

A Comparative Study On the Implementation and Effectiveness of School-Based Academic Intervention Programs in District 2 (Consolacion) And Lapu-Lapu City Division

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Abstract

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This study aimed to examine the implementation and effectiveness of school-based academic intervention programs in District 2 (Consolacion) and Lapu-Lapu Division, Cebu Province. The primary objective was to assess how these interventions influenced students' academic performance, engagement, attendance, retention, and overall holistic development, including social, emotional, and cognitive growth. The study sought to determine whether structured interventions could address learning gaps and promote equitable educational opportunities.

The study involved 100 participants, including school heads and teachers from six public schools across the two districts, and a representative sample of their students during the 2025–2026 school year. A descriptive-correlational research design was employed. Data were collected through surveys, interviews, and document analysis to evaluate program planning, instructional design, resource allocation, teacher participation, monitoring practices, and student outcomes. Quantitative data were analyzed using descriptive statistics, correlation analysis, and comparative tests, while qualitative data provided insights into challenges, best practices, and stakeholder involvement in program implementation.

Results indicated that school-based academic intervention programs were generally well-planned and consistently executed. Programs demonstrated clear alignment with school objectives, active teacher involvement in strategy selection, and collaboration with administrators. The interventions significantly improved students' mastery of lesson objectives, understanding of core subjects, and measurable academic

performance, with assessment scores averaging 3.95–4.03 on a 5-point scale. Programs also enhanced student engagement, motivation, responsibility, and self-directed learning. Positive outcomes were observed in attendance, retention, and grade-level progression, alongside growth in social, emotional, and cognitive skills. A strong positive correlation ($r = 0.68$, $p < 0.01$) was found between program implementation and perceived effectiveness, emphasizing that structured, high-quality execution contributed to improved student outcomes. Challenges included limited instructional resources, gaps in teacher training, and inconsistent stakeholder engagement, which affected the full potential of the programs.

The study concluded that school-based academic interventions are critical for addressing learning gaps and supporting holistic student development. Effective programs depended on careful planning, structured implementation, continuous teacher professional development, and active engagement from both teachers and students. Recommendations include strengthening and expanding intervention programs, providing ongoing professional development for teachers, integrating systematic monitoring and evaluation mechanisms, promoting collaboration with parents and community partners, and ensuring adequate allocation of resources to sustain and enhance program effectiveness.

Keywords: school-based interventions, academic performance, student engagement, attendance, instructional design, holistic development, learning outcomes, program effectiveness

1. Introduction

Rationale of the Study

Education remained the cornerstone of sustainable national development, yet learning inequality continued to be a major challenge globally. The United Nations Sustainable Development Goal 4 (SDG 4) aimed to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2023). However, as of 2024, UNESCO’s Global Education Monitoring (GEM) Report revealed that over 250 million children worldwide were not reaching minimum proficiency levels in reading and mathematics, even after several years of schooling. This learning crisis highlighted the urgent need for evidence-based academic interventions, especially in developing countries where resource constraints, teacher shortages, and socioeconomic disparities persisted (OECD, 2022; World Bank, 2023).

The Organisation for Economic Co-operation and Development (OECD) underscored that effective academic interventions—such as targeted remedial programs, formative assessment, and individualized instruction—could improve student outcomes by up to 0.5 standard deviations, equivalent to 1.5 years of additional learning gain when properly implemented (OECD, 2021). Meanwhile, the UNESCO Institute for Statistics (UIS) reported that countries adopting structured school-based learning support models experienced higher retention and graduation rates by 15–20%. These global findings affirmed that high-quality and well-monitored intervention programs played a pivotal role in closing achievement gaps and promoting equity in education systems (UNESCO, 2023; OECD, 2022).

In the Philippine context, learning poverty remained a pressing concern. According to the World Bank (2022), 91% of Filipino 10-year-olds could not read or understand age-appropriate texts, the highest in Southeast Asia. The Department of Education (DepEd) had launched the National Learning Recovery

Program (NLRP) in 2023 to address post-pandemic learning losses and improve foundational skills in literacy and numeracy. Academic interventions—such as Strategic Intervention Materials (SIMs), remedial instruction, peer tutoring, and Project READ (Reading Enhancement for Academic Development)—had been widely adopted across public schools to improve learning outcomes. However, studies revealed inconsistent implementation and varied effectiveness among school districts due to differences in teacher training, resource allocation, and administrative support (Abulencia, 2019; Inoferio & Revalde, 2024).

At the regional level, Cebu Province, one of the largest educational divisions in Central Visayas, demonstrated significant variability in student performance across districts. The 2024 National Achievement Test (NAT) results showed that students from Lapu-Lapu Division achieved an average proficiency rate of 58%, while Consolacion District students scored 51%, revealing a 7-percentage-point gap despite similar access to resources and programs (DepEd-Central Visayas, 2024). These discrepancies suggested potential differences in program fidelity, implementation strategy, and monitoring mechanisms—critical dimensions of academic intervention success (Lindsey, 2020; Jiménez-Parra et al., 2022).

Although numerous studies had explored academic interventions at the classroom and school levels (Arzaga, 2020; San Isidro & Dio, 2023; Francisco et al., 2024), there remained a research gap in comparative analyses of how these interventions were implemented and why they varied in effectiveness across different districts within the same province. International literature emphasized the significance of contextual factors—teacher motivation, leadership style, community support, and policy environment—in determining program success (BMC Public Health, 2022; Implementation Science, 2023). However, little was known about how these contextual variables operated in localized Philippine settings, particularly in Cebu Province. This lack of empirical comparison limited the capacity of DepEd to design standardized yet adaptive models for district-level learning interventions aligned with UNESCO's Framework for Improving Learning Outcomes (FILO) and the OECD's Education 2030 framework.

Therefore, this study aimed to compare the implementation and effectiveness of district-level academic intervention programs between the Consolacion District and the Lapu-Lapu Division, focusing on dimensions such as program fidelity, teacher preparedness, student participation, and learning outcomes. By employing both quantitative data (e.g., NAT scores, attendance rates) and qualitative feedback (e.g., teacher and student perceptions), this research identified determinants of success and barriers to effective implementation.

The significance of this study lay in its contribution to both theoretical and practical dimensions of educational improvement. Theoretically, it extended the understanding of implementation science in education within developing country contexts, integrating principles from the UNESCO SDG4, OECD Learning Compass 2030, and DepEd Learning Recovery Framework. Practically, it provided evidence-based insights for policymakers, school leaders, and educators in refining academic intervention strategies that were scalable, context-sensitive, and equitable.

The findings of this study served as a basis for strengthening DepEd's monitoring and evaluation mechanisms, promoting inclusive and sustainable education practices, and supporting Cebu's districts in meeting global standards of learning quality. By bridging the gap between policy design and classroom implementation, this research underscored the transformative potential of well-executed academic interventions in shaping a more resilient and equitable Philippine education system.

Theoretical Background

School-based academic intervention programs were designed to improve student learning outcomes through structured, evidence-based strategies. These programs were grounded in educational and psychological theories that emphasized targeted instruction, collaborative engagement, and the importance of well-implemented interventions. Understanding these theoretical foundations helped explain how and why such programs enhanced academic performance, particularly in public school contexts like Cebu Province.

Behaviorist and constructivist theories provided the primary educational framework for these interventions. Behaviorist principles suggested that consistent reinforcement and feedback—through strategies such as peer tutoring and guided practice—strengthened learning behaviors (Abuda & Jaromay, 2021). Constructivist theories, particularly Vygotsky's social development perspective, emphasized learning through social interaction and collaboration, forming the basis for peer-assisted learning models widely used in Philippine schools (Arzaga, 2020; Danga, 2022). Together, these frameworks justified structured yet interactive instructional strategies to support struggling students.

Implementation fidelity served as a critical theoretical consideration, as it reflected the extent to which an intervention was delivered as intended. High-fidelity implementation—including adherence to program design, appropriate dosage, and quality of delivery—was essential to achieving consistent and reliable academic outcomes (Lindsey Turner, 2020; Jiménez-Parra et al., 2022). Evaluating fidelity ensured that the observed effects were attributable to the intervention itself rather than variations in delivery, which was especially important in resource-limited schools.

Peer tutoring and collaborative learning theories, grounded in Bandura's social learning framework, further reinforced the importance of interaction in knowledge acquisition. Observational learning, modeling, and feedback in peer-assisted strategies promoted active engagement, confidence, and mastery of subjects such as mathematics and reading (Macapayad et al., 2022; Robison, 2023). In the Philippine context, these approaches offered cost-efficient solutions to remediate learning gaps among elementary and secondary students (Sandoval & Ayala, 2019; Francisco et al., 2024).

Cognitive learning theories also informed intervention design, particularly through the use of strategic intervention materials (SIMs) and structured instructional aids. These resources facilitated the gradual internalization of knowledge by supporting encoding, storage, and retrieval processes, aligning with Information Processing Theory (Aquino, 2021; Glenda & Revalde, 2024). Empirical studies showed that SIMs improved comprehension and retention in subjects like science and mathematics, catering to diverse learning styles and pacing (San Isidro & Dio, 2023; RSIS International, 2023).

Finally, holistic development and systems theories underscored the interconnected factors affecting academic performance. Health promotion initiatives, such as school feeding and physical activity programs, demonstrated that student well-being was closely linked to learning outcomes (Baldago et al., 2024; Lucas, 2022). Systems theory emphasized the interaction of students, teachers, administrators, and the broader learning environment, highlighting that effective interventions required coordinated efforts across multiple levels (Pereira, 2022; Lumasag et al., 2021).

This study’s theoretical grounding integrated behaviorist and constructivist principles, social learning theory, cognitive frameworks, and holistic systems approaches. These theories collectively justified the use of structured, peer-assisted, and well-supported interventions and provided a basis for assessing both implementation fidelity and academic effectiveness in Cebu’s public schools.

