Original Research Article

**REMEDIAL TEACHING PRACTICES OF TEACHERS AND LEARNING PROGRESSIONS OF LEARNERS IN PUBLIC ELEMENTARY SCHOOLS**

.

ABSTRACT

|  |
| --- |
| This study aimed to determine the significant relationship between remedial teaching practices and learning progressions in public elementary schools. A descriptive-correlational research design was employed, with a sample of 98 teachers from public elementary schools in Caraga District, Division of Davao Oriental. Data were gathered using standardized questionnaires administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that remedial teaching practices and learning progressions were very extensive among teachers. Correlation analysis indicated a significant relationship between remedial teaching practices and learning progressions. Moreover, the study identified that the domains of remedial teaching practices, including instruction, assessment, and support, significantly influenced learning progressions. It is recommended that school administrators focus on fostering teachers' remedial teaching practices through professional development programs that emphasize targeted instruction, effective assessment, and consistent support. By enhancing these remedial practices, teachers will be better equipped to improve student progress, particularly for those requiring additional assistance, thereby promoting long-term academic success. This approach can ultimately lead to more effective teaching practices and better learning outcomes for all students. |

*Keywords*: Remedial Teaching Practices, Learning Progressions, Public Elementary School, Descriptive-Correlational, Education

1. INTRODUCTION

Learning progression is a fundamental aspect of education that ensures students acquire knowledge and skills at an appropriate pace. However, some students experience slow learning progression, which can be attributed to cognitive, emotional, social, and environmental factors. Slow learners may struggle to keep up with the academic demands, leading to difficulties in comprehension, retention, and application of knowledge. This issue can impact their overall educational journey, limiting their opportunities for academic and professional success.

Globally, slow learning progression is a global concern affecting educational systems worldwide. In Malaysia, students face challenges in meeting learning milestones due to inadequate instructional methods, lack of student engagement, and disparities in educational access (Basar et al., 2021). In Chile, research has highlighted that slow learning progression can lead to higher dropout rates and decreased motivation among students. Governments and educational institutions have implemented various strategies, such as differentiated instruction and remedial programs, to address this issue, but gaps still remain in ensuring all learners receive the support they need (Salazar-Fernandez et al., 2021).

Several studies have explored the relationship between remedial teaching practices and learning progressions, emphasizing the vital role that targeted interventions play in supporting students' academic growth. Remedial teaching, which involves revisiting foundational concepts and offering additional support, has been found to significantly impact the progression of students, particularly those who are struggling with core academic skills (Malik et al., 2023). Teachers who employ individualized strategies, such as one-on-one tutoring or differentiated instruction, help students overcome learning gaps, enabling them to progress at their own pace (William et al., 2025).

Moreover, research studies show that effective remedial practices, such as providing personalized feedback and tailored exercises, are crucial for students to meet the expected learning progressions (Idowu, 2024). These approaches not only address the immediate learning gaps but also support long-term academic development, ensuring that students build a strong foundation upon which they can continue progressing (Darling-Hammond et al., 2020). Moreover, remediation is particularly effective when aligned with clear learning progressions, as it allows educators to target specific skills and knowledge at the appropriate stages of development (Dozier et al., 2023).

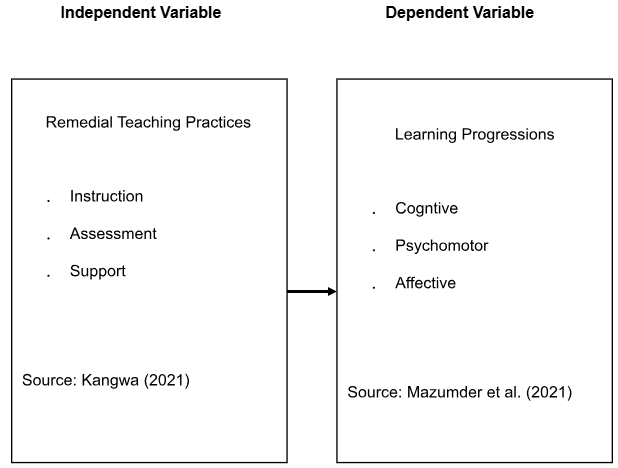
In the Philippines, slow learning progression is a persistent challenge, particularly in public schools. The Department of Education (DepEd) has recognized that a significant number of students fail to meet grade-level competencies due to factors such as overcrowded classrooms, lack of qualified teachers, and insufficient learning resources (Aranda, 2022). The effects of the COVID-19 pandemic have further exacerbated the situation, with students struggling to catch up after prolonged school closures (Galang, 2021). Despite the implementation of learning recovery programs, many students continue to experience difficulties in mastering fundamental skills, particularly in literacy and numeracy.

