficulties effectively, resulting in better academic performance and closing educational gaps (Teachers Guide, 2024).

This study advocates using formative assessments to evaluate student comprehension regularly and identify areas needing improvement, allowing teachers to adapt their instruction based on continuous feedback. Mastery learning, another proposed practice, involves ensuring that students fully grasp a concept before moving on, with additional practice and support provided as needed. Remediation, guided by DepEd Order No. 08, Series of 2015, offers targeted assistance for students who encounter difficulties in specific competencies, helping them reach proficiency in challenging areas.

By employing these intervention strategies in alignment with DepEd's commitment to equitable learning opportunities, teachers can bridge the gap between pupils' current performance and the ideal standards set by the education system.

Purpose of the Research

The research aims to study the teachers' intervention practices used by teacher-respondents. This study sought to answer the following key questions:

1. What is the demographic profile of the respondents in terms of:
   - 1.1 Age;
   - 1.2 Sex;
   - 1.3 Years of teaching experience?
2. What are the teachers' intervention practices in addressing pupils' least learned competencies in terms of:
   - 2.1. Behavioral Interventions;
   - 2.2. Collaborative Interventions;
   - 2.3. One-to-One Interventions;
   - 2.4. Social, Emotional, and Wellbeing Interventions;
   - 2.5. Peer Tutoring;
   - 2.6. Metacognition and Self-Regulation; and
   - 2.7. Homework?
3. Is there a significant difference in the intervention practices of the respondents when they are grouped according to demographic profile?
4. Based on the study's findings, what enhanced interventions practices can be proposed to address the pupils least learned competencies?

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Significance of the Research

The study was undertaken to discover teachers' intervention programs and the intervention practices in addressing students' least learned competencies.

Benefiting the study are the various sectors as follows:

The study provides **teachers** with practical, personalized intervention approaches for addressing varied learning strategies. It provides practical ways to improve teaching, increase student motivation, and bridge learning gaps. Furthermore, it promotes teachers' professional development through evidence-based approaches and offers suggestions for improving students' logical reasoning skills.

Through this study, **learners** are advantaged by the learning through enhanced access to targeted interventions that aid their learning, particularly in areas of difficulty. The output enables them to better comprehend challenging lessons through diverse strategies and promotes active cooperation with teachers, ultimately leading to improved academic performance and learning confidence.

The study gave valuable insights for school **principals** on students' needs to get a great education. Through this analysis, school leaders identified areas that needed additional support and improvement. This knowledge enabled them to create professional development programs, manage resources more efficiently, and enact policies that improved teaching practices, resulting in improved overall student performance and academic accomplishment.

To the **guidance counselors**, the research showed the particular academic and emotional deficits that students confront, allowing them to create support programs that would be more attuned. As they worked cooperatively with classroom teachers, they were able to implement interventions, develop healthy study practices, and provide counseling that boosted student confidence and motivation—a technique in line with the multi-level support system of RTI.

For the **curriculum implementors**, the research helped develop specialized intervention practices that combine technology-enhanced approaches. The interventions are based on the Lesson Study methodology, wherein constant improvement in instruction is spearheaded by evidence from the classroom and through collaboration among teachers.

For **researchers**, this research provides a basis for creating and implementing new instructional practices. The conceptual framework directed them towards an appreciation of differentiated interventions and reflective practice, principles core to Differentiated PD and Lesson Study.

Furthermore, by encouraging collaboration among educators, administrators, and other stakeholders, school leaders created complete and effective rules for guiding the school to success. The study helps inform inclusive and strategic interventions for students with learning challenges, leading to improved school-level educational quality in public schools.

METHODS

Research Design/Research Instrument/Data Gathering Procedures

The researcher used a quantitative research design, describing characteristics, averages, trends, and associations between variables. This approach involved employing mathematical and statistical techniques to collect and analyze numerical data (Creswell & Creswell, 2018).

The descriptive-survey method of research was employed to identify the demographic profile of the respondents in terms of age, sex, and years of teaching experience. Also used to examine teachers' intervention practices in addressing pupils' least learned competencies, focusing on behavioral interventions, collaborative interventions, one-to-one interventions, social, emotional, and well-being interventions, peer tutoring, metacognition, self-regulation, and homework.

By a Descriptive survey questionnaire, the research was able to measure the frequency, type, and efficacy of different intervention strategies like behavioral, collaborative, one-to-one, social-emotional, peer tutoring, metacognition, and homework interventions. The descriptive-survey method is particularly most appropriate for studies that will describe conditions, practices, and relations as they currently exist and therefore well-suited to find out trends, patterns, and differences between teachers' approaches depending on their demographic backgrounds.

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The descriptive-comparative of research was used to determine if there was a significant difference in teachers' intervention practices in addressing pupils' least learned competencies when grouped according to their demographic profile. Specifically, the study examined differences based on age, sex, and years of teaching experience about various intervention practices, including behavioral interventions, collaborative interventions, one-to-one interventions, social, emotional, and well-being interventions, peer tutoring, metacognition and self-regulation, and homework.

The output of this study was a set of proposed enhanced intervention practices aimed at addressing students' least learned competencies. These interventions were designed based on the research findings and supported by related studies and literature. The proposed interventions focused on behavioral strategies, collaborative approaches, one-to-one support, social-emotional and well-being programs, peer tutoring, metacognitive techniques, and homework strategies to help improve student learning outcomes.

The researcher followed several stages in collecting and managing data for the study.

The initial step was seeking approval from the School Division Superintendent to conduct the study in identified schools in each district. Once the approval was granted, the researcher sought permission from principals of ten public elementary schools to take the survey questionnaire from the teachers.

Although the researcher first employed Microsoft Forms to disseminate the survey, difficulties in collecting data from the platform resulted in seeking permission from the principals to arrange face-to-face meetings with the respondents. The researcher administered the survey personally to obtain quality participation and data collection.

Data were collected from February 28, 2025, to March 5, 2025. After collecting and encoding the data, the researcher erased all Microsoft Forms files and destroyed all hard copies of the research tool to maintain confidentiality and ensure data security.

