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### Research Article

## Experiences of Teachers in The Implementation of Project Anus (Actively Nurturing Understanding among Students)

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### About Article

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### ABSTRACT

The key purpose of this study is to examine the experiences of teachers in the implementation of project ANUS (Actively Nurturing Understanding among Students) at Hungduan National High School. It is a qualitative in nature using an interview method and the approach will be phenomenological. It was conducted among the teachers of Hungduan National High School who are implementing Project ANUS. Findings revealed that a significant challenge is the prevalence of negative behaviors among students, including lack of cooperation, low attendance, and poor engagement. Moreover, most students who joined the Project ANUS exhibit poor academic performance which is one of the difficulties faced by teachers. On the other hand, positive peer interactions among students which facilitate learning despite limited teacher-student interactions are also highlighted. Teachers employ various strategies, such as peer teaching and re-teaching, to address these challenges, often modifying and simplifying activities to suit the students' needs. In conclusion, while the Project ANUS has some success in fostering peer support, it faces significant challenges in addressing the negative behaviors and low academic performance of students, requiring further refinement and support for effective implementation.

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## 1. INTRODUCTION

Education is a fundamental human right. Each child has the right to acquire a basic education, regardless of family circumstances, race, or social standing. However, the pandemic's arrival and the adoption of distant learning have led to a bigger gap between pupils from various backgrounds. According to a UNESCO report (Martineau *et al.*, 2020; Vegas, 2020), approximately 91% of students worldwide were impacted by school closures. According to experts, school closures may exacerbate educational disparities between students from various socioeconomic origins and other factors. Despite this, a closing of a school could lead to a variety of educational inequities. The first is the disparity between students from various socioeconomic backgrounds. Students from wealthy backgrounds often have access to the internet and modern technology, whereas students from less fortunate backgrounds may not have the same opportunities. The disparity between advanced and struggling students comes in second. Although self-paced learning might be an option for students with high academic achievement, according to Grewenig *et al.* (2020), it might not be for students with lower achievement because it would necessitate a significant degree of autonomous learning. Setyowati *et al.* (2020) also stated in their study that poor achiever learners struggle more than their high achiever peers to comprehend and come up with ideas. Third, there is inequity between learners who come from stable and unstable parents. According to Omoruyi (2014), a broken household is one in which the family structure has been compromised by a parent's death, divorce, separation, or child's illegitimacy. When the schools have reopened, UNICEF has urged the government to concentrate on targeted programs to re-enroll all children and youth, enhanced remedial teaching to aid learners in catching up, and assistance for educators to deal with learning gaps and integrate digital tools in their instruction (Wieland & Francia, 2021). Additionally, Thompson (2022) said that school closings have had a meaningful and prolonged negative influence on students' learning and wellness. The same report was provided by Kuhfeld *et al.* (2022) argues that there is still much work to be done because the pandemic has had a disastrous effect on education.

According to a different study by Larson (2022), after the face-to-face was fully recovered, the instructors and people in authority needed to pay attention to changes in the kids' academic success, behavior, and social-emotional dispositions caused by the epidemic. The Department of Education released DepEd Memorandum No. 036, s.2021, in this regard. Remedial, progression, and enrichment classes will be offered, according to Briones (2021). Additionally, if a student receives a grade of less than 75 in any subject, intervention through remediation must be provided, and the student must pass the aforementioned remedial sessions to advance to the next grade level. If the teacher chooses not to offer remedial classes, she will hold make-up sessions over the summer to ensure that the failed students pass.

In relation to this memorandum, our school requires us to implement project ANUS, which is the name of our remedial class project, to support academically challenged learners in better understanding and navigating the lessons they are

finding challenging. This project's goals are to help identified students cope with and adhere to subject requirements, reduce the number of students failing, and involve and remind parents of their responsibilities as partners in monitoring and educating the students. Most of the students, however, are suffering as a result of this endeavor as they are becoming less engaged in class. The reason behind this is because if they received low scores, they would join the ANUS project and subsequently pass the course. Even though it is an additional task on top of the already overwhelming amount of work that the teachers must complete, they are even advising them to complete more Project ANUS. Similarly, the results of Daugherty *et al.* (2019) found that in their Corequisite Remediation, students had a lower likelihood to feel ashamed and were less susceptible to find their homework to be uninteresting, repetitive, or overly simple. Individual deskwork was less likely to be reported by them. Students enrolled in developmental education courses alone were more likely to seek tutoring and more likely to think that their teachers believed in their ability to achieve.