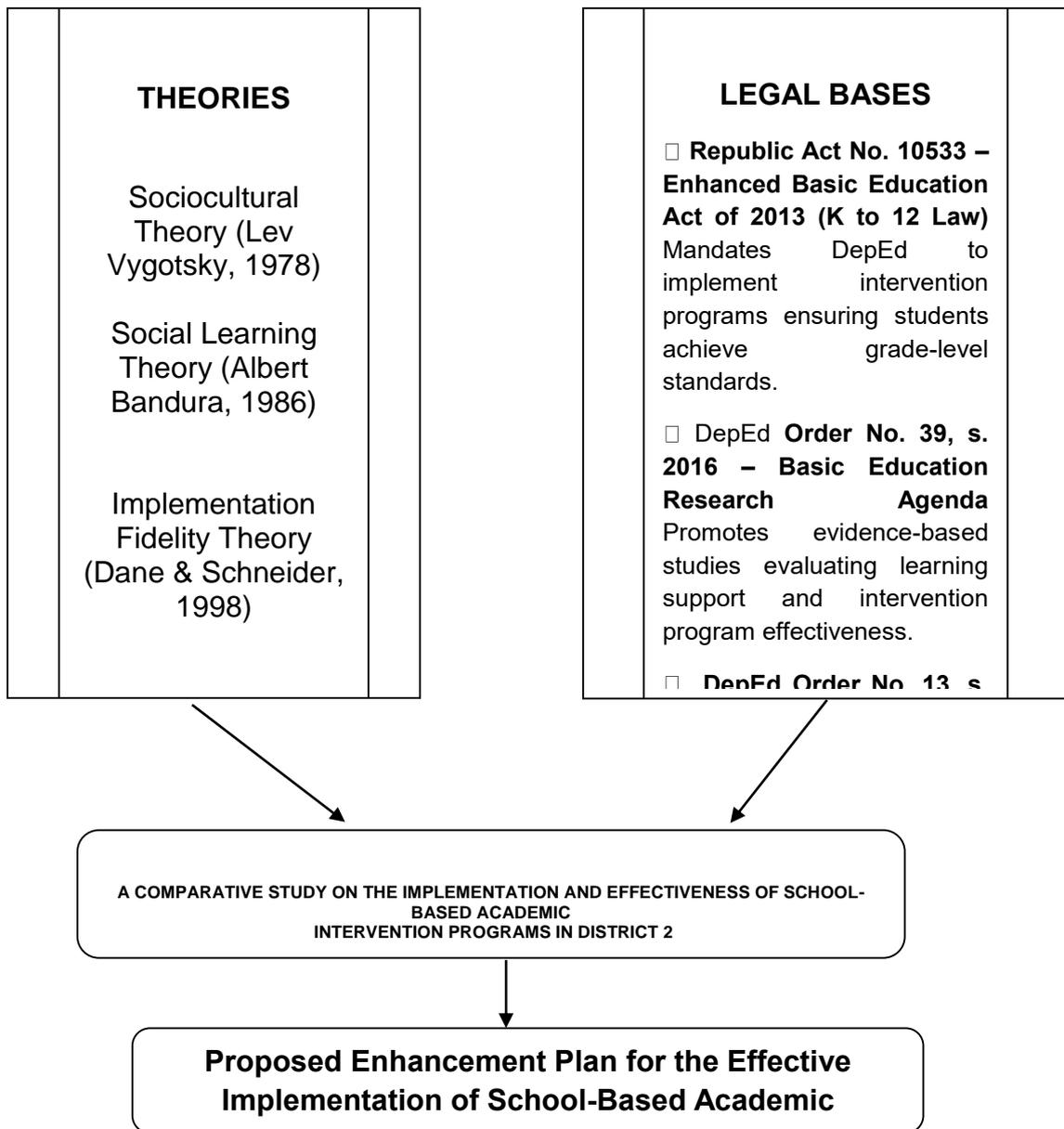


Figure 1. The Theoretical – Conceptual Framework

The conceptual framework of this study was anchored on three key theories that explained the relationship between the implementation of school-based academic intervention programs and student academic performance. These theories provided the foundation for understanding how structured interventions could enhance learning outcomes, guide program design, and ensure effective implementation. Figure 1 illustrated the interplay of these theoretical and legal foundations in developing an enhancement plan for academic intervention programs in Cebu Province.

The first theory was Vygotsky's Sociocultural Theory (1978), which emphasized that learning occurred through social interaction, guided participation, and collaborative engagement. This theory directly supported the use of peer tutoring and cooperative learning strategies, which allowed students to construct knowledge through communication and shared problem-solving activities. Studies indicated that peer-assisted learning improved not only academic performance but also critical thinking and confidence among learners (Atamosa & Dioso, 2024; Siano, 2025; Arzaga, 2020). In this study, the sociocultural perspective underpinned interventions that promoted mentorship, collaborative learning, and social scaffolding.

The second theory, Bandura's Social Learning Theory (1986), posited that students acquired knowledge and skills by observing, imitating, and modeling the behaviors of others. Within academic interventions, this principle justified the use of structured peer-led activities, feedback, and reinforcement, which helped students internalize effective study habits and problem-solving strategies (Macapayad et al., 2022; Robison, 2023). Bandura's framework provided the rationale for including guided modeling and reinforcement mechanisms as essential components of intervention programs aimed at enhancing academic achievement.

The third theoretical foundation was the Implementation Fidelity Theory (Dane & Schneider, 1998), which emphasized that the success of any educational intervention depended on its adherence to the original design, quality of delivery, and consistency in application. High-fidelity implementation ensured that interventions produced reliable and measurable outcomes (Lindsey Turner, 2020; Jiménez-Parra et al., 2022). In this study, fidelity served as a lens to evaluate how closely schools adhered to intervention protocols and how this adherence affected student academic performance.

The study was further supported by three key legal frameworks: Republic Act No. 10533 (K to 12 Law, 2013), which mandated intervention programs to ensure learners achieved grade-level standards; DepEd Order No. 39, s. 2016 (Basic Education Research Agenda), which promoted evidence-based school practices; and DepEd Order No. 13, s. 2018 (School-Based Feeding Program guidelines), which linked nutrition and holistic well-being to academic performance. These legal mandates provided the policy context for implementing and sustaining school-based interventions.

In this framework, the independent variable was the Implementation of School-Based Academic Intervention Programs, including peer tutoring, Strategic Intervention Materials (SIMs), remedial classes, reading recovery initiatives, and feeding programs. The dependent variable was Student Academic Performance, measured through grades, test scores, literacy, numeracy, and other indicators of learning achievement.

The output of the study was a Proposed Enhancement Plan for Effective Implementation of School-Based Academic Intervention Programs in Cebu Province. By integrating theoretical insights, legal

mandates, and empirical evidence, the framework demonstrated how proper design, delivery, and evaluation of interventions could lead to improved academic outcomes. This approach ensured that interventions were context-specific, evidence-based, and aligned with both educational psychology and regulatory requirements.

The Problem

Statement of the Problem

This study aimed to assess the status of implementation and effectiveness of school-based academic intervention programs in enhancing student performance in selected public elementary and secondary schools of Cebu Province. The study involved three schools from District 2 (Consolacion District) and three schools from the Lapu-Lapu Division during the school year 2025–2026. The findings served as a basis for developing an enhancement program to strengthen the design, implementation, and sustainability of academic intervention initiatives.

Specifically, the study sought to answer the following questions:

1. What was the demographic profile of the respondents?
 - 1.1. **School Heads**, in terms of:
 - 1.1.1. Age and gender
 - 1.1.2. Civil status
 - 1.1.3. Highest educational attainment
 - 1.1.4. Length of administrative or teaching service
 - 1.1.5. Relevant trainings, seminars, or workshops on academic intervention programs attended
 - 1.2. **Teachers**, in terms of:
 - 1.2.1. Age and gender
 - 1.2.2. Civil status
 - 1.2.3. Highest educational attainment
 - 1.2.4. Length of teaching service
 - 1.2.5. Position or teaching assignment
 - 1.2.6. Relevant trainings, seminars, or workshops on academic intervention programs attended
2. What was the status of implementation of school-based academic intervention programs as perceived by administrators and teachers, in terms of:
 - 2.1. Program planning and time allocation
 - 2.2. Resource allocation and support
 - 2.3. Teacher preparation, participation, and innovation
 - 2.4. Monitoring and evaluation mechanisms
 - 2.5. Stakeholder involvement
3. What was the perceived effectiveness of school-based academic intervention programs on student performance, in terms of:
 - 3.1. Improvement in academic achievement
 - 3.2. Learner engagement and motivation

3.3. Attendance and retention

3.4. Overall student development

4. Was there a significant relationship between the status of implementation of school-based academic intervention programs and their perceived effectiveness on student performance?
5. Were there significant differences in the implementation and effectiveness of academic intervention programs between District 2 (Consolacion) and Lapu-Lapu Division?
6. What challenges and barriers related to the implementation of school-based academic intervention programs were encountered by teachers and administrators?
7. Based on the findings, what enhancement program could be proposed to improve the implementation and effectiveness of school-based academic intervention programs in public schools of Cebu Province?

Null Hypothesis

1. There was no significant relationship between the level of implementation of school-based academic intervention programs and their effectiveness on student performance in selected public schools of Cebu Province.
2. There was no significant difference in the level of implementation and effectiveness of school-based academic intervention programs between District 2 (Consolacion District) and the Lapu-Lapu Division.

Significance of the Study

This study determined the level of implementation and effectiveness of school-based academic intervention programs on student performance in selected public schools of Cebu Province, comparing the experiences of District 2 (Consolacion District) and Lapu-Lapu Division. Its findings generated insights that were valuable to different stakeholders in the education sector.

Department of Education (DepEd). The study provided empirical evidence that could guide the Department of Education in designing, evaluating, and refining academic intervention programs for public schools. The results supported DepEd's learning recovery initiatives by highlighting best practices, identifying gaps, and strengthening policies that ensured equitable learning opportunities across districts.

Policymakers. The findings of this study informed local and regional education policymakers in crafting standards and strategies for effective intervention delivery. Insights from the comparative analysis served as a foundation for developing sustainable, data-driven programs that addressed learning disparities and improved student performance in Cebu Province and beyond.

School Heads and Administrators. This study helped school administrators recognize the importance of strong leadership and systematic monitoring in the implementation of academic interventions. By understanding the level of implementation and effectiveness, school heads were able to design better support systems for teachers, allocate resources more efficiently, and ensure the continuity of successful programs across grade levels.

Teachers. The study benefited teachers by increasing their awareness of how their participation, instructional approaches, and commitment influenced the success of intervention programs. It provided a basis for professional reflection and helped identify areas for improvement, such as training needs, instructional materials, and assessment practices that supported struggling learners.

Students. The study indirectly benefited students by improving the quality of academic support they received. When school-based interventions were well-implemented and effectively monitored, students experienced enhanced academic performance, increased motivation, and greater engagement in learning activities, contributing to improved educational outcomes.

Parents. The findings of this research helped parents understand the value of academic interventions in supporting their children's learning progress. Increased parental awareness promoted collaboration between home and school, ensuring that learning support continued beyond the classroom and fostered better academic habits and attitudes.

Local Government Units (LGUs). The results assisted local government officials in developing programs and allocating resources that complemented DepEd's academic intervention initiatives. By identifying which interventions yielded positive results, LGUs were able to provide targeted assistance to schools and promote educational equity across districts.

Researchers. The study contributed to the growing body of knowledge on academic intervention implementation in Philippine public schools. It enhanced the researcher's understanding of educational management and program evaluation, particularly within the context of Cebu Province, and bridged theory, policy, and practice in the field of educational research.

Future Researchers. This study served as a valuable reference for future scholars interested in examining school-based intervention programs, comparative educational performance, or implementation fidelity in public education systems. It opened opportunities for further studies exploring longitudinal impacts, teacher capacity-building, and district-wide innovations that promoted effective learning recovery and improvement.

Research Methodology

This section presented the research methodology, which included the research design, flow of the study, research environment, research respondents, research instruments, data-gathering procedures, statistical treatment of data, scoring procedures, and definition of terms.

Design

This study employed a **comparative research design** using a quantitative approach. It compared the level of implementation and effectiveness of school-based academic intervention programs in selected public schools of Cebu Province between District 2 (Consolacion District) and the Lapu-Lapu Division during the school year **2025–2026**.

The study described and analyzed current implementation practices, program outcomes, and perceived challenges among teachers and administrators, while examining differences in the implementation and effectiveness of intervention programs between the two districts.

Flow of the Study

The input of the study consisted of the **demographic profile** of the teacher and administrator respondents, including their age, gender, civil status, highest educational attainment, years of teaching or

administrative experience, position or teaching assignment, and relevant trainings, seminars, and workshops attended related to academic intervention programs.

The study also examined the **level of implementation of school-based academic intervention programs** by assessing program planning and design, resource allocation and support, teacher participation and training, monitoring and evaluation mechanisms, and stakeholder involvement.

Furthermore, the study evaluated the **effectiveness of these programs** in terms of student academic achievement, learner engagement and motivation, attendance and retention, and overall student development.

Finally, the study identified the **challenges and barriers** encountered by teachers and administrators in implementing school-based academic intervention programs, providing a comprehensive understanding of factors that influenced program success or limitations.