Remedial teaching practices have been widely recognized as an effective intervention to address slow learning progression (Selvarajan, 2022). These practices provide struggling students with additional instructional support tailored to their needs. Strategies such as small-group instruction, personalized learning plans, and targeted exercises help improve comprehension and retention (Zhao et al., 2022). By implementing structured remedial programs, students can bridge learning gaps, enhance their confidence, and develop better academic skills, ultimately leading to improved learning outcomes (Ren et al., 2021).

In inclusive classrooms, where students have diverse learning needs, remedial teaching practices have been shown to promote greater engagement and confidence in students (Mitchell & Sutherland, 2020). By providing targeted support and breaking down complex tasks into manageable steps, remedial teachers enable students to experience success at their own pace, thus fostering a sense of achievement and motivation (Paige, 2020). This, in turn, encourages a positive attitude toward learning and helps reduce the anxiety often associated with academic challenges (Ramzan et al., 2023).

In Caraga District, Division of Davao Oriental, slow learning progression is a pressing issue, particularly in public elementary schools. Many students struggle with foundational subjects, resulting in poor academic performance and increased retention rates. Factors such as limited access to quality learning materials, teacher shortages, and economic difficulties among families contribute to this problem. While educational interventions exist, there is limited research focusing on the specific challenges faced by elementary school students in public schools in Caraga District, Division of Davao Oriental, making it difficult to design targeted solutions.

To promote quality elementary education, this study aims to determine the relationship between remedial teaching practices and learning progression among elementary school students in public schools in Caraga District, Division of Davao Oriental. Conducting this research is urgent as slow learning progression can have long-term academic consequences if not addressed early. The findings of this study will be significant in providing insights for educators, policymakers, and school administrators to enhance instructional strategies, improve student performance, and develop effective intervention programs to support slow learners in the public school system.

****

**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between remedial teaching practices and learning progressions in public elementary schools in Caraga District, Division of Davao Oriental. Specifically, it soughts to answer the following questions:

1. What is the level of teaching practices of teachers in terms of:

1.1 instruction;

1.2 assessment; and

1.3 support?

2. What is the extent of learning progressions of learners in terms of:

2.1 cognitive;

2.2 psychomotor; and

2.3 affective?

3. Is there a significant relationship between remedial teaching practices of Teachers and the learning progressions of learners?

4. What domains of remedial teaching practices of teachers significantly influence the learning progressions of learners?

**1.2 Hypotheses**

Ho1: There is no significant relationship between remedial teaching practices of teachers and learning progressions of learners.

Ho2: None of the domains of remedial teaching practices of teachers significantly influence the learning progression of learners.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involved the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research follows a non-experimental framework, which focuses on observing and analyzing naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aims to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach is to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which seeks to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered suitable as it aims to describe the extent of remedial teaching practices and learning progressions among teachers. It also seeks to identify the significant relationship between the remedial teaching practices employed by teachers and the learning progressions experienced by their students.

**2.2 Research Respondents**

This study was conducted in Caraga District, Division of Davao Oriental. This study included the 17 schools of Caraga District. There were 98 teachers who were involved as respondents of the study out of 130 population using the Slovin’s Formula with .05 margin of error, who rated the Remedial Teaching Practices of Teachers and Learning Progressions of Learners in Public Elementary Schools in Caraga District, Division of Davao Oriental. This were conducted during the school year 2024-2025. In selecting the respondents, the researcher employed a simple random utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population assembling them in a container big enough to allow the rolled pieces of paper to move freely in all directions when they were shaken. The researcher picked out the desired numbers of participants for the study.

The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within Caraga District, Division of Davao Oriental during the 2024-2025 school year. Second, the teacher had at least one year of teaching experience in any subject. Teachers who do not meet these criteria were excluded. Specifically, those not employed in a public elementary school within Caraga District, Division of Davao Oriental during the 2024-2025 school year, those with less than a year of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors, who did not directly teach elementary subjects, were also excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Remedial Teaching Practices Scale by Aquino (2017), as cited in Kangwa (2022). The scale measures various dimensions of feedback, including instruction, assessment and support. Its overall Cronbach’s alpha coefficient was 0.750, which supported the reliability of the questionnaire for measuring the variable of remedial teaching practices. In this study, the remedial teaching practices scale also demonstrated excellent reliability, with a Cronbach’s alpha value of 0.964.