The course has a significant potential for boosting individual identity construction and professional growth among pre-clinical medical students, along with addressing their professionalism deficiencies, by adopting multimodal activities in the study of Findyartini & Sudarsono (2018). Nevertheless, there are difficulties in putting the model into practice with a bigger student body and in determining the course's long-term effects. According to the study of Shaddai (2012), remediation teachers have the duty to put into practice appropriate strategies to help students master fundamental concepts and to get them ready for college-level coursework. The data showed that most teachers described their experiences as positive; only one participant saw his as negative.

This study is distinct from other studies because it examines the actual experiences of the teachers who are bringing the project ANUS to the academically challenged students. The participants' shared experiences and narratives provided as a starting point for developing a more suitable technique for students who perform poorly academically due to noncompliance with activities and a lack of interest in engaging in class. After the pandemic, the suggested technique is a tool for educators and parents to provide the appropriate intervention for students having academic difficulties in face-to-face classes. As a result, the school is able to improve academic performance, attain a failure rate of zero, or at the very least, lower the proportion of students who are at risk of failing at the end of the academic year.

The main objective of the study is to examine the experiences of teachers in the implementation of project ANUS (Actively Nurturing Understanding among Students) in Hungdwan National High School. Specifically, it seeks to answer the following:

1. What are the experiences of the teachers during the implementation of project ANUS?
2. How do the teachers assess the project ANUS based on their experiences?
3. What are recommendations of the teachers for the enhancement of the project?



## 2. LITERATURE REVIEW

When describing a course of study for students deemed ill-prepared for the next level of education, the terms “remedial” and “developmental” are frequently used interchangeably in literature. However, as explained by Cross (1976), remedial education “aims to remediate skill deficiencies while developmental education is geared towards developing the diverse talents of students.” The remedial service put more effort into helping learners who weren’t performing up to expectations over the course of the following two decades as a result of an increase in the number of qualified teachers and the adoption of a child-centered curriculum (O’Toole, 1994). Remedial education has historically been characterized by isolation and marginality (Bines, 1986) as cited by Carrington and Elkins (2005).

Remedial education’s major goal, according to Bereiter (1985), is to teach at a faster pace than regular education. Students who have academically lagged behind their peers will therefore find it challenging to catch up to them if they do not make faster progress. Remedial instruction’s secondary objective, according to Huang (2010), is to give assistance to students who are academically challenged extra opportunity to brush up on their fundamental knowledge of subjects being taught so they can pass minimum or even higher academic requirements. In order to realize this, the role of teachers is very crucial to meet the specific needs of each student.

According to the National Association for Remedial Education, “if the remedial withdrawal program in school is to do anything significant for a student with learning problems, it should have made its contribution after two or three years” (National Association for Remedial Education, 1977). Furthermore, the Department of Education in Ireland stated in Guidelines on Remedial Education (1988) that “an effective remedial program is a team effort in which the principal, the remedial and class teachers work with each other, with parents, and with other professionals toward the agreement of specific aims. The roles of each party participating must be clearly defined and agreed upon, and such cooperation must be purposefully and explicitly planned”.

The National Association for Remedial Education (1985) advocated an expanded role for remedial instructors, including not just traditional duties such the assessment and instruction of students with learning disabilities but also offering guidance and assistance to subject teachers. They should also create fresh methods and techniques for locating, evaluating, and keeping track of those students.

The results of Parker’s study (2020) revealed, however, that remedial reading instruction using Achieve3000 has implications for favorable social change. A more effective implementation of Read 180 could result in good social change by enhancing students’ literacy abilities, lowering the dropout rate, and preparing kids for college and careers, according to Cleveland (2014). Samuel (2018) also learned that his Voyager arithmetic (VM) program was a successful program for teaching arithmetic to students who needed it. The research by Raval *et al.* (2014) also stated that there was evidence to support the idea that their remedial program had benefited all teachers across the business even after the central facilitation was discontinued.