Respondents of the Study

Part 1 - The Demographic Profile of Elementary School Teacher-Respondents

Figure 2

Frequency – Percentage Distribution of the Elementary School Teacher Respondents According to Age

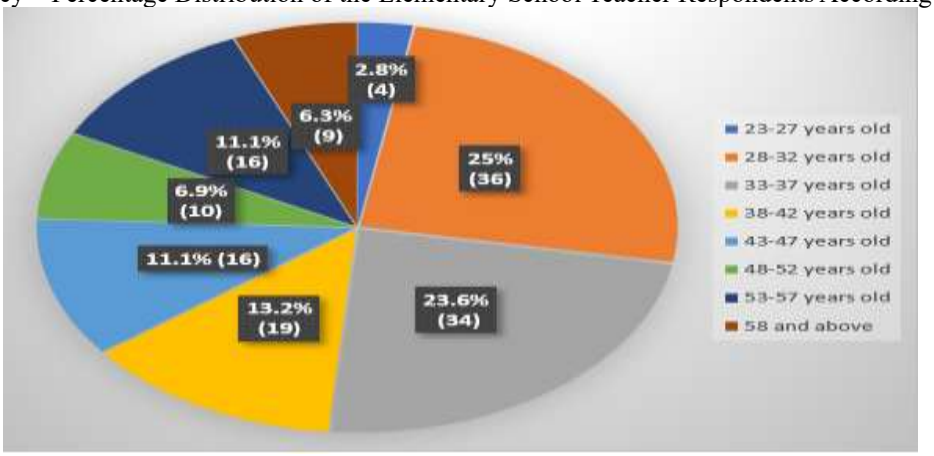


Figure 2 shows the age distribution of the respondents. Most respondents, 25%, fall within the 28 to 32 age group, followed by 23.60% in the 33 to 37 age range. A notable portion of respondents (13.20%) are aged 38 to 42, while smaller percentages are spread across the remaining age brackets: 2.80% are between 23 and 27 years old, 11.10% are in the 43 to 47 group, 6.90% are aged 48 to 52, 11.10% are between 53 and 57, and 6.30% are 58 years old and above. This distribution suggests that most respondents are in the mid-career stage.

This finding aligns with the study by Dignos (2021), which found that 63% of teachers were between the ages of 31 and 40. Dignos noted, "This implies that most of them are young, and they still have time to develop professionally because they will still serve the school for many years." Similarly, the teachers in this study, who are in the early to mid-career stages, have ample time to develop their teaching practices further.

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Figure 3

Frequency – Percentage Distribution of the Elementary School Teacher Respondents According to Sex

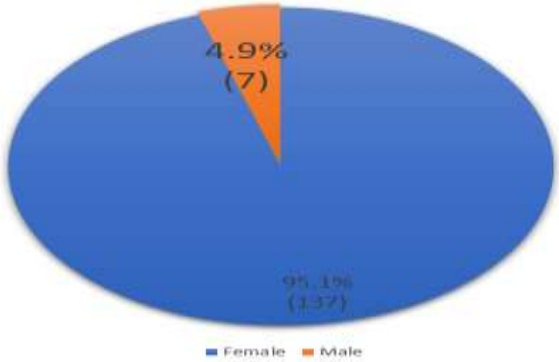


Figure 3 shows that the Majority of the respondents were female, with 95.1% and 4.9% male, respectively. This reflects a broader trend observed in the Philippines, as highlighted in "The Paradox of Being a Female Teacher in the Philippines" (2020). The research notes that, as of the 2008–2009 academic year, 89.58% of teachers in public elementary schools and 77.06% in public secondary schools were female. Similar to the findings in Figure 3, this study highlights the feminization of the teaching profession in the country, raising concerns about gender balance and its implications for gender equality and student experiences. The predominance of female teachers in both studies underscores the need to address the gender gap in the teaching workforce to ensure a more balanced representation in educational settings.

Figure 4

Frequency – Percentage Distribution of the Elementary School Teacher Respondents According to Length of Teaching Experience

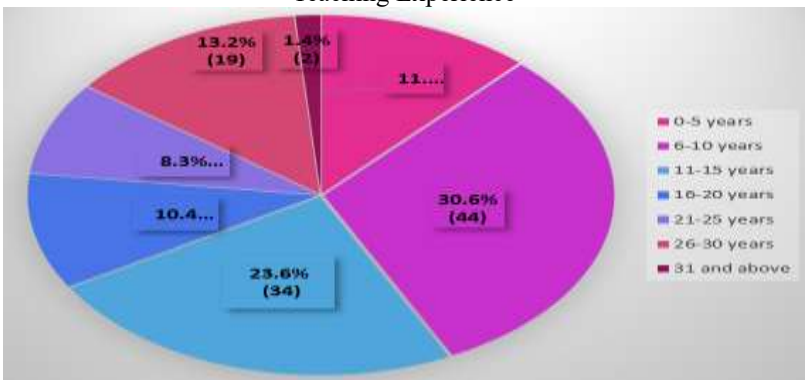


Figure 4 shows the length of experience of the respondents, with 30.6% having between 6-10 years of experience, followed by 23.6% with 11-15 years. A smaller portion, 13.2%, has 26-30 years of experience, while 11.8% have 0-5 years, and 10.4% have between 16-20 years. The remaining respondents have between 21 and 25 years (8.3%) or 31 years and above (1.4%). This distribution indicates that most of teachers fall within the 6-15 years of experience range, suggesting that most of the respondents are in the early to mid-career stages.

The results in Figure 4, which show that most respondents (30.6%) have 6-10 years of teaching experience, can be connected to the study by Peterson (2021) on the associations between years of teaching experience and classroom management practices. In Peterson's study, it was found that years of teaching experience did not significantly predict the use of evidence-based practices or responsiveness to a coaching intervention. However, teachers with more experience were less likely to report the coaching methods as acceptable. Similarly, your findings indicate that the largest group of teachers in your study falls within the 6-10 years of experience range, suggesting that these teachers may be in a stage where targeted interventions, such as coaching, could significantly enhance their practice and improve their effectiveness in addressing students' least learned competencies. This highlights the importance of ongoing professional development for teachers at various stages of their careers.

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Part 2 – The Teachers' Intervention Practices

Table 1

Teacher's Intervention Practices in Terms of Behavioral Intervention

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Connect the least-learned competencies to behavioral problems that hinder learning, such as non-compliance, disturbance, or inattention.	96	48	0	0	3.67	SA
2. Set and clearly communicate specific behavioral expectations for focus, engagement, and participation.	110	34	0	0	3.76	SA
3. Use techniques like sanctions and positive reinforcement to increase participation in the least-learned competencies.	105	39	0	0	3.73	SA
4. Monitor behavior using a monitoring system and record how it affects the development of competencies.	98	46	0	0	3.68	SA
5. Analyze the success of the intervention and modify tactics in light of behavior and learning objectives.	95	49	0	0	3.66	SA
Overall Weighted Arithmetic Mean					3.70	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

Table 1 presents the data on implementing behavioral intervention to support students in acquiring the least-learned competencies. The table shows that the respondents achieved an average WAM of 3.70, corresponding to a qualitative rating of "Strongly Agree.

Indicator 2, "Set and clearly communicate specific behavioral expectations for focus, engagement, and participation," received the highest WAM of 3.76. This highlights the importance of clear behavioral expectations in guiding students toward appropriate conduct, helping them stay focused, engaged, and participative. When expectations are well-defined, students are more likely to exhibit positive behaviors and reduce disruptions.

To justify the result of the highest WAM, a study by Contreras (2023) examined student behaviors and classroom management strategies in public secondary schools. The study found that active participation in class discussions was the most frequently observed proper behavior, emphasizing the impact of well-defined expectations on student engagement. This supports the findings in Table 1, which suggest that setting and communicating behavioral expectations contribute to increased student focus and participation. The results of this study can inform the Department of Education about different student behaviors and classroom management strategies, paving the way to enhance programs that improve student discipline and refine classroom management techniques used by teachers. The strong agreement among respondents further validates the significance of clear behavioral expectations in an effective learning environment.