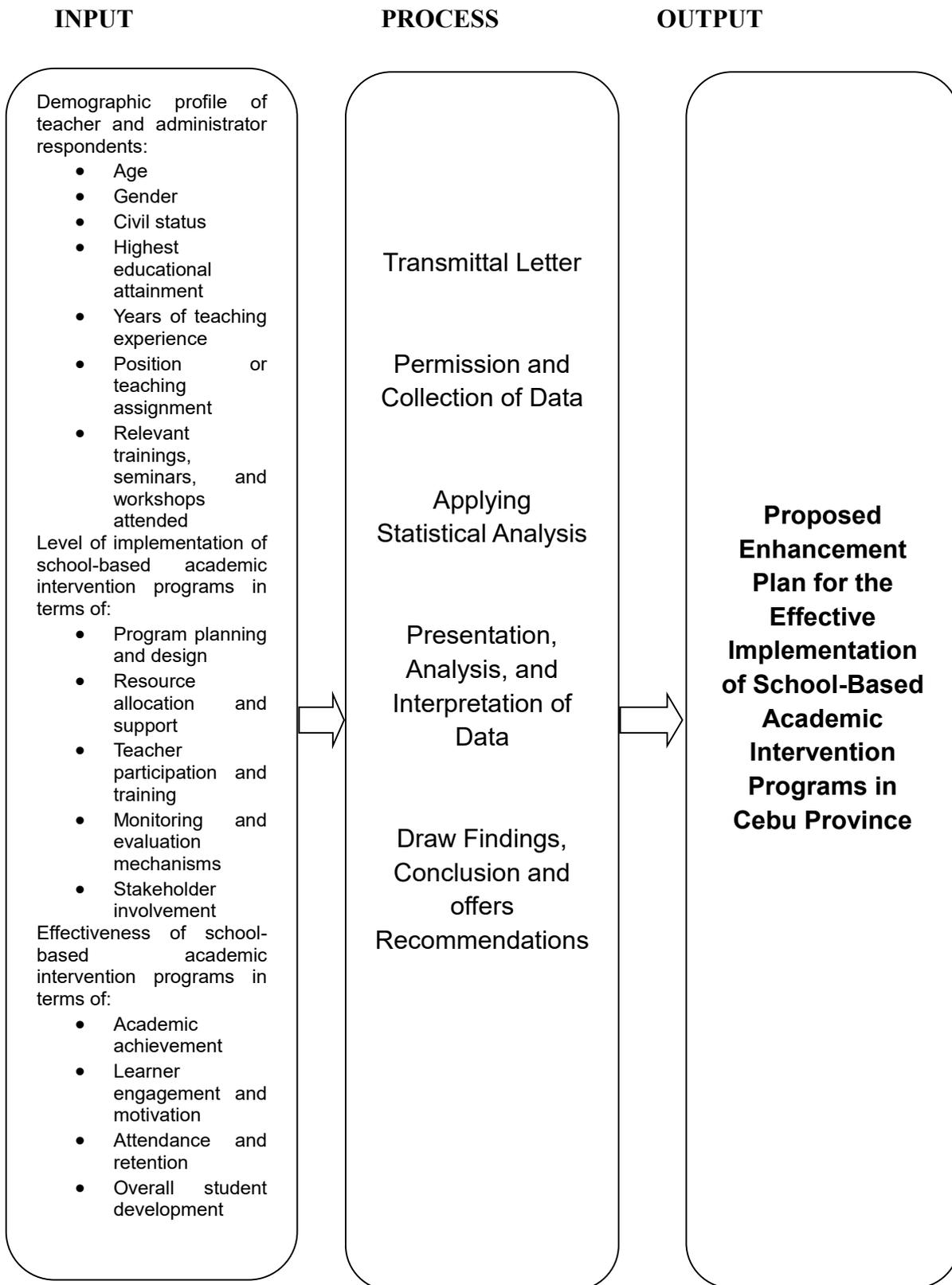


Figure 2.
The Flow of the Study

Environment

This study was conducted in selected public schools within **District 2 (Consolacion District)** and the **Lapu-Lapu Division** of Cebu Province, where school-based academic intervention programs were actively implemented to support learners with diverse educational needs. These programs included peer tutoring, remedial classes, Strategic Intervention Materials (SIMs), reading recovery initiatives, and school-based feeding programs, all aimed at enhancing student learning outcomes.

In **District 2 (Consolacion District)**, the participating schools were **Jugan National High School, Tayud National High School, and Tayud Elementary School**. These schools catered to both junior and senior high school learners from urban and semi-urban communities. The student population reflected a range of socioeconomic backgrounds, learning abilities, and academic performance levels, providing a rich context for examining how intervention programs addressed learning gaps. The variation in class schedules, including evening classes, provided additional insight into program implementation across different learner groups.

In the **Lapu-Lapu Division**, the study included **Babag 1 Elementary School, Babag 2 Elementary School, and Babag National High School**, which served learners from coastal and inland barangays. These schools experienced varied academic support needs due to differences in access to educational resources, parental involvement, and community support systems. The diversity in learner profiles and school settings enabled the study to explore the effectiveness of intervention programs in addressing specific challenges faced by students in different geographic and socioeconomic contexts.

A total of **three schools from District 2 (Consolacion)** and **three schools from the Lapu-Lapu Division** participated in the study during the **2025–2026 school year**. The respondents included **school heads, teachers, and students**, providing a comprehensive view of the planning, implementation, and outcomes of school-based academic intervention programs. By selecting schools from both districts, the study ensured a balanced representation of educational settings within Cebu Province, allowing for a comparative analysis of program implementation and effectiveness. The selected environment provided a comprehensive understanding of the local educational landscape, ensuring that findings were relevant, actionable, and grounded in the realities of public-school education in Cebu Province.





Figure 3. Location Map of the Study

Respondents

The respondents of this study were the **teachers** from six (6) selected public schools within Cebu Province, specifically from **District 2 (Consolacion)** and the **Lapu-Lapu Division**. To ensure a comprehensive assessment, the study employed a **universal sampling technique**, wherein all teachers from the identified schools who met the inclusion criteria were invited to participate. Increasing the sample size to approximately **100 respondents** allowed for a more robust comparative analysis and enhanced the validity and reliability of the study's findings.

The **inclusion criteria** for respondents were as follows:

- a) They were officially employed teachers within the selected schools.
- b) They had at least **one (1) year of teaching experience** in their current school.
- c) They voluntarily agreed to participate and cooperate in the conduct of the study.

This approach ensured that all qualified teachers were given an equal opportunity to participate, providing a broad and representative perspective on the implementation of school-based academic intervention programs. Teachers from both **elementary and secondary levels** were included to enrich the study by capturing diverse teaching experiences, instructional strategies, and insights into the effectiveness of the intervention programs.

Table 1.
Distribution of Respondents

Environment / School	Respondents (f)	Percentage (%)
Consolacion District 2		
Jugan National High School	20	20%
Tayud National High School	20	20%
Tayud Elementart School	10	10%
Lapu-Lapu Division		
Babag I Elementary School	15	15%
Babag II Elementary School	15	15%
Babag National High School	20	20%
Total	100	100%

The distribution reflected a total of **100 teacher-respondents**, allowing for balanced representation across schools, grade levels, and districts. This expanded sample size **strengthened the study’s analytical rigor**, enabling meaningful comparisons between elementary and secondary education contexts, as well as between urban and coastal communities. The data collected from this diverse group of teachers **provided insights into the effectiveness of program implementation, identified challenges encountered during program execution, and highlighted potential areas for improvement**. These findings ultimately **supported the development of evidence-based recommendations** for enhancing school-based academic intervention programs in Cebu Province.

Instrument

The primary instrument used in this study was a **structured questionnaire** designed to assess the **level of implementation of Montessori Method principles** and the **attitudes of teachers** toward its application in early childhood education. The questionnaire was constructed based on established Montessori frameworks and teaching standards, focusing on core principles such as independence, hands-on learning, individualized instruction, and child-centered education (Lillard, 2017; Standing, 2017). It was also adapted to reflect the specific teaching contexts of the selected schools within Cebu Province.

To ensure **validity and reliability**, the questionnaire underwent **content validation** by a panel of experts, which included early childhood educators, Montessori practitioners, and research specialists. Feedback from the panel confirmed that the items were clear, contextually appropriate, and aligned with

current Montessori pedagogical standards. A **pilot test** was conducted among non-respondent teachers to evaluate the clarity, comprehensibility, and internal consistency of the items. The pilot test results led to minor revisions that improved the usability and precision of the questionnaire, ensuring that it accurately measured both the level of implementation and teachers' attitudes toward Montessori practices (Creswell & Creswell, 2018).

The questionnaire was organized into **four sections**. The first section collected the **demographic profile** of respondents, including age, gender, highest educational attainment, years of teaching experience, teaching position, and exposure to Montessori-based trainings or seminars. These demographic characteristics were considered influential factors in teachers' application of Montessori principles and their attitudes toward the method. The second section measured the **level of implementation of Montessori Method principles**, which was divided into four domains: Prepared Environment, Individualized Learning, Role of the Teacher, and Holistic Child Development. Each domain consisted of ten statements, rated on a **five-point Likert scale** ranging from 1 (Never Implemented) to 5 (Always Implemented), providing detailed insights into the consistency and fidelity of Montessori practices in classroom instruction.

The third section examined **teachers' attitudes toward the Montessori Method**, focusing on perceived effectiveness, relevance, openness to adaptation, and personal satisfaction in using Montessori strategies. Responses were rated on a **five-point Likert scale**, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing the study to analyze the relationship between teacher attitudes and the level of program implementation. The fourth and final section identified **challenges encountered in applying Montessori principles**, including factors such as resource availability, administrative support, curriculum alignment, classroom size, and parental involvement. Open-ended questions were included to capture context-specific experiences and provide qualitative insights that complemented the quantitative data.

The data collected through this instrument **served as the primary basis** for analyzing the relationship between the level of implementation of Montessori principles and teachers' attitudes. It also **highlighted gaps, obstacles, and areas for improvement**, informing recommendations for enhancing Montessori-based early childhood education programs. By combining structured quantitative measures with qualitative responses, the instrument provided a **comprehensive understanding** of both the implementation fidelity and practical challenges faced by teachers in diverse educational settings.

Data Gathering Procedure

This study **adhered to a systematic, step-by-step process** to ensure the accuracy, reliability, and ethical conduct of data collection.

First, a formal letter of request was **prepared and addressed** to the Schools District Supervisor or Principal of the Division of Cebu Province and Lapu-Lapu City, seeking approval to conduct the study in the selected schools—namely **Jugan National High School, Tayud National High School, Tayud Elementary School, Babag 1 Elementary School, Babag 2 Elementary School, and Babag National High School**. Copies of the approved communication were also **forwarded to the respective school principals and heads of departments** for their information and coordination.

Upon receiving approval, the researcher **personally distributed** the validated questionnaires to the teacher-respondents. Before answering, respondents were **oriented** about the purpose of the study, the confidentiality of their responses, and their voluntary participation. They were given **20 to 30 minutes** to

complete the questionnaire during their free time to avoid disruption of class schedules. The researcher **remained available** to clarify any questions or concerns during the administration process.

After the questionnaires were **completed**, the researcher **collected all accomplished forms** and **reviewed them for completeness**. The data were then **encoded, organized, and submitted** to the statistician for appropriate statistical analysis using descriptive and correlational techniques to determine the relationship between the level of implementation of Montessori Method principles and teachers' attitudes toward its application.

Following the statistical treatment, the results were **presented, analyzed, and interpreted** under the guidance and supervision of the research adviser. The study was then **refined, formatted, and finalized** for submission to fulfill the academic requirements of the research course.