The second part of the questionnaire was developed by Hart et al. (2011), as cited in Mazumder et al. (2020) to assess learning progressions. The Learning Progessions Scale evaluated the use of cognitive, psychomotor and affective in the classroom. The overall Cronbach’s alpha coefficient for the scale was 0.780, indicating that the questionnaire was reliable for measuring the variable learning progressions. Additionally, the learning progressions questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.963.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of remedial teaching practices of teachers and learning progressions of learners in public elementary schools.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between remedial teaching practices of teachers and learning progressions of learners in public elementary schools.

Regression analysis was employed to identify which domains of remedial teaching practices of teachers would influence the learning progressions of learners in public elementary schools.

3. results and discussion

**3.1 Extent of Remedial Teaching Practices of Teachers in Public Elementary Schools**

Table 1. *Extent of Remedial Teaching Practices of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Instruction | 0.62 | 4.35 | Very Extensive |
| Assessment | 0.58 | 4.37 | Very Extensive |
| Support | 0.70 | 4.17 | Extensive |
| **Overall** | **0.58** | **4.30** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of remedial teaching practices among teachers, including instruction, assessment, and support, based on the mean scores and standard deviations. The indicator of assessment has the highest mean of 4.37, categorized as "very extensive," followed closely by instruction with a mean of 4.35, also categorized as "very extensive." The indicator of support received a mean of 4.17, categorized as "extensive." The overall mean of 4.30 is described as "very extensive," indicating that teachers generally demonstrate a high level of remedial teaching practices across these indicators.

This suggests that teachers actively engage in a wide range of remedial teaching practices, with a particularly strong focus on assessment and instruction. While support is still a significant area, it is slightly less emphasized compared to instruction and assessment. These practices highlight teachers' commitment to addressing students' learning needs through thoughtful instruction, timely assessment, and various support strategies to foster student progress.

The overall standard deviation of 0.58, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding aligns with the study of Gao et al. (2021), which suggests that teachers who employ high levels of remedial teaching practices contribute significantly to student learning progressions. Similarly, Jyrwa and May (2025) emphasized that remedial teaching techniques, including targeted interventions and personalized instruction, can help students overcome their academic difficulties and improve their overall performance. Furthermore, Meng (2023) highlighted that when teachers consistently apply effective remedial strategies, such as tailored assessments, additional support, and instructional adaptations, students are better equipped to meet learning expectations and demonstrate sustained academic growth.

**3.2 Extent of Learning Progressions of Students in Public Elementary Schools**

Table 2. *Extent of Learning Progressions of Students in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Cognitive | 0.70 | 4.36 | Very Extensive |
| Psychomotor | 0.60 | 4.38 | Very Extensive |
| Affective | 0.58 | 4.38 | Very Extensive |
| **Overall** | **0.43** | **4.37** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of learning progressions of students, including cognitive, psychomotor, and affective domains, based on the mean scores and standard deviations. The indicators of psychomotor and affective learning both received a mean of 4.38, categorized as "very extensive." The cognitive indicator followed closely with a mean of 4.36, also categorized as "very extensive." The overall mean of 4.37 is described as "very extensive," indicating that students generally demonstrate a very high level of learning progressions across all domains.

This suggests that students exhibit extensive growth and development in cognitive, psychomotor, and affective areas. The highly consistent performance across these domains indicates that students not only gain knowledge and skills but also effectively apply them in various contexts and develop positive attitudes toward learning.

The overall standard deviation of 0.43, being less than 1, indicates that the ratings were very consistent and closely clustered around the mean.

This finding aligns with the study of Darling-Hammond et al. (2020), which emphasizes the importance of strong learning progressions in promoting sustained student development. Students who demonstrate strong progress tend to excel in various areas of their academic and personal lives. Similarly, Adeoye et al. (2024) highlighted that when students make significant strides in their learning progressions, they develop a deeper understanding of content, enhanced problem-solving skills, and improved emotional resilience. Bakour (2024) noted that consistent growth in learning progressions empowers students to reach their full potential, boosting their self-confidence and preparing them for future academic and life challenges.