On the other hand, Indicator 5, "Analyze the success of the intervention and modify tactics in light of behavior and learning objectives," obtained the lowest WAM at 3.66, though still within the Strongly Agree range. This suggests that while teachers see the importance of adjusting strategies based on student behavior and learning goals, teachers may find it difficult to assess effectiveness, identify necessary changes, or implement adjustments smoothly.

Thomas and Lafasakis (2019) examined the effects of modifying behavior intervention plans based on classroom aides' acceptability ratings. Their study found that while initial interventions were effective, inconsistent implementation led to a resurgence of challenging behaviors. This supports the findings in Table 1, indicating that difficulties in evaluating and modifying behavioral strategies may hinder the overall success of interventions. Furthermore, untreated challenging behavior may not only limit access to positive learning and social contexts in the present but may also have long-term adverse effects, potentially generalizing to other environments or developing into more complex behavioral issues (Lerman et al., 1994; Robertson, 2015). This highlights the importance of strengthening intervention analysis and adjustment strategies for sustained behavioral improvement.

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Table 2
Teacher's Intervention Practices in Terms of Collaborative Intervention

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
1. Determine which pupils require group work, then divide them into teams according to their advantages and disadvantages.	109	35	0	0	3.76	SA
2. Establish clear academic objectives and make sure students comprehend the importance of teamwork in achieving them.	112	32	0	0	3.78	SA
3. Plan interactive group activities that promote collaboration and mastery of the least-learned competencies.	107	36	1	0	3.74	SA
4. Plan interactive group activities that promote collaboration and mastery of the least-learned competencies.	109	35	0	0	3.76	SA
5. Evaluate each person's development and the efficacy of the group, offering suggestions for enhancement.	110	34	0	0	3.76	SA
Overall Weighted Arithmetic Mean					3.76	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

Table 2 presents the data on teachers' intervention practices regarding collaborative interventions. The findings indicate that respondents achieved an average Weighted Average Mean (WAM) of 3.76, corresponding to a qualitative rating of Strongly Agree (SA). This suggests that teachers consistently implement collaborative strategies to support student learning.

The indicator "Establish clear academic objectives and ensure students comprehend the importance of teamwork in achieving them" achieved the highest WAM of 3.78. This underscores the significance of setting explicit goals and fostering an understanding of teamwork to enhance student engagement and achievement. A study by Mendo-Lázaro et al. (2022) supports this, demonstrating that cooperative learning effectively encourages university students to develop academic goals that motivate them to engage with tasks to acquire knowledge and skills fully.

Several indicators, including "Determine which pupils require group works, then divide them into teams according to their advantages and disadvantages," "Plan interactive group activities that promote collaboration and mastery of least-learned competencies," and "Evaluate each person's development and the efficacy of the group, offering suggestions for enhancement," all obtained a WAM of 3.76. This suggests that teachers are highly committed to structuring practical group activities, ensuring fair distribution of strengths and weaknesses among students, and assessing both individual and group progress.

While result of the study indicates that planning interactive group activities got the lowest Weighted Average Mean (WAM) of 3.74, suggesting potential challenges in the implementation, other research highlights the effectiveness of such strategies: A study by Salvaña (2022) investigated the use of group work activities in enhancing English language performance among junior high school students. The quasi-experimental design compared students exposed to group work activities (experimental group) with those who were not (control group) over a one-month period. The findings revealed that cooperative learning strategies effectively improved students' language skills and fostered positive attitudes toward interaction with peers. This suggests that, when properly implemented, interactive group activities can significantly enhance student learning outcomes.

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Table 3
Teacher's Intervention Practices in Terms of One -to -One Intervention

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Determine Which Students Need One-on-One Help: Using evaluation or observation, choose students with difficulty with particular competencies.	111	32	1	0	3.76	SA
2. Establish Customised Learning Objectives: Establish customised objectives to rectify deficiencies in the least-learned skills.. The goals should be realistic and measurable.	102	41	1	0	3.70	SA
3. Focused Instruction: Adapt instruction to the requirements and learning preferences of the student.	96	47	1	0	3.66	SA
4. Track Student Progress: To guarantee progress, track student progress through informal evaluations and check-ins.	106	37	1	0	3.73	SA
5. Review and Modify: Assess the success of the intervention and, if progress is sluggish, modify tactics or offer further assistance.	102	41	1	0	3.70	SA
Overall Weighted Arithmetic Mean					3.71	SA

Table 3 presents the data on teachers' intervention practices regarding one-on-one intervention. The respondents achieved an average WAM of 3.71, which falls under the qualitative index of "Strongly Agree," indicating a high level of implementation of personalized instructional strategies to support students struggling with competencies.

The highest WAM of 3.76 was recorded for the indicator "Determine which students need one-on-one help: Using evaluation or observation, choose students who are having difficulty with particular competencies." This highlights the importance of assessing students' needs through evaluation and observation.

Oller (2021), in "Applying Kolmogorov's Proofs to the Evaluation of Instruction: Generalized and Particular (PART ONE)," emphasized that instructional success should be measured by looking at the outcomes it produces. Oller study referenced Kim (2004) and Eisner, who both highlighted the significance of performance-based assessment. According to Oller, Kim's research supports the idea that instruction should be evaluated by working backward from the desired learning outcomes. Additionally, he cited Eisner's claim that performance assessment is one of the most significant developments in education, as it ensures students receive targeted support based on their progress and challenges.

Van Geel et al. (2023) emphasize that effective differentiated instruction (DI) requires teachers to identify students' instructional needs through assessment, continuously monitor progress, and adapt teaching strategies accordingly. They highlight that successful DI relies on teachers' ability to analyze assessment data, set appropriate learning objectives, and modify instruction based on ongoing student performance. However, they also acknowledge challenges, such as ensuring that teachers have sufficient pedagogical content knowledge (PCK) and the ability to adjust instruction effectively for diverse learners.

This aligns with the lowest WAM result in Table 3, which indicates that while teachers recognize the importance of personalized instruction, adapting lessons to students' needs remains challenging. The result shows the importance of regularly tracking student progress and being flexible with teaching methods. It also suggests that struggles in these areas can make one-on-one interventions less effective.

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Table 4
Teacher's Intervention Practices in Terms of Social, Emotional, and Well-Being Intervention

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Determine Social and Emotional Needs: Evaluate students' emotional well-being to find obstacles impeding their ability to study.	95	48	1	0	3.65	SA
2. Offer Emotional Support: Establish a nurturing atmosphere through peer support, stress-relieving activities, and counselling.	96	47	1	0	3.66	SA
3. Incorporate Social and Emotional Learning: Incorporate self-awareness, emotional control, and coping mechanisms into everyday tasks.	95	48	1	0	3.65	SA
4. Track Emotional Well-Being: Assess students' emotional needs regularly by conducting surveys or having conversations.	94	49	1	0	3.65	SA
5. Evaluate and Modify Support: Determine how support affects learning and well-being, and make necessary adjustments in light of advancements.	97	45	2	0	3.66	SA
Overall Weighted Arithmetic Mean					3.65	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

The data from Table 4 highlights the importance of addressing students' social and emotional needs to enhance their overall learning experience. The average WAM of 3.65 indicates that teachers strongly agree on the need for emotional and well-being interventions in the classroom.