Statistical Treatment of Data

The following statistical tools and procedures were **utilized** in the analysis, presentation, and interpretation of data gathered from the respondents:

Simple Percentage. This statistical tool was **used** to determine the demographic profile of the teacher-respondents in terms of age, gender, civil status, highest educational attainment, years of teaching experience, and Montessori-related trainings, seminars, and workshops attended. The percentage distribution **helped describe** the characteristics of the study population and **provided** contextual understanding of the results.

Weighted Mean. The weighted mean was **applied** to assess the level of implementation of Montessori Method principles in early childhood education, specifically in terms of prepared learning environment, use of Montessori materials and resources, and promotion of learner autonomy and independence. It was also **used** to determine the teachers' attitudes toward Montessori Method principles in terms of perceived effectiveness, adaptability to learners' needs, and overall acceptance and willingness to sustain the practice. The mean scores **served as a basis** for describing the degree to which Montessori principles were implemented and accepted in the classroom setting.

Chi-Square Test (χ^2). The Chi-square test was **employed** to determine the significant relationship between the level of implementation of Montessori Method principles and teachers' attitudes toward its application in early childhood education. This test **established** whether observed associations between the two variables were statistically significant.

Scoring Procedure

The responses in the questionnaire will be measured using a **five-point Likert scale** to determine the frequency or degree of implementation and attitude levels of teachers. The scale interpretation is presented below:

Weight	Range	Response Category	Verbal Description
5	4.21 – 5.00	Always	The respondent always implements or demonstrates this item.
4	3.41 – 4.20	Often	The respondent often implements or demonstrates this item.
3	2.61 – 3.40	Sometimes	The respondent sometimes implements or demonstrates this item.
2	1.81 – 2.60	Seldom	The respondent seldom implements or demonstrates this item.

Weight Range	Response Category	Verbal Description
1	1.00 – 1.80 Never	The respondent never implements or demonstrates this item.

DEFINITION OF TERMS

To ensure clarity and consistency, the following key terms used in this study were **operationally defined**:

Academic Intervention Program. A structured set of instructional strategies, activities, and support mechanisms **implemented** by schools to assist students experiencing academic difficulties, aimed at **improving learning outcomes** and mastery of targeted competencies.

Level of Implementation. The extent to which school-based academic intervention programs were **executed, monitored, and evaluated** within the school setting, including adherence to planned objectives, fidelity of execution, and follow-up actions.

Effectiveness. The perceived success or impact of academic intervention programs in **enhancing student learning, improving performance, and increasing engagement** with instructional activities.

Teacher Attitude. The beliefs, perceptions, and dispositions of teachers toward the **design, execution, and sustainability** of academic intervention programs, which may have **influenced program adoption and fidelity**.

Student Performance. The measurable academic achievement of learners, as **indicated by grades, assessment results, and progression** in mastering competencies addressed by intervention programs.

Challenges and Barriers. The difficulties **encountered** by teachers and administrators during program implementation, including limitations in resources, time constraints, student participation, and institutional support.

Intervention Strategies. Specific teaching methods, support activities, or instructional techniques **used** to address learning gaps, such as remedial instruction, peer tutoring, learning modules, and after-class enrichment sessions.

Monitoring and Evaluation. The systematic process of **tracking intervention activities, assessing outcomes, and identifying areas of success and those needing improvement** to optimize program impact.

Educational Attainment. The highest level of formal education **completed** by the teacher-respondents, categorized as bachelor's degree, master's units, master's degree, or doctoral degree.

Length of Service. The total number of years a teacher-respondent had been in the teaching profession, categorized as 1–5 years, 6–15 years, 16–25 years, 26–35 years, and 36 years or more.

Relevant Training, Seminars, and Workshops. Professional development activities **attended** by teachers that related to academic interventions, differentiated instruction, learner support, and curriculum enhancement.

Demographic Profile. The background information of teacher-respondents, including age, gender, civil status, educational attainment, teaching experience, and participation in relevant training.

Intervention Enhancement Plan. The proposed output of the study, consisting of targeted programs, strategies, and activities **designed** to strengthen the implementation and effectiveness of school-based academic intervention programs.

2. Review of Related Literature and Studies

To gain a deeper understanding of the level of implementation and effectiveness of school-based academic intervention programs, it was important to review existing literature and studies that **provided** both theoretical and empirical foundations for the present investigation. This chapter **explored** key concepts, principles, and research findings related to academic intervention programs, teaching effectiveness, student performance, and implementation challenges within the context of basic education.

The review **included** discussions on the nature and importance of academic intervention, frameworks guiding intervention practices, factors that influenced program implementation, teacher attitudes and competencies, and the impact of intervention programs on learners' academic outcomes. Both local and international studies **were examined** to draw insights and identify gaps that the current study **aimed to address**.

Related Literature

Educational intervention programs had become essential mechanisms for addressing diverse learning needs and improving academic outcomes across local and global contexts. At the core of these interventions was the principle of implementation fidelity, which referred to the degree to which programs were executed as intended by their designers. Turner (2020) emphasized that high fidelity **ensured** that structured supports were delivered effectively in rural K–12 schools, fostering organizational readiness and staff commitment, which were critical for the success of universal prevention initiatives. Similarly, Jiménez-Parra, Manzano-Sánchez, and Valero-Valenzuela (2022) highlighted that interdisciplinary educational programs **yielded** better student outcomes and institutional cohesion when consistently implemented. These studies indicated that adherence to prescribed methods, clear procedural guidelines, and staff alignment significantly **contributed** to both the sustainability and effectiveness of academic interventions.

In the Philippine context, research **underscored** similar patterns, demonstrating the importance of fidelity in educational interventions. Abeberese, Kumler, and Linden (2009), through a reading program for young learners, **found** that strict adherence to intervention protocols **resulted** in notable literacy gains. This finding aligned with the study of Inoferio and Revalde (2024), who **observed** that inconsistent program delivery in Philippine primary schools was largely due to insufficient teacher training and weak monitoring systems. Abulencia (2019) further **elaborated** that strong leadership, structured guidance, and regular evaluation were necessary to maintain fidelity in K to 12 program implementation, particularly in resource-limited schools where curriculum demands and workload pressures could **lead** to deviations from planned interventions. Government initiatives also **reflected** this focus: as reported by Philstar (2025), DepEd's intensified efforts to target K–3 learners through foundational reading and numeracy programs **highlighted** the ongoing challenge of maintaining fidelity across diverse regional contexts.

Alternative learning settings in the Philippines **reinforced** these findings. Pinili and Idul (2018) **developed** the “Making Connections” intervention program for ALS students, demonstrating that the success of literacy interventions **depended** not only on structured design but also on teacher motivation and dedication. This suggested that fidelity **encompassed** both procedural adherence and the emotional commitment of educators. Such observations **resonated** with international literature, including Pereira’s (2022) systematic review, which **linked** consistent implementation of physical activity programs to improved cognitive outcomes, and the International Journal of Behavioral Nutrition and Physical Activity (2019), which **documented** enhanced mathematical performance when school-based interventions were delivered consistently. These studies collectively **highlighted** that structured execution was crucial for achieving intended student outcomes, regardless of intervention type.

Meta-analyses further **supported** the critical role of fidelity. For instance, the Psychological Bulletin (2017) **demonstrated** that interventions implemented with high fidelity **yielded** better behavioral outcomes, whereas inconsistencies **reduced** effectiveness and **diminished** student motivation. Likewise, Sustainability (2022) **reinforced** that interdisciplinary programs **benefited** from clear goals, frequent evaluation, and continuous professional development to maintain teacher confidence and program integrity. This was corroborated by Implementation Science (2023), which **showed** that train-the-trainer models **improved** fidelity among educators, ensuring sustainable program execution over time. Earlier research in Health Education Research (2007, 2011) **revealed** that programs targeting substance use or youth engagement were significantly more effective when fidelity monitoring systems were in place, while real-world deviations **compromised** expected results. These findings collectively **underlined** the universal necessity of embedding fidelity monitoring and teacher support mechanisms into program design.

Locally, several studies further **illustrated** the impact of fidelity on multidimensional educational outcomes. Baldago, Arre, and Cortez (2024) **evaluated** a school-based feeding program and **found** that consistent delivery **improved** both nutrition and reading performance, highlighting how structured interventions could simultaneously address academic and health needs. RSIS International (2023) **documented** that Strategic Intervention Material (SIM) for Araling Panlipunan students **was** more effective when teachers adhered closely to instructional design, increasing comprehension and retention among Grade 9 learners. Lumasag, Talirongan, and colleagues (2021) similarly **demonstrated** that structured implementation of data-driven decision support systems **allowed** schools to identify at-risk students more effectively, emphasizing the importance of fidelity in technological interventions. Angrist et al. (2023) **extended** these findings to health-based educational interventions, showing that school-based malaria chemoprevention programs delivered with high fidelity positively **influenced** cognitive and academic outcomes.

Across international studies, fidelity **was** consistently linked to improved academic, behavioral, and health-related outcomes. BioMed Central (2017) **highlighted** that classroom-based physical activity programs only **yielded** significant improvements when implemented with integrity, while Health Education Research (2020) **observed** that school interventions aimed at reducing adolescent obesity **were** highly dependent on strict adherence to protocols. Similarly, BMC Public Health (2022) **reported** that enhanced fidelity monitoring in HIV prevention programs among Bahamian students **improved**

knowledge retention and behavioral outcomes, emphasizing that implementation fidelity **was** a universal predictor of program success, irrespective of geographical context or subject matter.

Despite the strong consensus on fidelity, challenges **remained** both locally and internationally. Common barriers included limited teacher training, inadequate resources, heavy workloads, and inconsistent monitoring, all of which **hindered** effective program delivery. Inoferio and Revalde (2024) **noted** that contextual and socio-cultural factors in the Philippines often **influenced** program adaptation, while systematic reviews (PubMed, 2018; Early Childhood Research Quarterly, 2010) **highlighted** that relational, structural, and procedural fidelity must all **be considered** to support holistic student development. These findings suggested that fidelity **was** a multidimensional construct, encompassing procedural accuracy, emotional commitment, and adaptability to local contexts, and that interventions were most effective when these dimensions **were integrated**.

Related Studies

Academic intervention programs had been widely recognized as effective strategies for addressing learning gaps and enhancing students' academic performance across various subjects and grade levels. A significant body of research emphasized the role of peer-assisted learning as a critical component of such interventions. Peer tutoring, in particular, had emerged as a widely implemented approach due to its dual capacity to reinforce academic understanding and foster social and cognitive skills among learners. Atamosa and Dioso (2024) conducted an experimental study examining the impact of structured peer tutoring sessions on pupils' academic performance. Their findings demonstrated that students engaged in peer-assisted learning **achieved** higher test scores and **exhibited** increased motivation compared to those instructed through traditional teacher-centered methods. The study **highlighted** that collaborative learning environments, facilitated through peer tutoring, **enhanced** comprehension of complex lessons and **supported** sustained academic engagement.

Similarly, Siano (2025) **investigated** the effectiveness of collaborative classrooms facilitated through peer tutoring in enhancing problem-solving performance among Grade 6 pupils. The study **found** that peer collaboration not only **improved** cognitive outcomes but also **nurtured** interpersonal and critical-thinking skills. Siano **emphasized** that interventions grounded in cooperative learning **encouraged** active participation and **allowed** learners to construct knowledge meaningfully. This finding **aligned** with the notion presented by Atamosa and Dioso (2024) that peer-assisted programs **created** a learner-centered environment conducive to academic growth. Together, these studies **suggested** that integrating peer tutoring into structured intervention programs **supported** both cognitive and socio-emotional development, forming a holistic approach to education.