**3.3 Significant Relationship between Remedial Teaching Practices and Learning Progressions in Public Elementary Schools**

Table 3. *Significant Relationship between Remedial Teaching Practices and Learning Progressions in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Remedial Teaching Practices | 4.30 | 0.42 |  |  |  |  |  |
|  |  |  | 0.68 | 0.46 | High | 0.000 | Reject Ho1 |
| Learning Progressions | 4.37 | 0.43 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between remedial teaching practices and learning progressions in public elementary schools. The relationship between remedial teaching practices and learning progressions has a correlation coefficient of 0.68 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between remedial teaching practices and learning progressions. The R² value of 0.46 suggests that approximately 46% of the variation in learning progressions can be explained by remedial teaching practices.

Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that remedial teaching practices significantly influence learning progressions.

This suggests that teachers who employ effective remedial teaching practices, such as providing additional support and personalized instruction, contribute to significant progress in students' learning outcomes. These practices help students strengthen their foundational skills, leading to better performance and overall development in cognitive, psychomotor, and affective domains. Therefore, enhancing remedial teaching practices can positively impact the learning progressions of students, resulting in improved educational experiences and outcomes.

This finding aligns with the study by Darling-Hammond et al. (2020), which emphasized that the relationship between remedial teaching practices and learning progressions is crucial for fostering student growth. Their research showed that when teachers employ remedial strategies such as personalized instruction and additional support, students demonstrate significant improvements across cognitive, psychomotor, and affective domains. Similarly, Patra et al. (2022) found that remedial teaching practices that include regular assessments and targeted interventions positively influence learning progressions, helping students overcome learning barriers and achieve academic success. Furthermore, the work of Mogale (2023) highlighted that a strong connection between remedial teaching practices and learning progressions enables teachers to address individual student needs more effectively, ensuring that all students experience continuous improvement in their learning journey.

**3.4. Influence of the Domains of Remedial Teaching Practices on Learning Progressions in Public Elementary Schools**

**Table 4.** *Influence of the Domains of Remedial Teaching Practices on Learning Progressions in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.90 | 0.78 |  | 8.20 | 0.000 | Significant |
| Instruction | 0.82 | 0.72 | 0.67 | 3.18 | 0.000 | Significant |
| Assessment | 0.80 | 0.70 | 0.50 | 3.15 | 0.000 | Significant |
| Support | 0.84 | 0.75 | 0.56 | 3.20 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** | | | | | | |
| Learning Progressions=2.90 + 0.82 (Instruction) + 0.80 (Assessment) + 0.84 (Support) | | | | | | |
| R=0.68; R²=0.462; F=48.38; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis of how the different domains of remedial teaching practices instruction, assessment, and support significantly influence learning progressions in public elementary schools. The regression model shows that all three domains positively contribute to learning progressions. Specifically, the support domain (with a Beta of 0.84) has the strongest influence on learning progressions, followed by instruction (Beta of 0.82) and assessment (Beta of 0.80). The t-statistics for each domain (3.20 for support, 3.18 for instruction, and 3.15 for assessment) and the p-values (all 0.000) confirm that these relationships are statistically significant. The regression equation, learning progressions = 2.90 + 0.82(instruction) + 0.80(assessment) + 0.84(support), reveals that the overall model explains 46.2% of the variance in learning progressions (R² = 0.462). Additionally, the model’s F-value of 48.38 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, the results highlight that the domains of remedial teaching practices particularly support, instruction, and assessment play a crucial role in enhancing learning progressions among public elementary school students. Effective remedial teaching practices in these domains help foster student growth, facilitate academic achievement, and support diverse learners.

This suggests that teachers who exhibit strong remedial teaching practices in providing targeted Instruction, comprehensive assessment, and valuable support are more likely to see significant progress in their students' learning. Teachers who implement these practices effectively can better meet the needs of students, promote engagement, and create an environment conducive to academic success. Therefore, these domains of remedial teaching practices significantly contribute to the improvement of learning progressions, ultimately enhancing student outcomes.