The lowest WAM indicators, namely "Determine Social and Emotional Needs" (3.65), "Track Emotional Well-Being" (3.65), and "Incorporate Social and Emotional Learning" (3.65), highlight areas where teachers recognize the importance of emotional well-being but may face challenges in implementation. These findings align with the study by Chamizo-Nieto et al. (2021), which emphasizes the role of emotional intelligence, teacher-student relationships, and student well-being in academic performance. The research suggests that when teachers actively monitor and support students' emotional health, it not only enhances mental well-being but also contributes to improved academic success. This underscores the need for continuous emotional assessments and structured social-emotional learning strategies to create a supportive learning environment.

The two highest WAM indicators, "Establish a nurturing atmosphere through peer support, stress-relieving activities, and counseling" (3.66) and "Determine how support affects learning and well-being and make necessary adjustments in light of advancements" (3.66), emphasize the importance of creating a supportive school environment.

The findings align with the research from DiYES International School (2023) in The Impact of School Culture on Student Success: Creating a Positive Learning Environment, highlighting how a nurturing and empathetic school culture directly reduces stress and anxiety among students. If the students feel heard, supported, and understood, they develop better coping mechanisms, improving both their emotional resilience and academic success. This reinforces the idea that peer support, counseling, and stress-relieving activities are crucial components of a school's intervention strategies.

Additionally, the study stresses that mental health is intrinsically tied to academic performance. A positive school culture helps remove barriers that might otherwise prevent students from seeking help. This directly supports the necessity of continuously evaluating and modifying well-being interventions to ensure they effectively enhance students' emotional and academic growth.

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Table 5

Teacher's Intervention Practices in Terms of Peer Tutoring Intervention

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Choose Peer Tutors and Tutees: Find students struggling to get help and high-achieving students to tutor.	107	36	1	0	3.74	SA
2. Teach Peer Tutors: Teach tutors how to encourage tutees, give feedback, and explain topics.	95	48	1	0	3.65	SA
3. Tutors and tutees are paired according to their requirements and compatibility, which builds trust.	98	44	2	0	3.67	SA
4. Lead Peer Tutoring Sessions: Establish rules for the sessions and monitor them to guarantee concentrated, active learning.	94	48	2	0	3.64	SA
5. Analyse the Impact: To determine efficacy, evaluate performance, feedback, and quiz results.	91	50	3	0	3.61	SA
Overall Weighted Arithmetic Mean					3.66	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

The overall WAM of 3.66 in Table 5 indicates that teachers strongly agree on the effectiveness of peer tutoring as an intervention strategy.

The highest WAM of 3.74 was recorded for the indicator "Choose Peer Tutors and Tutees," highlighting the importance of selecting the right students for peer tutoring. This aligns with the study by Arco-Tirado et al. (2019), which defines peer tutoring as a structured process where both tutors and tutees benefit through active support and knowledge exchange. Their research emphasizes that well-organized peer-tutoring programs, considering tutor-tutee compatibility, learning objectives, and structured interactions, lead to significant academic improvements. The study also highlights how variations in program structure, such as matching students by ability or year level and establishing a fixed or reciprocal tutoring role, influence effectiveness. By ensuring that students are correctly matched, educators can create a more effective learning environment where both high-achieving students and struggling learners benefit. The indicator "Analyze the Impact" received the lowest Weighted Average Mean (WAM) of 3.61 in Table 5, suggesting that while teachers recognize the importance of evaluating peer tutoring programs, challenges exist in effectively assessing their outcomes. As Saniya Khan (2021) highlights, student tutors, despite receiving guidelines, are not expert teachers and may struggle with communication, while some students are reluctant to participate, leading to inconsistencies in tutoring quality and engagement that make it difficult to accurately measure its impact through performance, feedback, and quizzes.

Table 5 results indicate that teachers agree highly on peer tutoring as an effective intervention approach, with a total Weighted Average Mean (WAM) of 3.66. Of the five indicators, "Choose Peer Tutors and Tutees" had the highest WAM of 3.74, highlighting the significance of teachers' importance in selecting students wisely for tutoring positions to implement successfully. Alternatively, the indicator "Analyse the Impact" had the lowest WAM of 3.61, which indicates that teachers are aware of the importance of assessing the efficacy of peer tutoring. Still, there might be issues in regularly evaluating measures like performance, feedback, and quiz results.

Although all the indicators range within the "Strongly Agree" category (3.26–4.00), peer tutoring is embraced and practiced universally in the school district. At the same time, there may be room for potential improvement in program evaluation.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
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Table 6
Teacher's Intervention Practices in Terms of Metacognition and Self-Regulation Intervention

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Introduce Metacognitive Techniques: Use goal-setting and reflection to help students organise, track, and assess their learning.	92	50	1	1	3.62	SA
2. Teach Self-Regulation Skills: Encourage progress tracking while offering time, effort, and attention management techniques.	86	55	2	0	3.59	SA
3. Model Metacognitive Thinking: Think aloud about the learning process to show off metacognitive techniques.	84	59	0	1	3.57	SA
4. Encourage Reflection: Ask pupils to evaluate what they have learnt to pinpoint areas for development.	89	55	0	0	3.62	SA
5. Monitor and Modify: Evaluate and modify tactics regularly to assist pupils in developing their metacognitive and self-regulation abilities.	89	54	1	0	3.62	SA
Overall Weighted Arithmetic Mean					3.60	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

The data in Table 6 highlights teachers' intervention practices in metacognition and self-regulation, with an overall weighted average mean (WAM) of 3.60, indicating a strong agreement on implementing these strategies.

The lowest WAM, at 3.57, was recorded for modeling metacognitive thinking by thinking aloud during the learning process, suggesting that this practice is slightly less emphasized than other strategies. Research supports the importance of modeling self-regulation in the classroom. According to Michelle Connolly (2024), in The Importance of Teaching Self-Regulation Skills to Foster Independent Learning, teachers set the standard for self-regulation by managing emotions, staying organized, and verbalizing their thought processes. Connolly emphasizes that reflecting on actions openly helps students navigate challenges more effectively. She also highlights that self-monitoring progress, setting realistic goals, and engaging in metacognition are essential for developing self-regulation skills. These insights reinforce the need for teachers to actively model metacognitive thinking, as it plays a crucial role in helping students develop independent learning habits.