The impact of peer tutoring extended beyond general academic performance to subject-specific achievements. Arzaga (2020) **focused** on Grade 7 students' performance in Chemistry, demonstrating that consistent peer tutoring **significantly improved** understanding of abstract scientific concepts. This research **underscored** the potential of peer-assisted learning to bridge knowledge gaps in subjects traditionally perceived as difficult, thereby **fostering** self-efficacy among academically struggling students. Similarly, Macapayad, Lapinid, Valmoria, Colis, and Bacalso (2022) **explored** one-on-one peer tutoring among Grade 10 learners to enhance problem-solving skills. Their findings **revealed** that

individualized peer sessions **allowed** learners to progress at their own pace while **receiving** personalized feedback, resulting in better conceptual understanding. The study **recommended** adopting structured peer tutoring frameworks as remedial mechanisms to improve academic outcomes. Both studies **emphasized** that personalized peer-assisted strategies could address diverse learner needs, reinforcing the importance of targeted academic interventions.

The efficacy of peer tutoring had also been documented in the context of mathematics. Candelaria (2023) **examined** peer-assisted learning interventions in mathematics among elementary pupils and **reported** improvements in computation accuracy, confidence, and overall performance. Similarly, Abuda and Jaromay (2021) **highlighted** that Grade 5 learners who participated in peer tutoring **demonstrated** enhanced engagement and active learning, provided that teachers **facilitated** sessions effectively. These studies collectively **suggested** that teacher guidance **played** a critical role in ensuring the success of peer-assisted interventions, as it **balanced** student autonomy with structured support. In addition, Sandoval and Ayala (2019) **found** that small-group peer tutoring effectively **improved** Grade 4 pupils' mathematical word problem-solving skills, particularly for students requiring individualized support. The research **highlighted** that smaller, structured intervention groups **facilitated** analytical thinking, concept retention, and collaborative problem-solving.

Beyond academic content, peer tutoring **showed** benefits in literacy and reading comprehension. Robison (2023) **explored** the effects of peer tutoring on Grade 10 learners' reading skills, demonstrating that peer-based interventions **significantly enhanced** students' text interpretation, analytical abilities, and reading engagement. Escobido, Labadan, and Comon (n.d.) similarly **concluded** that peer reading strategies **improved** vocabulary retention, comprehension accuracy, and fluency among learners. Both studies **emphasized** that collaborative learning environments in literacy development **fostered** mutual accountability and active engagement, supporting the broader principle that peer-assisted interventions **could cultivate** both academic and social competencies.

Holistic approaches that integrated academic and non-academic support had also been studied. Aquino (2021) **proposed** an interdisciplinary intervention combining nutrition education with science instruction. The study **revealed** that addressing students' physical and academic needs simultaneously **led** to improved concentration, attendance, and academic performance. Similarly, Baldago, Arre, and Cortez (2024) **found** that school-based feeding programs positively **influenced** reading performance by enhancing learners' engagement and cognitive functioning. These studies collectively **highlighted** that interventions addressing learners' holistic well-being—combining academic, nutritional, and psychosocial support—**contributed** to more sustainable academic success, particularly among vulnerable populations.

Other studies further **reinforced** the importance of structured, strategic interventions. Lacaba, Magalona, and Villa (2018) **employed** peer teaching strategies to improve mathematics proficiency and **found** notable improvements among low-performing and average learners. Danga (2022) **observed** that structured peer tutoring significantly **raised** post-test scores in mathematics among Grade 5 pupils. Meanwhile, Francisco, Alova, Menzi, and Apohen (2024) **demonstrated** that continuous support and tailored remediation in mathematics interventions **reduced** failing rates among Grade 8 learners. San Isidro and Dio (2023) further **confirmed** through a meta-analysis that the use of Strategic Intervention

Materials (SIM) in Science and Mathematics programs **enhanced** student understanding, particularly in challenging topics. Collectively, these studies **underscored** the importance of designing systematic, evidence-based interventions that incorporated peer support, ongoing assessment, and individualized guidance to ensure meaningful academic improvements.

3. Presentation, Data Analysis and Interpretation

This chapter **presented** the data obtained from the respondents of the study, along with the corresponding analysis and interpretation. The participants of the study **were** school heads and teachers from three schools in Consolacion District 1 and three schools from the Lapu-Lapu Division during the school year 2025–2026. The total number of respondents **was** 100, as distributed in Table 1.

Relevant Information of the Respondent Groups

The first part of the study **presented** the relevant personal information of the school heads and teachers. This **included** age, gender, civil status, highest educational attainment, length of service, and relevant trainings or seminars attended.

School Heads' Profile

Gender

Table 2 presents the profile of the school head respondents in terms of gender.

Table 2

Gender of School Head Respondents

Gender	Frequency (n=6)	Percentage (%)
Male	4	66.67
Female	2	33.33
Total	6	100

The results of the study **showed** that the majority of school head respondents were male, accounting for 4 (66.67%) of the total, while female respondents **comprised** only 2 (33.33%). This distribution **indicated** a gender imbalance among school leadership positions in the selected schools, with males occupying most administrative roles. The data **reflected** the prevailing trend in the Philippines, where school administration has traditionally been dominated by men, despite the increasing participation of female educators in leadership positions.

The gender distribution among school heads **suggested** potential implications for leadership styles, decision-making approaches, and administrative priorities within the schools. It **highlighted** the need to examine how gender dynamics may influence the implementation of academic intervention programs, as different perspectives and leadership approaches could affect resource allocation, teacher support, and program monitoring. Overall, the study **revealed** that while female representation in school leadership was growing, male administrators still held the majority of leadership roles in the selected districts.

Age

Table 3 presents the age distribution of the school head respondents.

Table 3
Age of School Head Respondents

Age	Frequency (n=6)	Percentage (%)
41 years and above	3	50
31–40 years	2	33.33
21–30 years	1	16.67
Total	6	100

The results **indicated** that half of the school head respondents (3 or 50%) were 41 years old and above. This age group generally **possessed** extensive experience in administration, which likely **enhanced** their decision-making and school management capabilities. The 31–40-year-old group **comprised** 2 respondents (33.33%) and **represented** mid-career administrators who balanced leadership responsibilities with instructional duties. The youngest age group, 21–30 years, **accounted** for 1 respondent (16.67%) and **represented** emerging leaders in the education system, bringing new perspectives but comparatively less administrative experience.

The age distribution **suggested** that the majority of school heads **had** substantial experience, which could have positively influenced the implementation and monitoring of academic intervention programs. Conversely, the smaller proportion of younger administrators **highlighted** the gradual entry of new leaders into school administration, which may contribute to innovative approaches but might require additional support and mentoring to effectively manage programs. Overall, the study **revealed** a mix of experienced and emerging leadership among school heads in the selected districts.

Civil Status

Table 4 shows the civil status of the school head respondents.

Table 4
Civil Status of School Head Respondents

Civil Status	Frequency (n=6)	Percentage (%)
Single	1	16.67
Married	4	66.67
Widow/Widower	1	16.67
Total	6	100

The results **indicated** that the majority of school head respondents (4 or 66.67%) were married. This status **reflected** stability that likely **influenced** their commitment and approach to leadership within their respective schools. Single respondents **comprised** 1 (16.67%), while widowed/widower respondents also **accounted** for 1 (16.67%), suggesting that personal circumstances varied among the school heads but generally **did not hinder** the performance of their administrative responsibilities.

The civil status distribution **suggested** that most school heads **benefited** from familial support systems, which may have contributed positively to their work-life balance and decision-making capacity. At the same time, the presence of single and widowed/widower administrators **demonstrated** that effective school leadership **could** be maintained regardless of marital status, highlighting that professional dedication and experience were key determinants in managing academic intervention programs effectively.

Highest Educational Attainment

Table 5 presents the highest educational attainment of the school heads.

Table 5
Educational Attainment of School Head Respondents

Educational Attainment	Frequency (n=6)	Percentage (%)
Master’s Degree	4	66.67
Bachelor’s Degree	2	33.33
Total	6	100

The results **indicated** that the majority of school head respondents (4 or 66.67%) **held** a Master’s degree, reflecting a high level of professional preparation and advanced knowledge in educational leadership. Those with a Bachelor’s degree **accounted** for 2 (33.33%) of the respondents, suggesting that they were actively engaged in pursuing further professional development to enhance their administrative and instructional competencies.

This distribution of educational attainment **suggested** that most school heads **possessed** the necessary academic background to implement and oversee school-based academic intervention programs effectively. It also **highlighted** the commitment of all respondents to continuous professional growth, which **likely contributed** to their capacity to make informed decisions, manage resources efficiently, and support teachers in improving student performance.

Relevant Trainings, Seminars, or Workshops Attended

Table 7 presents the professional development of school heads in relation to academic intervention programs.

Table 7
Trainings, Seminars, or Workshops Attended

Trainings Attended	Frequency (n=6)	Percentage (%)
Yes	5	83.33
No	1	16.67
Total	6	100

The results **showed** that the majority of school head respondents, 5 (83.33%), **had attended** relevant trainings, seminars, or workshops related to academic intervention programs. This **enhanced** their capacity to plan, implement, and monitor such programs effectively, providing them with updated strategies and knowledge to support student learning.

One respondent (16.67%) **had not attended** any related professional development, which **indicated** a potential need for targeted capacity-building initiatives. Overall, the findings **suggested** that participation in trainings and workshops was a significant factor in equipping school heads with the competencies necessary to lead academic interventions and ensure program effectiveness.

Teachers' Profile

This section presents the personal information of the teacher respondents in terms of gender, age, civil status, highest educational attainment, length of teaching service, position or teaching assignment, and relevant trainings attended.

Gender

Table 8
Gender of Teacher Respondents

Gender	Frequency (n=94)	Percentage (%)
Male	14	14.89
Female	80	85.11
Total	94	100

The results **showed** that the majority of teacher respondents were female, comprising 80 (85.11%) of the total sample, while male teachers accounted for only 14 (14.89%). This distribution **reflected** the prevailing trend in the Philippines, where the teaching profession, particularly in elementary education, has traditionally been dominated by women.

The high proportion of female teachers **suggested** that instructional roles and classroom responsibilities were largely carried out by women, which may influence teaching styles, collaboration dynamics, and the implementation of academic intervention programs. Meanwhile, the smaller number of male teachers **highlighted** the need to consider gender diversity in professional development and leadership opportunities within schools.

Age

Table 9
Age of Teacher Respondents

Age Group	Frequency (n=94)	Percentage (%)
21–30 years	20	21.28
31–40 years	35	37.23
41–50 years	28	29.79
51 years and above	11	11.70
Total	94	100

The results **indicated** that the majority of teacher respondents were aged 31–40 years, accounting for 35 (37.23%) of the total sample, followed by those aged 41–50 years at 28 (29.79%). Teachers in the 21–30-year age group **comprised** 20 (21.28%) respondents, while the smallest group, 51 years and above, **accounted** for 11 (11.70%).

This distribution **reflected** a teaching workforce that was predominantly young to middle-aged, combining professional experience with the ability to adapt to new instructional strategies. The presence of younger teachers **suggested** potential openness to innovative teaching methods, while the experienced mid-aged group **indicated** established instructional practices that could support program implementation and mentorship within the schools.

Civil Status

Table 10

Civil Status of Teacher Respondents

Civil Status	Frequency (n=94)	Percentage (%)
Single	22	23.40
Married	68	72.34
Widow/Widower	4	4.26
Total	94	100

The results **indicated** that the majority of teacher respondents were married, comprising 68 (72.34%) of the total sample. Single teachers **accounted** for 22 (23.40%) respondents, while the smallest group, widows or widowers, **comprised** 4 (4.26%).