This finding supports the research of Kangwa (2022), who emphasized the significant influence of remedial teaching practices on learning progressions. Their study found that teachers who employ targeted instructional strategies, assessments, and additional support contribute to significant improvements in student learning across cognitive, psychomotor, and affective domains. Similarly, the work of Hooda et al. (2022) highlighted that a strong focus on the instructional and assessment aspects of remedial teaching enhances students' academic progress and helps them overcome challenges. Furthermore, the research by Wilson and Lehrer (2021) revealed that when teachers offer comprehensive support alongside instruction and assessment, students show remarkable improvements in their learning outcomes, demonstrating the crucial role of these domains in advancing learning progressions.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of remedial teaching practices among teachers is always manifested. This indicates that remedial teaching practices are a central component of their approach, ensuring that students receive the necessary guidance and interventions to address learning challenges and enhance their educational experience.

Secondly, the extent of learning progressions among students is always manifested. This suggests that students are actively engaged in their learning and exhibit significant growth across these domains, showing a well-rounded development that is supported by effective remedial teaching practices.

Thirdly, a significant relationship between remedial teaching practices and learning progressions was observed. This indicates that teachers who implement effective remedial teaching practices are more likely to observe positive learning progressions in their students. The findings demonstrate that remedial teaching practices play a critical role in promoting student development across cognitive, psychomotor, and affective domains.

Lastly, the domains of remedial teaching practices—instruction, assessment, and support significantly influence learning progressions. This finding emphasizes the importance of providing targeted instruction, regular assessments, and ongoing support to foster student growth. Teachers who prioritize these domains are more likely to create an environment that enhances students' overall progress, leading to better learning outcomes.

The results of this study on the significant influence of the domains of remedial teaching practices on learning progressions validate the theories of Vygotsky’s Zone of Proximal Development (ZPD), Bloom’s Taxonomy of Learning Domains, and the Response to Intervention (RTI) Framework.

Firstly, Vygotsky’s Zone of Proximal Development (ZPD) (1978), as cited by Xi and Lantolf (2021), underscores the importance of scaffolding in the learning process. In the context of remedial teaching, the teacher’s role is to provide targeted support within the student's ZPD, allowing learners to achieve academic success they cannot reach independently. The findings of this study confirm that remedial teaching practices, through their scaffolded support, align with students' current learning levels, facilitating progression to more advanced stages of understanding. This approach fosters an environment where students are supported in moving through the necessary stages of learning to achieve mastery and independence.

Secondly, Bloom’s Taxonomy of Learning Domains (1956), as referenced by Singh and Singh (2020), provides a framework for understanding the complexity of learning and progression. The study’s findings suggest that remedial teaching practices that address cognitive, affective, and psychomotor domains are crucial in guiding students from foundational knowledge to higher-order skills. Remedial strategies aligned with Bloom’s Taxonomy allow for a structured, progressive development of students’ abilities, supporting them in mastering each level of learning before moving on to more complex tasks. This taxonomy supports the importance of gradual progression in learning, which is vital in remedial education.

Lastly, the Response to Intervention (RTI) Framework (Fuchs & Fuchs, 2006), as cited by Peng et al. (2020), highlights the necessity of early intervention and continuous assessment. This study’s results affirm that remedial teaching practices, structured within the RTI framework, provide timely and appropriate interventions that help students progress in their learning stages. By addressing students' specific needs at different tiers, RTI ensures that students who require additional support are provided with the necessary resources, allowing them to progress along an outlined learning trajectory.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, since remedial teaching practices are very extensive, school administrators may continue to emphasize the importance of remedial teaching in supporting student learning. Administrators may consider organizing professional development programs that focus on enhancing teachers' skills in the key areas of remedial teaching, such as instruction, assessment, and support. These programs will equip teachers with the tools and strategies necessary to provide effective and targeted support to students who need additional assistance. Teachers may be encouraged to adopt differentiated instructional approaches that cater to the diverse needs of their students, ensuring that every learner receives the appropriate level of support to succeed.

Secondly, considering that learning progressions are very extensive among students, school administrators may focus on maintaining and further enhancing the learning progress of students across the cognitive, psychomotor, and affective domains. Administrators may support this by providing teachers with resources and training that help them design and implement effective learning progressions for all students. Teachers may be encouraged to continually assess and monitor their students' progress, adjusting their instructional strategies to ensure that students can progress at their own pace and meet learning objectives.

Thirdly, in light of the significant relationship between remedial teaching practices and learning progressions, school administrators may promote the integration of remedial teaching techniques into the daily classroom environment to further enhance student progress. This could be achieved by organizing workshops and collaborative sessions where teachers can learn how to effectively merge remedial teaching strategies with the goal of advancing learning progressions. Teachers may be encouraged to reflect on how their remedial practices can contribute to overall student development, ensuring that all students, particularly those requiring additional support, make steady progress toward mastering key concepts.