The highest WAM of 3.62 was recorded for three indicators: introducing metacognitive techniques through goal-setting and reflection, encouraging students to evaluate their learning, and regularly monitoring and modifying strategies to support self-regulation. This highlights teachers' strong emphasis on structured reflection and continuous assessment to enhance student learning. Research supports this approach, as studies harvested by REL Midwest and approved by the Institute of Education Sciences (IES) in January 2018 found that these strategies significantly improve academic performance. Morisano et al. (2010) and Travers, Morisano, and Locke (2015) demonstrated the positive impact of goal-setting and self-reflection, while Schippers, Scheepers, and Peterson (2015) reported that a goal-setting intervention helped close achievement gaps. These findings underscore the importance of incorporating metacognitive techniques, reflective practices, and adaptive strategies to support student success.

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Table 7
Teacher's Intervention Practices in Terms of Homework

Indicators	Frequency 4	3	2	1	WAM	Qualitative Index
1. Create Targeted Homework: Make interesting, challenging, and doable tasks focusing on the least-learned competencies.	83	59	2	0	3.56	SA
2. Clearly Describe Homework Expectations: Clearly state the objectives, purpose, and connection to homework competencies.	87	53	4	0	3.58	SA
3. Offer Resources and Support: To help students do their homework, provide instructions, examples, and support alternatives.	82	61	1	0	3.56	SA
4. Evaluation of Homework and Feedback: Go over assignments, gauge comprehension, and offer helpful criticism for development.	86	55	3	0	3.58	SA
5. Utilize Homework Data for Instructional Adjustments: Examine homework data to pinpoint areas of difficulty and modify courses appropriately.	85	56	2	1	3.56	SA
Overall Weighted Arithmetic Mean					3.57	SA

Legend: 3.26-4.00 – Strongly Agree (SA) 1.76-2.50 – Disagree (D)
2.51-3.25 – Agree (A) 1.00-1.75 – Strongly Disagree (SD)

The data in Table 7 presents teachers' intervention practices regarding homework, with an overall average WAM of 3.57, indicating that teachers strongly agree with implementing these strategies. The emphasis on "Clearly Describe Homework Expectations: Clearly state the objectives, purpose, and connection to competencies of the homework" and "Evaluation of Homework and Feedback: Go over assignments, gauge comprehension, and offer helpful criticism for development", both achieving the highest Weighted Average Mean (WAM) of 3.58, aligns with research highlighting the importance of these practices in enhancing student learning. Research from Digital Learning Edge (DLE, 2024) in Managing Homework Expectations: A Guide for Online Learners supports this by emphasizing that clear expectations and engagement in the homework process enhance student motivation and ownership of learning. According to DLE (2024), students are more invested in homework when assignments align with their interests and learning styles. Allowing students to select topics that resonate with them fosters a sense of personalized learning and increases engagement. Additionally, establishing clear, concise, and accessible homework guidelines including assignment types, frequency, and grading criteria helps students understand what is expected. Transparency in these expectations ensures that students see homework as an opportunity for deeper understanding rather than just a task. By clearly outlining homework objectives and providing constructive feedback, teachers empower students to take ownership of their learning, reinforcing the significance of guidance, flexibility, and accountability in effective homework practices.

Meanwhile, the lowest WAM of 3.56 was observed in three indicators: creating targeted homework, offering resources and support, and utilizing homework data for instructional adjustments. Research by Deysolong (2023) highlights that the effectiveness of homework depends on the quality, nature, and amount of assignments given. Meaningful and appropriately challenging tasks yield better academic results, while excessive or poorly designed homework can lead to diminishing returns and student stress. This aligns with the findings, indicating that while teachers actively engage in effective homework strategies, further emphasis on well-structured and adequately supported homework could enhance student learning outcomes.

Overall, the findings indicate that teachers actively engage in effective homework practices, ensuring that students receive guidance, support, and meaningful feedback to improve their learning outcomes.

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Table 8
Summary of the Intervention Practices Employed by Elementary School Teachers in Addressing Pupils' Least Learned Competencies

Category	WAM	Qualitative Index
Behavioral Interventions	3.70	SA
Collaborative Interventions	3.76	SA
One-to-One Interventions	3.71	SA
Social, Emotional, and Wellbeing Interventions	3.65	SA
Peer Tutoring	3.66	SA
Metacognition and Self-Regulation	3.60	A
Homework	3.57	SA
Overall Weighted Arithmetic Mean	3.67	SA

Table 8 shows the summary of intervention practices employed by elementary school teachers in addressing students' least learned competencies, with an overall Weighted Average Mean (WAM) of 3.67, categorized as Strongly Agree (SA). This indicates that teachers actively implement a variety of intervention strategies to support student learning. Among the different categories, the three highest WAMs were recorded for Collaborative Interventions (3.76), One-to-One Interventions (3.71), and Behavioral Interventions (3.70). The highest rating for Collaborative Interventions suggests that teachers prioritize teamwork, peer support, and cooperative learning approaches to address student learning gaps. One-to-One Interventions receiving the second-highest WAM highlights the value of personalized instruction in helping students grasp difficult concepts. Similarly, the high WAM for Behavioral Interventions reflects teachers' strong emphasis on managing student behavior effectively to create a conducive learning environment.

On the other hand, Homework had the lowest WAM of 3.57, although still within the Strongly Agree category. This implies that while teachers recognize the importance of homework, its implementation may require further refinement, possibly in terms of making assignments more engaging, meaningful, and aligned with student needs. Metacognition and Self-Regulation Interventions also received a slightly lower WAM of 3.60 (Agree), indicating that strategies to enhance students' self-regulation skills may need more reinforcement.

The highest WAM of 3.76 was recorded for Collaborative Interventions, indicating that teachers place strong emphasis on fostering teamwork and peer interaction to support student learning. Research supports this approach, highlighting the benefits of collaborative learning environments. Collaborative learning interventions involve structured group activities where students work together to achieve common learning goals. This approach promotes social interaction, engagement, and the development of teamwork and communication skills. One important form of collaborative learning intervention is a small group intervention. According to Kharbach (2024), small group interventions involve dividing the class into smaller groups to provide targeted instruction and support to students with similar needs. Within these settings, teachers can focus on specific skills, provide additional practice, or address individualized goals, making learning more effective and personalized. Empirical studies further reinforce the significance of collaboration in academic settings. For instance, Phan and Liu (2023) found that leader-assigned groups in Taiwanese classrooms allowed students to access peer resources while maintaining autonomy, promoting greater responsibility for their learning. Similarly, Bayat, Banihashem, and Noroozi (2022) demonstrated that Collaborative Reasoning (CR) strategies enhance students' decision-making and argumentative writing skills by facilitating peer interactions and co-construction of ideas. These findings emphasize the role of collaboration in improving student engagement, reasoning abilities, and overall academic performance.

The high WAM of 3.71 for One-to-One Interventions highlights the strong focus on personalized support from teachers in addressing students' least-learned competencies. This aligns with the D.C. tutoring program, where targeted teacher-led support improved academic performance and engagement (Ma & Gecker, 2025). Students who received tutoring gained confidence, improved attendance, and felt more capable in learning, reinforcing the effectiveness of teacher-led one-to-one interventions in fostering academic success and motivation.