In the research by Perez *et al.* (2018), they discovered that by carrying out an extensive examination of learning techniques, psychological factors, and medical knowledge gaps, a remediation program based on the advantageous alignment of objectives, curriculum, and assessment may be developed. Additionally, according to Eno (2019), the remediation program’s success rate attests to the value of early intervention in preventing and correcting learning impairments and saving slow learners who run the danger of failing a subject or maybe dropping out of the entire course.

Stakeholders are bothered when there is a dominance of bad performance in the school, however teachers are mainly concerned. Because of this, remediation and reinforcement tactics are regularly recommended to cope with the situation and save failing learners, as evidenced by a study done across different areas (Cheng, 2014; Jangid & Inda, 2016; Luoch, 2014; Trivio, 2016). The findings of Lannan’s (2015) study support literature that emphasizes the value of non-cognitive skills, the significance of accountability measures for K–12 education, and the influence of labels on learners. Students in remedial education frequently face challenges that extend beyond just gaining skills.

Similar studies have most recently been carried out in the context of the Arab World, and they significantly expand the field of scholarly discussion on the subject. However, many academics question remediation’s inefficiency, in contrast to the appreciation of remediation as a successful approach for resolving learning challenges. They poignantly draw attention to a wide range of probable reasons for failure and its hindrances. Othman and Shuqair (2013) review a numerous study that indicate the ineffectiveness of remediation on the majority of Arab universities before advising the implementation of actions and tactics that have been successful in other contexts. The atypical circumstances weakening an existing institutional remedial program are criticized by Siddiqui (2016), who also suggests reorganizing the body whose docket the program operates in.

However, as part of their duties as teachers, they are required to implement the DepEd plan to fill up the gaps in the students’ learning caused by the epidemic through remediation and make-up classes. The researcher’s primary responsibility as instructional leaders in the learning domain is to make sure that all learners receive the proper intervention so they won’t fall behind.

Remedial education must be based on fundamental structures and concepts with specific changes to accommodate unique learning situations. It should not be applied randomly or without design. Spache (1981) stated in his study that remediation is a temporary form of support, gaining social approval from peers, diversified to match student interests, well-organized, and truthful. Additionally, modifying classroom practices that contributed to past failures is required.

Echevarria and Graves (2003) highlighted the importance of setting clear goals linking new information to students’ prior knowledge, offering additional verbal clues, and adjusting content to students’ language levels while instructing them with learning challenges.

Classroom activities must be based on explicit code-based education and implicit meaning-based instruction, also known



as whole language instruction. All of the notions concerning strategies for supporting students with low academic performance are, therefore, related to these two theoretical orientations. The code approach focuses on learning about language structure and function, promoting purposeful language use. It is teacher-directed, with a focus on explicit instruction, organized practice, and feedback, and attention to phonemes, syllables, and morphology (Westwood, 2003). The whole language approach, based on constructivism, supports meaningful learning related to authentic contexts. It considers students as active, self-directed learners who construct new knowledge based on existing understanding. In this, learners work with independently chosen texts, with little emphasis on direct decoding instruction.

3. METHODOLOGY

3.1. Research Design

The design selected for this research study was qualitative in nature using interview method and the approach was phenomenological. The purpose of phenomenological research design was to examine multiple responses or interpretations of a certain phenomenon. By using this approach, the researcher intended to acquire some understanding of the participants' experiences and responses (Fraenkel & Wallen, 2009). The goal of this study was to investigate the teachers' perspectives on the Hungduan National High School project ANUS (Actively Nurturing Understanding among Students).

3.2. Research Locale and Participants

The participants of this study were the teachers of Hungduan National High School who were implementing Project ANUS for the school year 2022 – 2023.

3.3. Data Gathering Procedure

The researcher drafted the questions and submitted them for content validity assurance. To gather the teachers' stories, a detailed interview with the participants was conducted. Before the actual interview begins, the researcher let the participants know the topics that will be brought up and discussed. Responses from participants were recorded using a voice recorder.

3.4. Data Analysis

In order to comprehend the experiences of teachers who were

carrying out the project ANUS, a phenomenological analysis was applied. Thematic analysis was used in this study since it examined the themes that emerge in the coding of non-numerical data, audio, video, text, etc. It proceeded through the coding, transcription, theme-generation, and writing processes.