Lastly, recognizing the significant influence of the domains of remedial teaching practices on learning progressions, school administrators may prioritize the continued professional development of teachers in these key domains. By fostering a school culture that supports the integration of effective remedial teaching practices, administrators may help ensure that learning progressions are effectively supported. Teachers may take full advantage of mentorship opportunities, peer collaboration, and professional learning communities to refine their practices and better support student progress. In doing so, teachers will be better equipped to create learning environments that promote long-term academic success for all students. Future researchers may explore the impact of specific remedial teaching practices on different student populations and how these practices contribute to diverse learning outcomes. They could examine the role of remedial strategies in promoting equitable learning progressions across various educational settings, and further investigate how the integration of such practices affects long-term academic achievement.

Consent (where ever applicable)

This study was conducted with strict adherence to established ethical principles to ensure the safety, dignity, and welfare of all participants. Prior to data collection, the researcher secured the required authorizations, including a recommendation from the Dean of the Graduate School at Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. The ethical guidelines followed were based on the framework proposed by Pregoner et al. (2025), ensuring alignment with current standards for research involving human subjects in educational environments. Participation was entirely voluntary, with all individuals fully briefed on the study’s aims, scope, and their right to decline or withdraw at any time without consequence. Informed consent was obtained to confirm their understanding and willingness to participate. To maintain privacy, no identifying information was collected, and all responses were treated with strict confidentiality. The data gathered were used solely for academic purposes. These measures ensured the research was carried out with ethical transparency, professional responsibility, and integrity.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Adeoye, M. A., Prastikawati, E. F., & Abimbowo, Y. O. (2024). Empowering learning: Pedagogical strategies for advancing 21st century skills and quality education. Journal of Nonformal Education, 10(1). https://journal.unnes.ac.id/journals/jone/article/download/1451/143

Aquino, J. S. (2017). Extent of Remedial Teaching Practices of the Secondary School Teachers Program:Basis for Remedial Program. International Journal of Trend in Scientific Research and Development, 1(3), 71-80. https://www.ijtsrd.com/papers/ijtsrd154.pdf

Aranda, M. R. R. (2022). Learning challenges in the new senior high school English curriculum in the Philippines. International Journal of Learning, Teaching and Educational Research, 21(11), 315-333. https://www.ijlter.myres.net/index.php/ijlter/article/download/1469/1479

Bakour, S. (2024). Do interventions enhancing students’ self‐belief and confidence effectively contribute to widening participation in higher education? A qualitative research study. Widening Participation and Lifelong Learning, 26(2), 60-87. https://www.ingentaconnect.com/contentone/openu/jwpll/2024/00000026/00000002/art00004?crawler=true&mimetype=application/pdf

Basar, Z. M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). The effectiveness and challenges of online learning for secondary school students–A case study. Asian Journal of University Education, 17(3), 119-129. https://myjms.mohe.gov.my/index.php/AJUE/article/download/14514/7556

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied developmental science, 24(2), 97-140. https://www.tandfonline.com/doi/pdf/10.1080/10888691.2018.1537791

Devi, R. A. N. J. I. T. A., Pradhan, S. H. R. I. J. A. N. A., Giri, D. O. M. A., Lepcha, N. A. Z. U. N. G., & Basnet, S. H. A. K. E. E. L. A. (2022). Application of correlational research design in nursing and medical research. Journal of Xi'an Shiyou University, Natural Sciences Edition, 65(11), 60-69. https://www.researchgate.net/profile/Barkha-Devi-2/publication/368958213\_APPLICATION\_OF\_CORRELATIONAL\_RESEARCH\_DESIGN\_IN\_NURSING\_AND\_MEDICAL\_RESEARCH/links/6401a0330cf1030a566a0022/APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH.pdf

Dozier, S. J., MacPherson, A., Morell, L., Gochyyev, P., & Wilson, M. (2023). A learning progression for understanding interdependent relationships in ecosystems. Sustainability, 15(19), 14212. https://www.mdpi.com/2071-1050/15/19/14212

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it?. Reading research quarterly, 41(1), 93-99. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=cbbbb88fed87d51c4285978780879f1bdd5fc25c