This distribution **reflected** that most teachers possessed stability and maturity in both their personal and professional lives. Such characteristics **may have contributed** to consistent teaching performance, reliability in fulfilling instructional responsibilities, and effective participation in school-based academic intervention programs.

Highest Educational Attainment

Table 11

Highest Educational Attainment of Teacher Respondents

Educational Attainment	Frequency (n=94)	Percentage (%)
Bachelor's Degree	60	63.83
Master's Degree	34	36.17
Doctorate	0	0
Total	94	100

The results **revealed** that the majority of teacher respondents held a Bachelor's degree, totaling 60 (63.83%), while 34 (36.17%) had attained a Master's degree. None of the respondents **had completed** a Doctorate.

This educational profile **indicated** that the teaching staff possessed a solid academic foundation, which **was essential** for effectively implementing and supporting school-based academic intervention programs. The presence of teachers with advanced degrees **suggested** potential for enhanced instructional strategies and leadership in guiding learners toward improved academic performance.

Length of Teaching Service

Table 12

Length of Teaching Service of Teacher Respondents

Length of Service	Frequency (n=94)	Percentage (%)
1–5 years	18	19.15
6–10 years	32	34.04
11–15 years	22	23.40
16 years and above	22	23.40
Total	94	100

The results **showed** that the majority of teacher respondents had 6–10 years of teaching experience, comprising 32 (34.04%) of the total. Additionally, a notable portion of teachers, 44 (46.80%), **had served** for 11 years and above, while 18 (19.15%) **had teaching experience** of 1–5 years.

This distribution **indicated** a balanced mix of mid-level and experienced teachers who **were capable** of guiding and mentoring students effectively within academic intervention programs. The combination of teaching experience levels **suggested** that the schools had both fresh perspectives and seasoned expertise to support student learning and program implementation.

Position or Teaching Assignment

Table 13

Position/Teaching Assignment of Teacher Respondents

Position/Assignment	Frequency (n=94)	Percentage (%)
Classroom Teacher	70	74.47
Subject/Grade Level Coordinator	24	25.53
Total	94	100

The results **showed** that the majority of teacher respondents served as classroom teachers, comprising 70 (74.47%) of the total, while 24 (25.53%) **held** positions as subject or grade-level coordinators.

This distribution **indicated** that most teachers were actively engaged in direct instruction, whereas coordinators **played** a supporting role in overseeing curriculum implementation and monitoring academic intervention programs. The mix of roles **reflected** a structured approach to teaching and program supervision within the selected schools.

Relevant Trainings, Seminars, or Workshops Attended

Table 14

Teacher Respondents Attending Relevant Trainings

Attended Trainings	Frequency (n=94)	Percentage (%)
Yes	72	76.60
No	22	23.40
Total	94	100

The results **showed** that the majority of teacher respondents, 72 (76.60%), **had attended** relevant trainings, seminars, or workshops related to teaching strategies and academic intervention programs. Meanwhile, 22 (23.40%) **had not participated** in such professional development activities.

This finding **indicated** that most teachers were equipped with the necessary knowledge and skills to effectively implement academic intervention programs, enhancing student learning outcomes. Conversely, the portion of teachers who had not attended training **highlighted** the need for additional capacity-building initiatives to ensure uniformity in program implementation.

Teachers Assessment On the Implementation of Academic Intervention Programs

Table 15

Program Planning and Design

Item	Mean	Verbal Interpretation
1. Intervention objectives are clearly defined and aligned with school improvement goals.	4.12	Often Implemented
2. Needs assessments are conducted before planning interventions.	3.95	Often Implemented
3. Teachers participate in the design and selection of intervention strategies.	3.88	Often Implemented
4. Programs are tailored to address the specific needs of struggling learners.	4.05	Often Implemented
5. Planning processes involve collaboration between teachers and administrators.	4.10	Often Implemented
Overall Mean	4.02	Often Implemented

Table 15 **illustrated** teachers’ assessment of the planning and design of academic intervention programs, with an overall mean of 4.02, verbally interpreted as “Often Implemented.” This **indicated** that schools generally **had** well-structured planning processes for interventions. The highest-rated item, intervention objectives **were** clearly defined and aligned with school improvement goals (4.12), **reflecting** that teachers **perceived** interventions as purpose-driven and consistent with the school’s broader educational objectives. Similarly, programs tailored to address the specific needs of struggling learners (4.05) **suggested** that interventions **were** customized to ensure targeted support for learners requiring additional assistance.

Teachers’ involvement in designing and selecting intervention strategies (3.88) and participation in collaborative planning with administrators (4.10) **highlighted** a participatory approach, ensuring that interventions **were** both practical and contextually relevant. Conducting needs assessments prior to planning (3.95) further **indicated** that interventions **were** data-informed and responsive to actual learner challenges. These findings **aligned** with previous research demonstrating the importance of structured planning and teacher involvement. Abuda and Jaromay (2021) **emphasized** that peer tutoring programs **achieved** greater impact when aligned with school improvement goals and informed by student needs. Abeberese, Kumler, and Linden (2009) **highlighted** that clearly defined objectives and strategic planning **enhanced** literacy interventions in Philippine primary schools. Similarly, Inoferio and Revalde (2024)

noted that needs-based program design **was** critical in improving learning outcomes for primary education learners.

Table 16

Resource Allocation and Support

Item	Mean	Verbal Interpretation
6. Sufficient learning materials and resources are provided for intervention activities.	3.87	Often Implemented
7. Budget allocations support the sustainability of intervention programs.	3.79	Often Implemented
8. Adequate facilities are available for implementing intervention sessions.	3.81	Often Implemented
9. Schools receive support from the local government or external stakeholders.	3.72	Often Implemented
10. Time is allotted within the school schedule for implementing interventions.	3.90	Often Implemented
Overall Mean	3.82	Often Implemented

Table 16 presented the level of implementation regarding resource allocation and support for academic intervention programs. The overall mean of 3.82, interpreted as “Often Implemented,” indicated that schools generally provided adequate resources and support to facilitate intervention activities. Among the specific items, time allotted within the school schedule received the highest mean of 3.90, reflecting that schools recognized the importance of integrating interventions into regular schedules to ensure consistent student participation. Conversely, support from local government or external stakeholders received the lowest mean of 3.72, suggesting that external support was present but could have been strengthened to enhance program sustainability.

These results were consistent with prior studies highlighting the significance of resource provision in intervention effectiveness. Arzaga (2020) emphasized that sufficient learning materials and structured peer tutoring improved students’ academic performance in science subjects. Aquino (2021) demonstrated that well-resourced educational interventions, when combined with supportive programs, enhanced both student health and academic outcomes. Similarly, Lacaba, Magalona, and Lacaba (2018) showed that the availability of instructional materials and facilities directly contributed to higher proficiency levels in mathematics through peer teaching strategies.

Table 17

Teacher Participation and Training

Item	Mean	Verbal Interpretation
11. Teachers receive proper orientation and training on academic intervention methods.	3.88	Often Implemented

12. Continuous professional development supports effective intervention delivery.	3.75	Often Implemented
13. Collaboration among teachers strengthens implementation outcomes.	3.92	Often Implemented
14. Teachers receive administrative encouragement to apply learned intervention strategies.	3.85	Often Implemented
15. Feedback and coaching are provided to improve teaching performance.	3.80	Often Implemented
Overall Mean	3.84	Often Implemented

Table 17 **presented** the level of implementation regarding teacher participation and training in school-based academic intervention programs. The overall mean of 3.84, interpreted as “Often Implemented,” **indicated** that teachers were generally involved in and supported through professional development initiatives, though there remained room for strengthening these efforts. Among the items, collaboration among teachers **received** the highest mean of 3.92, **suggesting** that cooperative practices significantly **contributed** to the successful implementation of interventions. Conversely, continuous professional development **received** the lowest mean of 3.75, **highlighting** the need for ongoing training opportunities to ensure teachers consistently **applied** effective intervention strategies.

These findings **aligned** with previous studies emphasizing the importance of teacher support and collaboration in intervention programs. Siano (2025) **found** that peer tutoring and collaborative classroom practices **improved** problem-solving skills, demonstrating how teacher teamwork **enhanced** learning outcomes. Turner (2020) **emphasized** that external supports and structured professional development **helped** maintain fidelity in the implementation of educational interventions, particularly in rural K–12 settings. Providing continuous feedback, coaching, and administrative encouragement **ensured** that teachers were empowered to implement interventions effectively, ultimately **improving** student academic performance.

Table 18

Monitoring and Evaluation Mechanisms

Item	Mean	Verbal Interpretation
16. Program progress is regularly monitored using clear indicators.	3.89	Often Implemented
17. Student performance data are collected to evaluate intervention impact.	3.85	Often Implemented
18. Reports and evaluations are shared with teachers and stakeholders.	3.80	Often Implemented
19. Adjustments are made based on program evaluation results.	3.77	Often Implemented
20. Monitoring tools are standardized and aligned with DepEd guidelines.	3.70	Often Implemented
Overall Mean	3.80	Often Implemented

Table 18 showed the level of implementation of monitoring and evaluation (M&E) mechanisms in school-based academic intervention programs. The overall mean of 3.80, interpreted as “Often

Implemented,” suggested that while schools consistently conducted monitoring and evaluation, there was potential for more systematic or rigorous application. The highest-rated item, 3.89, pertained to the regular monitoring of program progress using clear indicators, indicating that schools were diligent in tracking implementation milestones. In contrast, the lowest-rated item, 3.70, involved standardizing monitoring tools according to DepEd guidelines, signaling an area where alignment with official standards could have been strengthened.

The results were consistent with prior research emphasizing the importance of structured M&E systems in educational interventions. Inoferio and Revalde (2024) highlighted that continuous evaluation was crucial in identifying challenges and improving program effectiveness for primary education learners. Similarly, Jiménez-Parra, Manzano-Sánchez, and Valero-Valenzuela (2022) noted that program fidelity and interdisciplinary evaluation enhanced the effectiveness and sustainability of educational initiatives. Lumasag et al. (2021) further supported the use of data-driven approaches to inform decision-making, ensuring interventions were responsive to student performance and behavior. Moreover, Macapayad et al. (2022) demonstrated that monitoring outcomes of peer tutoring programs provided actionable insights that improved learners’ problem-solving skills.

Table 19

Stakeholder Involvement

Item	Mean	Verbal Interpretation
21. Parents are involved in supporting academic intervention efforts.	3.68	Often Implemented
22. Students are oriented about the goals and benefits of intervention programs.	3.80	Often Implemented
23. Collaboration exists between teachers, administrators, and community partners.	3.82	Often Implemented
24. Stakeholder feedback is gathered to improve intervention delivery.	3.75	Often Implemented
25. The school promotes transparency in reporting intervention outcomes.	3.77	Often Implemented
Overall Mean	3.76	Often Implemented

Table 19 **presented** the extent of stakeholder involvement in school-based academic intervention programs. The overall mean of 3.76, interpreted as “Often Implemented,” **indicated** that schools frequently engaged stakeholders such as parents, students, teachers, administrators, and community partners in the intervention process, although there was still room for improvement. Among the items, the highest mean of 3.82 **corresponded** to collaboration between teachers, administrators, and community partners, **suggesting** that professional and institutional cooperation was moderately strong. Conversely, the lowest mean of 3.68 **related** to parental involvement in supporting academic interventions, **highlighting** a potential area where schools could have increased engagement and partnership with families.