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The high WAM of 3.70 for Behavioral Interventions reflects the strong emphasis teachers place on managing student behavior to create a positive learning environment. This aligns with Kharbach's (2024) discussion on behavior-focused interventions, which aim to reduce disruptive behavior and improve social skills through strategies like positive reinforcement, clear expectations, behavior contracts, and self-regulation techniques. These interventions help students develop better classroom behavior, ultimately supporting their academic and personal growth.

Overall, the findings highlight that teachers actively engage in various intervention strategies, with a strong emphasis on collaboration, one-to-one support, and behavioral management. However, areas such as homework and metacognitive strategies may benefit from further enhancements to maximize their effectiveness in improving student learning outcomes.

Part 3 - The Significant Difference in the Teachers' Intervention Among Elementary School Teacher- Respondents, When Grouped According to Their Demographic Profile

Table 9

Test of Normality and Test of Homogeneity of Variances Results on the Intervention Practices of Elementary Public School Teachers When Grouped According to Age

Category	Test of Normality Result	Test of Homogeneity of Variances Result	Statistical Tool
Behavioral Intervention	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Collaborative Interventions	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
One-to-One Interventions	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Social, Emotional, and Wellbeing Interventions	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Peer Tutoring	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Metacognition and Self-Regulation	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Homework	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Overall WAM	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)

The results of Table 9 show that all intervention practice categories were found to be not normal, requiring the use of non-parametric statistical tests. Among these, "Peer Tutoring" and "Homework" were found to be homogeneous, making them suitable for analysis using the Kruskal-Wallis H-Test, a non-parametric test for comparing multiple independent groups.

On the other hand, "Behavioral Intervention," "Collaborative Interventions," "One-to-One Interventions," "Social, Emotional, and Wellbeing Interventions," and "Metacognition and Self-Regulation" were not normal and not homogeneous, indicating that the Mann-Whitney U Test is the appropriate statistical tool for comparing independent groups in these categories.

Lastly, the Overall WAM category was also not normal and not homogeneous, meaning that it was analyzed using the Kruskal-Wallis H-Test. These findings confirm the appropriateness of using non-parametric statistical tools to evaluate the intervention practices of teachers, considering the distribution and variance characteristics of the data.

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Table 12

Test of Normality and Test of Homogeneity of Variances Results on the Intervention Practices of Elementary Public School Teachers When Grouped According to Sex

Category	Test of Normality Result	Test of Homogeneity of Variances Result	Statistical Tool
Behavioral Intervention	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Collaborative Interventions	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
One-to-One Interventions	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Social, Emotional, and Wellbeing Interventions	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Peer Tutoring	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Metacognition and Self-Regulation	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Homework	Not Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)
Challenges Overall WAM	Not-Normal	Homogeneous	Non-Parametric (Mann-Whitney U-Test)

Table 12 presents the summary of the results of the test of normality and test of homogeneity of variances, which are needed to determine if a parametric or non-parametric test should be used. Based on the results, all intervention practices, including behavioral intervention, collaborative interventions, one-to-one interventions, social, emotional, and well-being interventions, peer tutoring, metacognition and self-regulation, homework, and challenges overall WAM, were not normal but homogeneous. Thus, the Mann-Whitney U-Test, a non-parametric test, was used.

Table 13

Analysis of Variance on Finding the Significant Difference in Intervention Practices in Terms of Sex

Variables being compared	N	Mean	U-value	*p*-value	Decision	Impression at 0.05 level of significance
Behavioral Intervention						
Male	137	3.71	452.00	0.79	Fail to Reject Ho	Not Significant
Female	7	3.66				
Collaborative Interventions						
Male	137	3.76	351.50	0.18	Fail to Reject Ho	Not Significant
Female	7	3.66				
One-to-One Interventions						
Male	137	3.71	408.50	0.47	Fail to Reject Ho	Not Significant
Female	7	3.69				
Social, Emotional, and Wellbeing Interventions						
Male	137	3.65				
Female	7	3.74	430.00	0.62	Fail to Reject Ho	Not Significant
Peer Tutoring	137	3.66				
Male						
Female	7	3.69	475.00	0.96	Fail to Reject Ho	Not Significant
Metacognition and Self-Regulation						
Male	137	3.61	422.00	0.58	Fail to Reject Ho	Not Significant
Female	7	3.51				
Homework						
Male	137	3.58	320.00	0.12	Fail to Reject Ho	Not Significant
Female	7	3.29				
Overall WAM						
Male	137	3.67	400.50	0.46	Fail to Reject Ho	Not Significant
Female	7	3.61				

The analysis of intervention practices among teachers in relation to sex, as presented in Table 13, reveals that there are no significant differences in the use of specific intervention strategies between female and male teachers. In each of the categorized intervention practices—including behavioral, collaborative, one-to-one, social, peer, metacognitive,

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and homework—the p-values exceed the 0.05 significance level, leading to a consistent failure to reject the null hypothesis. This indicates that both male and female teachers apply these intervention strategies similarly, suggesting a collective commitment to addressing students' least learned competencies, irrespective of gender.

Table 14
Test of Normality and Test of Homogeneity of Variances Results on the Intervention Practices of Elementary Public School Teachers When Grouped According to Length of Teaching Experience

Category	Test of Normality Result	Test of Homogeneity of Variances Result	Statistical Tool
Behavioral Intervention	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Collaborative Interventions	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
One-to-One Interventions	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Social, Emotional, and Wellbeing Interventions	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Peer Tutoring	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Metacognition and Self-Regulation	Not Normal	Not Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Homework	Not Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)
Challenges Overall WAM	Not-Normal	Homogeneous	Non-Parametric (Kruskal-Wallis H-Test)

Table 14 presents the summary of the results of the test of normality and test of homogeneity of variances, which are needed to determine if a parametric or non-parametric test should be used. Based on the results, behavioral intervention, social, emotional and well-being interventions, peer tutoring, homework, and challenges overall WAM were not normal but homogeneous, thus the Kruskal-Wallis H-Test, a non-parametric test, was used. Meanwhile, collaborative interventions, one-to-one interventions, and metacognition and self-regulation were not normal and not homogeneous, thus the Kruskal-Wallis H-Test was also used.

Sampling Design and Procedures
The research was conducted among the public elementary school teachers of one of the school divisions in the province of Quezon. Purposive Sampling Technique was utilized in selecting the sample. Purposive Sampling was considered appropriate under this scenario, since the research needed answers from teachers directly implementing intervention practices for pupils with least-learned competencies. Sampling methods are employed when it is impossible or unworkable to study the whole population, enabling the researcher to target a specific group that can offer valuable, pertinent, and meaningful information to the study. The following criteria were used in selecting the respondents: (1) public elementary school teachers within the selected school district, (2) teachers handling remedial classes in the selected district, and (3) teachers who were willing to participate in the study. The locale comprises 229 teachers, all of whom conduct remedial classes. To find the required sample size for the study, Cochran's formula was applied to compute the required number of respondents per school, which gives a total of 144 respondents.