Galang, A. D. (2021). Teachers’ critical reflections on the new normal Philippine education issues: Inputs on curriculum and instruction development. International Journal of Social Learning (IJSL), 1(3), 236-249. https://ijsl.pubmedia.id/index.php/ijsl/article/download/43/20

Gamage, A. N. (2025). Research Design, Philosophy, and Quantitative Approaches in Scientific Research Methodology. Sch J Eng Tech, 2, 91-103. https://www.researchgate.net/profile/Amila-Gamage/publication/389026547\_Research\_Design\_Philosophy\_and\_Quantitative\_Approaches\_in\_Scientific\_Research\_Methodology/links/67b0ad04207c0c20fa8add82/Research-Design-Philosophy-and-Quantitative-Approaches-in-Scientific-Research-Methodology.pdf

Gao, Y., Zhai, X., Cui, Y., Xin, T., & Bulut, O. (2021). Re-validating a learning progression of buoyancy for middle school students: A longitudinal study. Research in Science Education, 1-29. https://www.researchgate.net/profile/Xiaoming-Zhai/publication/355198777\_Re-validating\_a\_Learning\_Progression\_of\_Buoyancy\_for\_Middle\_School\_Students\_A\_Longitudinal\_Study/links/61675f7166e6b95f07c31e37/Re-validating-a-Learning-Progression-of-Buoyancy-for-Middle-School-Students-A-Longitudinal-Study.pdf

Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). Student Engagement in Schools Questionnaire. Contemporary School Psychology. https://psycnet.apa.org/doiLanding?doi=10.1037%2Ft43831-000.

Hooda, M., Rana, C., Dahiya, O., Rizwan, A., & Hossain, M. S. (2022). Artificial intelligence for assessment and feedback to enhance student success in higher education. Mathematical Problems in Engineering, 2022(1), 5215722. https://onlinelibrary.wiley.com/doi/pdf/10.1155/2022/5215722

Idowu, E. (2024). Personalized Learning: Tailoring Instruction to Individual Student Needs. Preprints. https://www.preprints.org/frontend/manuscript/8fa3e494468e87805abc329ae69b14aa/download\_pub

Jyrwa, M. K., & May, S. (2025). LEARNING DIFFICULTIES AND REMEDIAL TEACHING IN MATHEMATICS: INSIGHTS AND INTERVENTIONS FOR EDUCATORS. The Online Journal of Distance Education and e-Learning, 13(1), 16. https://www.tojdel.net/journals/tojdel/articles/v13i01/v13i01-03.pdf

Kangwa, E. (2022). Remedial education in the teaching and learning of social studies: an examination of its effectiveness in selected junior secondary schools of Mongu district (Doctoral dissertation, The University of Zambia). https://dspace.unza.zm/bitstreams/eaf21918-933a-4b12-b7f9-160669978405/download

LaVigne-Jones, D. (2023). Instructional Practices Impacting Struggling Eighth Graders’ Reading Achievement: A Non-Experimental Quantitative Analysis. St. John's University (New York). https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1621&context=theses\_dissertations

Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti, S., & Darwis, A. (2023). Exploring artificial intelligence in academic essay: higher education student's perspective. International Journal of Educational Research Open, 5, 100296. https://www.sciencedirect.com/science/article/pii/S2666374023000717

Mazumder, Q. H., Sultana, S., & Mazumder, F. (2020). Correlation between Classroom Engagement and Academic Performance of Engineering Students. International Journal of Higher Education, 9(3), 240-247. https://files.eric.ed.gov/fulltext/EJ1255770.pdf

Mellinger, C. D., & Hanson, T. A. (2020). Methodological considerations for survey research: Validity, reliability, and quantitative analysis. Linguistica Antverpiensia, New Series–Themes in Translation Studies, 19. https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/download/549/548

Meng, S. (2023). Enhancing teaching and learning: Aligning instructional practices with education quality standards. Research and Advances in Education, 2(7), 17-31. https://www.paradigmpress.org/rae/article/download/703/602

Mertler, C. A., Vannatta, R. A., & LaVenia, K. N. (2021). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge. https://www.academia.edu/download/84637996/DecisionTree\_MertlerVannatta.pdf

Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge. https://www.academia.edu/download/57983564/David\_Mitchell\_2008\_What\_really\_Works\_in\_Using\_Evidence-based\_Teaching\_Strategy.pdf