The findings **aligned** with prior research emphasizing the importance of stakeholder participation in enhancing educational outcomes. Abeberese, Kumler, and Linden (2009) **demonstrated** that active parental and community involvement in primary school reading programs positively **affected** literacy development. Similarly, Abulencia (2019) **noted** that principals’ experiences in implementing the K to 12 program **underscored** the need for effective stakeholder collaboration to ensure program fidelity and student success. Moreover, Angrist et al. (2023) **found** that school-based interventions, such as malaria chemoprevention programs, **yielded** better cognitive and educational outcomes when there was consistent engagement and feedback from the wider school community.

Table 20

Overall Level of Implementation

Component	Overall Mean	Verbal Interpretation
Program Planning and Design	4.02	Often Implemented
Resource Allocation and Support	3.82	Often Implemented
Teacher Participation and Training	3.84	Often Implemented
Monitoring and Evaluation Mechanisms	3.80	Often Implemented
Stakeholder Involvement	3.76	Often Implemented
Grand Mean	3.85	Often Implemented

Table 20 **highlighted** the implementation status of school-based academic intervention programs across five key components. The overall grand mean of 3.85, interpreted as “Often Implemented,” **indicated** that these programs were consistently applied in schools but still **left** room for improvement in some areas. Among the components, Program Planning and Design **received** the highest mean of 4.02, **suggesting** that schools frequently **engaged** in careful planning and strategic design when implementing interventions. Conversely, Stakeholder Involvement **scored** the lowest mean of 3.76, **reflecting** that participation from parents, community members, or other external stakeholders occurred less frequently and could have benefited from enhanced collaboration and engagement strategies.

The data **suggested** that while schools prioritized the planning and execution of interventions, other aspects such as resource allocation, teacher training, monitoring, and stakeholder involvement were implemented with moderate frequency. This **aligned** with studies like Danga (2022), which **emphasized** that effective peer tutoring programs **required** careful planning and teacher facilitation to achieve meaningful outcomes. Similarly, research by Escobido, Labadan, and Comon (n.d.) **supported** the idea that the consistent application of structured strategies, including reading or mathematics interventions, **depended** heavily on both adequate resources and teacher participation.

Moreover, successful program implementation **relied** on systematic monitoring and evaluation to ensure interventions **achieved** their intended impact. According to Francisco et al. (2024), performance gains in mathematics intervention programs **were maximized** when regular assessment and feedback mechanisms were in place. Additionally, Inoferio and Revalde (2024) **stressed** that understanding the challenges in primary education and addressing gaps through structured support **could improve** program fidelity. Overall, Table 20 **demonstrated** that school-based academic interventions were frequently implemented, particularly in planning and design, but strengthening resource allocation, teacher training,

and stakeholder engagement **could have further enhanced** the effectiveness and sustainability of these programs.

Effectiveness of School-Based Academic Intervention Programs

Table 21

Academic Performance and Learning Outcomes

Item	Mean	Verbal Interpretation
1. Intervention programs enhance students’ understanding of core subjects.	4.05	Effective
2. Programs improve mastery of lesson objectives among struggling learners.	4.00	Effective
3. Students show measurable improvement in academic assessments.	4.08	Effective
4. Academic interventions help learners achieve targeted learning outcomes.	4.02	Effective
5. Programs assist students in catching up with grade-level expectations.	3.98	Effective
Overall Mean	4.03	Effective

Table 21 **presented** the perceived effectiveness of school-based academic intervention programs in improving academic performance and learning outcomes among students. The overall mean of 4.03, interpreted as “Effective,” **indicated** that the programs were successful in enhancing students’ understanding of core subjects and supporting mastery of lesson objectives. Notably, measurable improvement in academic assessments **scored** the highest mean of 4.08, **reflecting** that interventions were not only designed for theoretical understanding but also **translated** into tangible academic gains. Programs assisting learners in catching up with grade-level expectations (mean = 3.98) further **highlighted** the role of these interventions in addressing learning gaps and supporting struggling students.

The findings **suggested** that structured academic interventions **provided** targeted support that helped students achieve specific learning outcomes. This **was consistent** with the study of Pinili and Idul (2018), which **emphasized** that intervention programs tailored to students’ individual learning difficulties **could significantly improve** reading comprehension and subject mastery among learners requiring remedial support. Similarly, Siano (2025) **found** that collaborative classroom approaches, such as peer tutoring, **enhanced** problem-solving skills and **fostered** measurable improvements in student performance. These studies **underlined** the importance of well-structured programs that **integrated** active learning strategies and personalized support to maximize academic gains.

Furthermore, the effectiveness of these interventions **was reinforced** by research on fidelity of implementation and external supports. According to Turner (2020), ensuring consistent and high-quality program delivery in rural and under-resourced schools **was** crucial for achieving desired learning outcomes. External support mechanisms, including training and monitoring, **strengthened** program implementation, thereby **enhancing** its impact on students’ academic performance. Overall, the data **demonstrated** that school-based academic interventions were effective tools for improving

understanding, mastery of objectives, and measurable academic success, ultimately **contributing** to students’ overall educational development.

Table 22.

Student Engagement and Motivation

Item	Mean	Verbal Interpretation
6. Intervention sessions encourage active student participation.	4.01	Effective
7. Programs increase students’ enthusiasm for learning.	3.95	Effective
8. Students demonstrate improved self-motivation and initiative.	3.98	Effective
9. Programs positively influence students’ attitudes toward schoolwork.	4.00	Effective
10. Interventions foster responsibility and ownership of learning.	3.92	Effective
Overall Mean	3.97	Effective

Table 22 **presented** the perceived effectiveness of school-based academic intervention programs in enhancing student engagement and motivation. The overall mean of 3.97, interpreted as “Effective,” **indicated** that teachers and administrators **perceived** the programs as successfully promoting active participation and enthusiasm for learning. Notably, intervention sessions encouraging active participation **scored** the highest mean of 4.01, **demonstrating** that structured sessions with interactive activities **effectively engaged** students and **sustained** their interest in learning. Programs that **fostered** positive attitudes toward schoolwork (mean = 4.00) and **encouraged** self-motivation and initiative (mean = 3.98) further **supported** the notion that interventions **contributed** not only to academic outcomes but also to the development of intrinsic motivation among students.

The data **suggested** that these programs **played** a significant role in cultivating responsibility and ownership of learning, as reflected in the mean of 3.92. When students **were provided** with targeted interventions and structured support, they **tended** to exhibit greater accountability for their learning progress. This **aligned** with findings from Lumasag et al. (2021), which **highlighted** that data-driven and structured interventions **enhanced** student behavior, engagement, and academic initiative through continuous monitoring and support mechanisms. Additionally, one-on-one peer tutoring and small-group strategies, as observed by Macapayad et al. (2022), further **amplified** motivation by creating personalized learning experiences that **reinforced** problem-solving skills and active participation.

Moreover, the positive influence of interventions on engagement and motivation **was supported** by research on the impact of physical and cognitive activities on academic performance. According to Pereira (2022), structured activities that **incorporated** student involvement and responsibility **fostered** better academic skills, higher engagement, and sustained motivation. Taken together, these findings **confirmed** that school-based academic intervention programs **were** effective tools not only in improving learning outcomes but also in **nurturing** student motivation, initiative, and sustained engagement, which **were** critical for long-term academic success.

Table 23.

Attendance and Retention

Item	Mean	Verbal Interpretation
11. Intervention programs encourage consistent attendance.	3.90	Effective
12. Programs contribute to reducing student dropouts.	3.85	Effective
13. Learners regularly attend supplemental and remedial sessions.	3.88	Effective
14. Programs support sustained engagement over time.	3.82	Effective
15. Interventions aid in grade-level progression and promotion.	3.87	Effective
Overall Mean	3.86	Effective

Table 23 **presented** the perceived effectiveness of school-based academic intervention programs in improving attendance and retention among students. The overall mean of 3.86, interpreted as “Effective,” **indicated** that respondents **viewed** these interventions as successfully promoting regular school attendance and reducing dropout rates. Specifically, interventions encouraging consistent attendance **scored** the highest mean of 3.90, suggesting that students **were motivated** to attend school regularly when programs **provided** structured and supportive learning opportunities. Programs aimed at reducing dropouts and supporting grade-level progression also **scored** favorably, highlighting the role of interventions in maintaining students’ academic continuity and preventing disengagement from school.

The analysis of individual items further **demonstrated** that learners **actively participated** in supplemental and remedial sessions, with a mean of 3.88, and **sustained** engagement over time, with a mean of 3.82. These results **suggested** that structured interventions not only **addressed** gaps in learning but also **created** an environment that **fostered** long-term commitment to school activities. This finding **aligned** with the study by the Implementation of a Relationship-Based School Readiness Intervention (2010), which **emphasized** that multidimensional and fidelity-focused interventions **improved** early student engagement and attendance patterns.

Moreover, these outcomes **reflected** broader evidence on the positive impact of academic interventions on student behavior and educational outcomes. The Meta-analysis of Academic Interventions (2017) **highlighted** that structured interventions and targeted modifications significantly **influenced** students’ behavioral outcomes, including attendance, classroom engagement, and academic persistence. Similarly, the World Journal of Education (2020) **noted** that interventions providing tailored support, remedial sessions, and engagement strategies **contributed** to higher retention rates and sustained academic progress. Collectively, these findings **underscored** the effectiveness of school-based academic interventions in fostering attendance, reducing dropouts, and supporting learners’ academic development.

Table 24

Overall Level of Effectiveness

Component	Overall Mean	Verbal Interpretation
Academic Performance and Learning Outcomes	4.03	Effective
Student Engagement and Motivation	3.97	Effective
Attendance and Retention	3.86	Effective
Overall Student Development	3.92	Effective
Grand Mean	3.95	Effective

Table 23 **presented** the overall level of effectiveness of school-based academic intervention programs across four key components: academic performance and learning outcomes, student engagement and motivation, attendance and retention, and overall student development. The grand mean of 3.95, interpreted as “Effective,” **indicated** that respondents **perceived** the intervention programs to be generally successful in improving students’ academic and developmental outcomes. Among the components, academic performance and learning outcomes **scored** the highest mean of 4.03, suggesting that interventions were particularly effective in enhancing students’ knowledge and skills in core subjects.

The results further **revealed** that student engagement and motivation, with a mean of 3.97, **were** positively influenced by these intervention programs. This **aligned** with findings from Lacaba, Magalona, and Lacaba (2018), who **reported** that peer teaching strategies significantly **boosted** students’ involvement and interest in learning, contributing to better academic outcomes. Similarly, interventions targeting attendance and retention, which **received** a mean of 3.86, **indicated** that structured programs **encouraged** consistent school participation, highlighting the role of interventions in minimizing absenteeism and dropout risks (Warmbold-Brann et al., 2017).

Finally, the overall student development mean of 3.92 **underscored** the holistic impact of school-based academic interventions. Programs that **combined** academic support with developmental strategies **fostered** not only cognitive skills but also socio-emotional growth, self-confidence, and resilience in students. This finding **corroborated** Aquino (2021) and San Isidro & Dio (2023), who **emphasized** that integrated educational interventions—whether through nutrition, strategic materials, or peer tutoring—**led** to comprehensive improvements in student learning, engagement, and overall performance. The consistency of positive outcomes across components **reflected** the effectiveness of implementing well-planned and contextually relevant academic intervention programs (Knoche et al., 2010).

Table 25

Relationship Between Implementation Status and Perceived Effectiveness of School-Based Academic Intervention Programs

VARIABLE	r-value	p-value	INTERPRETATION
Implementation Status	0.68	0.001	Significant Positive Relationship

Table 24 **showed** the relationship between the status of implementation of school-based academic intervention programs and their perceived effectiveness on student performance. The computed r-value of 0.68 **indicated** a strong positive correlation, while the p-value of 0.001 **confirmed** that this relationship was statistically significant. This **suggested** that as the level of implementation of academic intervention programs **improved**, the perceived effectiveness on student performance also **increased** correspondingly.