Research Locale/Study Site
The researcher concentrated on a specific division of the Department of Education (DepEd) located in Quezon Province, which is structured into four unique school districts: East, North, South, and West. While all the districts continue to evidence low performance in least-mastered skills in each quarter, recent statistics point out that the locale also has the largest population of non-proficient learners among the four districts. In addition, the researcher is professionally working within the local district where the study was conducted, allowing for a deeper understanding of the intervention practices implemented within the district. To ensure research integrity, a standard checklist was

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employed as the primary data collection instrument, and the observations were made using pre-defined, measurable indicators instead of personal judgment. The checklist items were derived from literature and tested by field experts to ensure content reliability. At data collection, the researcher avoided providing evaluative comments or having leading interactions with the respondents to prevent undue influence. A clear scoring guide was also adhered to to ensure consistent interpretation of the data.

The study was conducted in ten public elementary schools in Quezon Province, focusing on teachers handling remediation sessions during the school year 2024-2025. The research took place in one specific school district chosen based on the presence of the least mastered competencies among learners.

The selected district comprises ten elementary schools, each committed to providing quality education and intervention programs. Two hundred twenty-nine teachers are from the locale, all responsible for conducting remediation or intervention sessions to support students struggling with their least learned competencies.

Hypotheses
According to the above-stated questions, a null hypothesis was created and statistically tested at a significance level of 0.05.

Ho 1. There is no significant difference in the intervention practices of the respondents when they are grouped according to demographic profile, sex, and years of teaching experience. Nevertheless, there is a significant difference in the intervention practices based on age when considering the overall WAM.

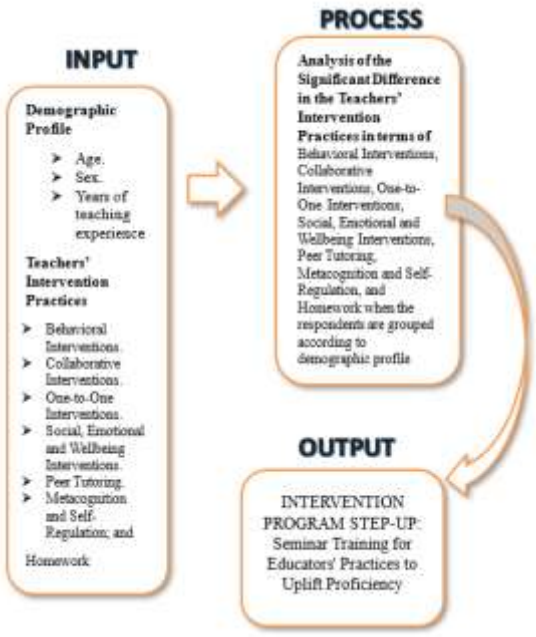
Research Paradigm/Conceptual Framework
The researcher used the Input-Process-Output approach to determine what enhanced intervention practices can be proposed to address the student's least learned competencies.
The input of this study consists of the demographic profile of the respondents and their intervention practices. The demographic profile includes age, sex, and years of teaching experience, which influence teachers' expertise, adaptability, and confidence in implementing interventions. Meanwhile, the teachers' intervention practices include behavioral interventions, collaborative interventions, one-to-one interventions, social, emotional, and well-being interventions, peer tutoring, metacognition and self-regulation, and homework. These strategies address pupils' least learned competencies through behavior modification, social-emotional support, individualized instruction, and cognitive development. By examining these inputs, the study aims to determine how demographic factors influence the effectiveness of intervention strategies.

The second frame highlights the analysis undertaken in the study, focusing on how intervention practices may vary according to demographic factors such as age, sex, and years of teaching experience. By grouping respondents based on these factors, the study identifies variations in the application of intervention strategies, providing insights into which approaches are most effective for different teacher profiles. The findings from this analysis contribute to developing more targeted and relevant professional development programs and improving intervention practices and instructional strategies to enhance student learning outcomes.

Lastly, the research output was used as the foundation for creating Enhanced Intervention Practices in Addressing Pupils' Least-learned Competencies to enhance pedagogical effectiveness. These upgraded practices, based on the outcomes of the research, provide practical and specific recommendations for educators to close students' knowledge gaps. With this, the IPO (Input-Process-Output) cycle ends at the output stage—the enactment of the intervention—because the interventions are based explicitly on the study's findings. At this point, the cycle stops, as the formulated interventions should sufficiently address the learned gaps and enhance the pupils' performance.

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Figure 1
Conceptual Paradigm of the Study



RESULTS AND DISCUSSION

Based on the data gathered, the following findings were revealed in this study:

Part I. Demographic Profile of the Respondents

1. Based on the gathered data, most respondents belong to the 28-32 years old age group, with a frequency of 36, or 25 percent, followed by the 33-37 years old group, with 34, or 23.6 percent. The smallest age group is 23-27 years old, with a frequency of 4, or 2.8 percent.
2. Most respondents were female, with a frequency distribution of 136, or 95.1 percent, while male respondents accounted for 7, or 4.9 percent.
3. Most respondents were in the 6-10 years teaching experience category, with a frequency of 44, or 30.6 percent, followed by those with 11-15 years of experience, with 34, or 23.6 percent. The smallest group consists of teachers with 31 years and above of experience, with a frequency of 2, or 1.4 percent.

Part II. Intervention Practices In Addressing Student's Least Learned Competencies

1.Teacher's intervention practices in terms of behavioral intervention have an overall WAM of 3.70 and a qualitative index of Strongly Agree. The indicator "Analyze the success of the intervention and modify tactics in light of behavior and learning objectives" got the lowest WAM of 3.66, followed by "Connect the least-learned competencies to behavioral problems that hinder learning, such as non-compliance, disturbance, or inattention" with a WAM of 3.67. The third lowest WAM of 3.68 was observed in "Monitor behavior using a monitoring system and record how it affects the development of competencies." All indicators have the same qualitative index of Strongly Agree.

2.Teacher's intervention practices in terms of Collaborative intervention have an overall WAM of 3.76 and a qualitative index of Strongly Agree. The indicator "Plan interactive group activities that promote collaboration and mastery of least-learned competencies" got the lowest WAM of 3.74, Several indicators, including "Determine which pupils require group work, then divide them into teams according to their advantages and disadvantages.", "Plan interactive group activities that promote collaboration and mastery of least-learned competencies." And "Evaluate each person's development and the efficacy of the group, offering suggestions for enhancement," all obtained a WAM of 3.76. All indicators have the same qualitative index of Strongly Agree.

3.The overall WAM for teacher intervention practices in one-to-one intervention is 3.71, with a qualitative index of Strongly Agree. Meanwhile, the indicator "Focused Instruction: Adapt instruction to the requirements and learning preferences of the student" received the lowest WAM of 3.66. All indicators have the same qualitative index

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of Strongly Agree, indicating that teachers consistently implement one-to-one intervention strategies to support student learning.