Mogale, M. L. (2023). Pedagogical Implications on Curriculum Support for Learner Progression. Journal Of Curriculum Studies Research, 5(3), 65-79. http://curriculumstudies.org/index.php/CS/article/download/250/91

Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. Journal of economic development, environment and people, 9(4), 50-79. https://mpra.ub.uni-muenchen.de/105149/1/MPRA\_paper\_105149.pdf

Paige, D. D. (2020). Reading Fluency: A Brief History, the Importance of Supporting Processes, and the Role of Assessment. Online Submission. https://files.eric.ed.gov/fulltext/ED607625.pdf

Patra, I., Alazemi, A., Al-Jamal, D., & Gheisari, A. (2022). The effectiveness of teachers’ written and verbal corrective feedback (CF) during formative assessment (FA) on male language learners’ academic anxiety (AA), academic performance (AP), and attitude toward learning (ATL). Language Testing in Asia, 12(1), 19. https://www.tandfonline.com/doi/pdf/10.1080/10888691.2018.1537791

Peng, P., Fuchs, D., Fuchs, L. S., Cho, E., Elleman, A. M., Kearns, D. M., ... & Compton, D. L. (2020). Is “response/no response” too simple a notion for RTI frameworks? Exploring multiple response types with latent profile analysis. Journal of learning disabilities, 53(6), 454-468. https://pmc.ncbi.nlm.nih.gov/articles/PMC7537763/pdf/nihms-1592090.pdf

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. IMCC Journal of Science, 5(1), 1-9. https://hal.science/hal-05073466/

Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying classroom enjoyment and cultivating positive learning attitudes among ESL learners. Pakistan Journal of Humanities and Social Sciences, 11(2), 2236-2246. https://journals.internationalrasd.org/index.php/pjhss/article/download/1506/982

Ren, H., Xu, N., Lin, Y., Zhang, S., & Yang, T. (2021). Remedial teaching and learning from a cognitive diagnostic model perspective: Taking the data distribution characteristics as an example. Frontiers in Psychology, 12, 628607. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.628607/pdf

Salazar-Fernandez, J. P., Sepúlveda, M., Munoz-Gama, J., & Nussbaum, M. (2021). Curricular analytics to characterize educational trajectories in high-failure rate courses that lead to late dropout. Applied Sciences, 11(4), 1436. https://www.mdpi.com/2076-3417/11/4/1436

Selvarajan, P. (2022). The impact of remedial teaching on improving the competencies of low achievers. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 11(01), 283-287. https://gejournal.net/index.php/IJSSIR/article/download/189/163

Singh, G., & Singh, R. (2020). Domains of learning: Art of learning in medical education program. Era's Journal of Medical Research, 7(1), 79-85. https://www.researchgate.net/profile/Gurjeet-Singh-9/publication/342582998\_DOMAINS\_OF\_LEARNING\_ART\_OF\_LEARNING\_IN\_MEDICAL\_EDUCATION\_PROGRAM/links/5f9900b1a6fdccfd7b84bc8e/DOMAINS-OF-LEARNING-ART-OF-LEARNING-IN-MEDICAL-EDUCATION-PROGRAM.pdf

William, B., Keleb, J., & Frances, O. (2025). From Struggle To Mastery: The Effectiveness Of Individualized Literacy Programs. https://www.researchgate.net/profile/Bruce-William-2/publication/388498521\_From\_Struggle\_To\_Mastery\_The\_Effectiveness\_Of\_Individualized\_Literacy\_Programs/links/679b3539207c0c20fa67ad29/From-Struggle-To-Mastery-The-Effectiveness-Of-Individualized-Literacy-Programs.pdf

Wilson, M., & Lehrer, R. (2021, May). Improving learning: Using a learning progression to coordinate instruction and assessment. In Frontiers in Education (Vol. 6, p. 654212). Frontiers Media SA. https://www.frontiersin.org/articles/10.3389/feduc.2021.654212/pdf

Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. Journal for the Theory of Social Behaviour, 51(1), 25-48. https://onlinelibrary.wiley.com/doi/am-pdf/10.1111/jtsb.12260

Zhao, Q., Wang, J. L., & Liu, S. H. (2022). A new type of remedial course for improving university students’ learning satisfaction and achievement. Innovations in Education and Teaching International, 59(6), 711-723. https://www.tandfonline.com/doi/abs/10.1080/14703297.2021.1948886