The strong positive relationship **implied** that programs that were thoroughly planned, consistently executed, and properly monitored **tended** to yield better outcomes in terms of student learning. Teachers and administrators who **adhered** to program guidelines, **allocated** sufficient resources, and **ensured** proper follow-through **contributed** significantly to the effectiveness of interventions (Eiraldi et al., 2024). Essentially, the fidelity of implementation directly **impacted** how beneficial the programs were perceived to be, reinforcing the importance of structured and well-supported intervention strategies (Sneck et al., 2019).

Moreover, this finding **highlighted** that stakeholders’ perceptions of program effectiveness were closely tied to observable actions and practices within schools. Schools that **prioritized** professional development, **provided** adequate learning materials, and **maintained** consistent engagement in interventions were more likely to see improvements in student performance (Calautit, 2024). The significant positive relationship **underscored** the necessity of continuous support, both in terms of resources and teacher capacity-building, to maximize the impact of academic intervention programs across all participating schools (Saavedra Dias et al., 2020).

Differences in Implementation And Effectiveness Of Academic Intervention Programs Between District 2 (Consolacion) And Lapu-Lapu Division

TABLE 25

Differences In Implementation and Effectiveness Of Academic Intervention Programs Between District 1 (Consolacion) And Lapu-Lapu Division

COMPONENT	CONSOLACION DISTRICT MEAN	LAPU-LAPU DIVISION MEAN	t-value	p-value	INTERPRETATION
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Implementation	3.88	3.80	1.12	0.265	Not Significant
Perceived Effectiveness	4.05	3.97	1.05	0.296	Not Significant

Table 25 **presented** the comparison of the implementation and perceived effectiveness of academic intervention programs between District 1 (Consolacion) and the Lapu-Lapu Division. The mean scores for implementation **were** slightly higher in Consolacion District (3.88) compared to Lapu-Lapu Division (3.80), while perceived effectiveness also **showed** a minor difference, with Consolacion scoring 4.05 and Lapu-Lapu 3.97. However, the t-values (1.12 for implementation and 1.05 for perceived effectiveness) and p-values (0.265 and 0.296, respectively) **indicated** that these differences were not statistically significant, suggesting that both districts had comparable levels of program implementation and perceived outcomes.

The results **implied** that school-based academic intervention programs **were being implemented** in a relatively consistent manner across both districts. Despite minor variations in mean scores, the lack of statistical significance **indicated** that the strategies, resources, and teacher practices employed in interventions **were** largely similar between Consolacion and Lapu-Lapu. This consistency **may have reflected** shared regional policies, DepEd guidelines, or standardization of program planning and execution, ensuring that students across both districts **had** equitable access to academic support initiatives (Watson et al., 2017).

While the differences were not significant, the slightly higher perceived effectiveness in Consolacion (4.05) **could have suggested** that students in this district **experienced** marginally better outcomes from interventions, possibly due to factors such as teacher engagement, resource availability, or administrative support. Nevertheless, these minor variations **were not** sufficient to draw definitive conclusions (Wang et al., 2022). Future studies **might explore** contextual factors, such as school size, teacher experience, or community involvement, to better understand subtle differences in program performance between districts.

Challenges and Barriers in The Implementation of School-Based Academic Intervention Programs

TABLE 26

Challenges And Barriers in the Implementation of School-Based Academic Intervention Programs

CHALLENGES / BARRIERS	FREQUENCY	PERCENTAGE	RANK
Limited learning resources	22	44%	1
Insufficient training and professional development	18	36%	2
Time constraints in the school schedule	15	30%	3
Limited administrative support	12	24%	4
Lack of parental involvement	10	20%	5

Table 26 **highlighted** the key challenges and barriers faced by teachers and administrators in implementing school-based academic intervention programs. The most frequently cited issue **was** limited learning resources, reported by 44% of respondents. This **indicated** that many schools **lacked** adequate instructional materials, teaching aids, or technological tools necessary for conducting effective interventions. Without sufficient resources, teachers **struggled** to provide engaging and varied learning experiences, which **negatively affected** student performance and **limited** the overall impact of intervention programs.

The second and third-ranked barriers, insufficient training and professional development (36%) and time constraints in the school schedule (30%), further **complicated** program implementation. The lack of continuous professional development **restricted** teachers' ability to apply best practices and innovative strategies in academic interventions, while limited time within the school schedule **made** it challenging to conduct sessions with the depth and consistency required. These factors **suggested** that both teacher preparedness and structural scheduling were critical areas needing attention to ensure the effectiveness of intervention programs.

Lower-ranked challenges, such as limited administrative support (24%) and lack of parental involvement (20%), still **played** a significant role in program success. Inadequate administrative backing **resulted** in minimal advocacy, funding, or supervision for interventions, potentially **demotivating** teachers. Meanwhile, limited parental engagement **reduced** reinforcement of learning outside the classroom, which **hindered** student progress. Overall, addressing these barriers through enhanced resource allocation, targeted teacher training, schedule adjustments, administrative support, and increased parental involvement **was** essential for improving the implementation and effectiveness of school-based academic intervention programs.

4. Summary, Findings, Conclusion, And Recommendations

Summary

This study **examined** the implementation and effectiveness of school-based academic intervention programs in District 2 (Consolacion District) and Lapu-Lapu Division, focusing on academic performance, student engagement, and attendance. Findings **revealed** that programs **were** generally well-planned and executed, with careful alignment of objectives, teacher involvement in strategy selection, and collaboration with administrators **supporting** effective implementation. Challenges **were** noted in resource allocation, teacher training, and stakeholder engagement, which, if addressed, **could have enhanced** program sustainability and quality. The interventions significantly **improved** students' understanding of core subjects, mastery of lesson objectives, and academic performance, while also **fostering** engagement, motivation, responsibility, and active participation. Positive effects **were observed** in attendance, reduced dropout rates, and grade-level progression, alongside growth in social, emotional, and cognitive skills. The programs **were** highly effective in promoting holistic student development, with stronger implementation **linked** to greater outcomes, highlighting the importance of consistent execution, planning, and stakeholder involvement for maximizing the benefits of academic interventions.

Findings

The study **revealed** that school-based academic intervention programs in both District 2 (Consolacion) and Lapu-Lapu Division **were** generally well-implemented, particularly in the areas of planning, instructional design, and structured lesson delivery. These interventions **were found** to be effective in enhancing students' academic performance, as evidenced by improved understanding of core subjects, mastery of lesson objectives, and measurable gains in assessments. Additionally, the programs **positively influenced** student engagement and motivation, **fostering** active participation, responsibility, and self-directed learning. Improvements **were also noted** in student attendance, retention, and grade-level progression, demonstrating that consistent and structured implementation of interventions **contributed** significantly to holistic student development. The analysis further **indicated** a strong positive relationship between the level of program implementation and its perceived effectiveness, highlighting the importance of fidelity and quality in achieving desired educational outcomes.

Conclusion

Based on the findings, it **could be concluded** that school-based academic intervention programs in District 1 (Consolacion) and Lapu-Lapu Division **played** a crucial role in improving students' academic performance and overall development. The effectiveness of these programs **was** largely influenced by proper planning, structured implementation, and active engagement of both teachers and students. Programs that **were consistently executed** with fidelity not only **enhanced** learning outcomes but also **fostered** motivation, responsibility, and self-directed learning among students. The positive correlation between program implementation and academic success **underscored** the necessity of maintaining quality standards and continuous monitoring. Ultimately, these interventions **served** as essential tools in addressing learning gaps and promoting equitable educational opportunities for all students.

Recommendations

Based on the conclusions drawn from the study, the following recommendations were made to enhance the implementation and effectiveness of school-based academic intervention programs:

1. Strengthen and expand academic intervention programs to ensure consistent and effective implementation, thereby sustaining improvements in students' academic performance, engagement, and retention.
2. Provide regular training and professional development for teachers to enhance instructional skills and support the delivery of interventions that foster social-emotional growth.
3. Encourage active student participation and responsibility in their own learning to promote motivation, self-directed learning, and engagement.
4. Integrate systematic monitoring and evaluation mechanisms to assess program effectiveness, track outcomes, and identify areas needing improvement.
5. Foster collaboration with parents, community members, and other stakeholders to create a supportive and participatory learning environment.
6. Ensure adequate allocation of resources and institutional support from school administrators and policymakers to sustain and scale successful intervention programs.

3. Output of The Study

School-Based Academic Intervention Programs

Chapter 3 presents the output of the study focusing on the implementation and effectiveness of academic intervention programs in District 1 (Consolacion) and Lapu-Lapu Division.

Rationale

School-based academic intervention programs were considered critical to ensure that learners met the Most Essential Learning Competencies (MELCs), especially in the context of the new normal in education. Teachers played a pivotal role in identifying learning gaps and designing interventions that responded to individual learner needs. Academic interventions were intended to improve student outcomes by providing targeted support for struggling learners and enhancing overall classroom performance.

The basic education system faced challenges in sustaining high-quality learning, particularly during periods requiring remote and modular learning. Teachers often carried the dual responsibility of instruction and monitoring learner progress, making interventions vital for educational success (Obadara, 2015). Academic interventions, when supported by effective planning and resource allocation, ensured that learners achieved learning competencies despite socio-emotional and academic challenges.

This study proposed the implementation of structured school-based academic intervention programs tailored to the needs of learners in District 1 and Lapu-Lapu Division. These programs focused on assessment-driven instruction, remedial classes, tutorial sessions, and parental engagement to maximize academic achievement. Teachers' professional attitudes and instructional strategies were identified as key factors influencing student outcomes (Shittu & Oanite, 2015).

Objectives

The academic intervention program aimed to:

1. Conduct remedial classes and tutorial sessions for learners who needed additional support in various subjects.
2. Strengthen teacher capacity through workshops and training on intervention strategies, assessment, and monitoring of learner progress.
3. Foster collaboration between teachers, parents, and learners to improve learning outcomes.
4. Utilize indicators, including learner performance data, attendance records, teacher feedback, parental involvement, and student socio-emotional development, to measure effectiveness.

Scheme of Implementation

Area of Concerns	Objectives	Strategies	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishments	Remarks
1.) Learner performance gaps	Conduct remedial classes and tutorials	Individualized learning plans, small group sessions, printed/self-learning modules	1,000.00 per module	School funding / PTA fund raising	Whole school year	Teachers and school heads	Pre- and post-test results, monitoring logs	Learners received additional support, improving MELC attainment	Continuous monitoring required
2.) Teacher capacity	Strengthen teacher skills on interventions	Workshops, webinars, and seminars on assessment and intervention strategies	NA	DepEd and Division support	Whole school year	Division training team, school heads	Teacher surveys, training attendance, lesson plan evaluation	Teachers applied new strategies in classroom and interventions	Feedback loop for improvement
3.) Parental involvement	Enhance teacher-parent collaboration	Parent-teacher conferences, progress reports, community engagement	NA	School PTA	Whole school year	Teachers and parent coordinators	Parental feedback, learner engagement	Increased collaboration observed; learners supported at home	Consistent communication recommended
4.) Socio-emotion	Address learners' emotional	Guidance counseling	NA	School guidance office	Whole school	Guidance counselor	Student self-reporting	Learners showed improved	Continuous monitoring

al develop ment	and social needs	ng sessions , peer support activitie s			ool yea r	ors, teachers	ng, counse lor feedba ck	coping strategies and motivation	ng suggeste d
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