4.The overall Weighted Average Mean for social, emotional, and well-being intervention practices is 3.65, with a qualitative index of Strongly Agree. The indicator "Track Emotional Well-Being: Assess students' emotional needs regularly by conducting surveys or having conversations." obtained the lowest WAM of

3.65, alongside "Determine Social and Emotional Needs: Evaluate students' emotional well-being to find obstacles that are impeding their ability to study." and "Incorporate Social and Emotional Learning: Incorporate self-awareness, emotional control, and coping mechanisms into everyday tasks.".Despite having the lowest WAM, these indicators still fall within the Strongly Agree.

5.The overall Weighted Average Mean for peer tutoring intervention practices is 3.66, with a qualitative index of Strongly Agree. The indicator "Analyse the Impact: To determine efficacy, evaluate performance, feedback, and quiz results." obtained the lowest WAM of 3.61, followed by "Lead Peer Tutoring Sessions: Establish rules for the sessions and keep an eye on them to guarantee concentrated, active learning." with a WAM of 3.64. Despite having the lowest WAM scores, both indicators still fall within the Strongly Agree

6.The overall WAM for metacognition and self-regulation intervention practices is 3.60, with a qualitative index of Strongly Agree (SA). The indicator "Model Metacognitive Thinking: Think aloud about the learning process to show off metacognitive techniques." obtained the lowest WAM of 3.57, followed by "Teach Self-Regulation Skills: Encourage progress tracking while offering time, effort, and attention management techniques." with a WAM of 3.59. Although these indicators received the lowest WAM scores, they still fall within the Strongly Agree category.

7.Lastly, the overall Weighted Average Mean of homework intervention practices is 3.57, with a qualitative index of Strongly Agree. The indicators "Create Targeted Homework: Make interesting, difficult, and doable tasks that focus on the least-learned competencies.", "Offer Resources and Support: To help students do their homework, provide instructions, examples, and support alternatives.", and "Utilize Homework Data for Instructional Adjustments: Examine homework data to pinpoint areas of difficulty and modify courses appropriately," obtained the lowest WAM of 3.56. However, the WAM falls under the Strongly Agree.

Part III .Significant Difference in The Intervention Practices of the Respondents When They Are Grouped According To Demographic Profile?

1.Based on the findings, there was no significant difference in teachers' intervention practices in addressing students' least learned competencies in terms of behavioral, collaborative, social, peer, metacognitive, and homework intervention strategies when the respondents were grouped according to age, with computed p-values of 0.22, 0.45, 0.65, 0.23, 0.07, and 0.13, respectively, which are greater than 0.05. Therefore, the null hypothesis was not rejected. However, a significant difference was found in the overall intervention practices, with a computed p-value of 0.00, which is less than 0.05. The post hoc test revealed that these significant differences occurred between specific age groups, particularly in certain intervention strategies. Significant differences were identified between the following age groups: 33-37 years old vs. 38-42 years old ($p = 0.047$), 33-37 years old vs. 43-47 years old ($p = 0.000$), 33-37 years old vs. 58 and above ($p = 0.016$), 43-47 years old vs. 28-32 years old ($p = 0.011$), 48-52 years old vs. 33-37 years old ($p = 0.034$), 48-52 years old vs. 43-47 years old ($p = 0.034$), and 53-57 years old vs. 43-47 years old ($p = 0.004$). These results suggest that teachers in the 33-37 age group, 43-47 age group, and 48-52 age group significantly differ in their intervention strategies compared to other age brackets.

2.Based on the findings, the results of the Mann-Whitney U Test indicate no statistically significant difference in teachers' intervention practices based on sex across all categories. The p-values for behavioral intervention ($p = 0.786$), collaborative interventions ($p = 0.177$), one-to-one interventions ($p = 0.473$), social, emotional, and wellbeing interventions ($p = 0.620$), peer tutoring ($p = 0.964$), metacognition and self-regulation ($p = 0.575$), homework ($p = 0.119$), and overall WAM ($p = 0.463$) all exceed the significance level of 0.05, leading to the failure to reject the null hypothesis.

3.Based on the findings, the results of the Kruskal-Wallis H test indicate that there is no statistically significant difference in teachers' intervention practices based on their length of teaching experience across all categories. The p-values for behavioral intervention ($p = 0.198$), collaborative interventions ($p = 0.205$), one-to-one interventions ($p = 0.317$), social, emotional, and wellbeing interventions ($p = 0.865$), peer tutoring ($p = 0.221$), metacognition and self-regulation ($p = 0.227$), homework ($p = 0.543$), and overall WAM ($p = 0.218$) all exceed the significance level of 0.05, leading to the failure to reject the null hypothesis.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

CONCLUSIONS

Based on the findings revealed in the study, the following conclusions were drawn:

1.The respondents were mostly female and had considerable teaching experience, with the majority in their early to mid-career stages. Most teachers were in the 6-10 years of experience range, while only a few had over 31 years of teaching. Regarding age, most belonged to the late twenties to mid-thirties group, with fewer teachers in the youngest and oldest age brackets.

2.The study conclude that public Elementary Schools teachers employed intervention practices in addressing pupils' least learned competencies. The most commonly utilized strategies were behavioral interventions, collaborative interventions, and one-to-one interventions. While all intervention practices were strongly agreed upon, homework had the lowest weighted average mean.

3.The findings indicate no significant difference in teachers' intervention practices based on sex, age, or years of teaching experience, as all p-values exceed the 0.05 significance level. However, a significant difference was observed in overall intervention practices when grouped by age, suggesting variations in how different age groups implement specific strategies. Thus, the null hypothesis is not rejected for sex and teaching experience but is dismissed for overall intervention practices based on age.

4.The research concludes that, even though all the indicators were given a "strongly agree" rating by the respondents, there is still a necessity for an actual output that will improve teachers' intervention practices. INTERVENTION PROGRAM STEP-UP: Seminar Training for Educators' Practices to Uplift Proficiency is necessary to enable teachers to continue developing professionally, become more efficient, and have a more expansive repertoire of intervention techniques. To accomplish this, the research suggests implementing a comprehensive training program aimed at reinforcing and enriching these practices. This project will be implemented over three consecutive years, offering teachers extended, research-based professional development opportunities to enhance their capacity to work on students' least-learned competencies.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were expressed:
Since the findings denote that the areas needed for improvement are behavioral, collaborative, one-to-one, and homework interventions, teachers are urged to undertake specific professional development and work with their peers to improve these practices and more effectively serve students' weakest competencies.

The school Heads may use the study's findings to create focused programs that assist teachers in building intervention techniques. Provide additional resources and training to ensure the effective implementation of interventions, particularly in self-regulation and metacognition.

In line with the findings. Guidance Counselors are encouraged to adopt support programs for social, emotional, and well-being interventions to supplement teachers' academic work. Hold workshops and counseling to educate students to engage in self-regulation and metacognitive functions, thereby stimulating independent learning.

The curriculum implementers may incorporate intervention strategies to offer organized support for remediating students' least learned competencies. Create learning materials and course guidelines that enhance collaborative learning, peer tutoring, and self-learning strategies.

For future Researchers, utilize this research as a guide in further examining intervention strategies, with emphasis on how they influence long-term student learning. Perform such a study through the mixed-method approach to attain richer insights and increase the consistency of findings.

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