3.5. Research Tool/Instrument

The validated guide questions were used by the researcher to carry out this study. The responses of the participants were also be recorded using smartphones.

3.6. Ethical Considerations

The ethical standards that were upheld in this study include telling the participants about the objectives of this study and obtaining their full consent, which implies that they have the choice of accepting or declining to participate in the study. Additionally, it upheld participant confidentiality and privacy protection. The reports did not include any personal information, participants were identified by a number instead of their name, and data were securely saved and disposed of. Additionally, all communications pertaining to the research were open and truthful.

4. RESULTS AND DISCUSSION

4.1. Experiences of the Teachers During the Implementation of Project ANUS

4.1.1. Behavior of Students Taking the Project ANUS

The most prevalent theme that emerged is the negative behaviors of students. Nearly all of those who were interviewed expressed dissatisfaction with the negative behavior of the majority of students who are enrolled in the project ANUS, complaining that it hinders their engagement and participation in it, especially for those who are seriously academically challenged.

The responses of the participants are consistent with the findings of Khalid and Anjum (2019), who found that behavioral obstacles are one of the frequent issues that remedial teachers in urban Pakistan deal with. Sultan (2019) also discussed the traits of remedial students, such as attendance issues, a lack of concentration during the learning process, health and learning issues, a failure to respond when the teacher asks a question, a lack of interest in learning, and family issues.

Table 1. Negative Behavior of Students Taking the Project ANUS

Emerging Themes	Participants	Response
Negative Behavior of Students Taking the Project ANUS	Teacher 01	“Wada day bumoboh-ol ya bumtik da pay di udum. Ngem wada da ketdi peman di interesado an mundongol. Nu alaon di percentage nadan interesado ya 50% then 50% bo nadan negative ang dating. (Some are angry and some even skipped the project ANUS. However, there are some who are interested. Fifty percent of them are interested and 50% of them to the project ANUS negatively.)”
	Teacher 02	“Nan udum ya adi da maki-cooperate an for compliance laeng. Uray di e an anusan an e mangiphod hi nalaklakah eda answeran ya talagan aton da lang for granted. (Others do not cooperate. They do the project ANUS for compliance only. Even if the teacher tried her best to simplify the activity for them to be able to answer but they are taking it for granted.)”



Teacher 03	"Some are motivated; however, some took the project ANUS for granted."
Teacher 04	"Hesitant da an umatend ngem syempre kasapulan an umatend da ta pumasa da. Manmanu da lang nan interesadu. Talagan nadan academically challenged ya dida pay nan adi interesadu an mangat hi activity da ya umatend nah project ANUS. Nan udum pay munskip da. (They are hesitant to attend the project ANUS but they need to attend in order for them to pass. On few are interested. Those who are academically challenged are the ones who are not interested to join and to do the activities in the project ANUS.)"
Teacher 05	"The students who are taking the project ANUS are the students who are lazy at the same time they are the ones who belong to the slow learners. 'Dadiye nadan uunga an adi da munsubsubmit hi eda activities an uray di present da ya nu muncheck ta hi activity da ya maid di papel da.' (Those are the students who are not submitting their activities even if they are present in the class. When the teacher checks the activity, she doesn't find their papers.)"
Teacher 06	"Wada day udum an naragsak ngem wada day udum mapilitan an umali ngem kasapulan dan umali ta pumasa da. (There are some who are happy and there are some who are forced since if they are not going to join the project ANUS, they will fail.) They are also lazy."
Teacher 07	"Kahkahingnan da, whether pumasa da or adi ya come what may ki dida. Hinan projects da ya adi da pulus iprovide di usar da. Iprovide ku boy materials da ya pun italu da ot an adi da aton. Maid pagan anu da. (They are mischievous. Whether they will pass or not, for them 'come what may'. For their projects, they don't provide their materials. When the teacher provides their materials, they are hiding it so that they will not do it.)"

#### 4.1.2. Academic Performance of Students Taking the Project ANUS.

Another theme that emerged is the poor academic performance of students. Nearly all of the participants who were interviewed acknowledged that the majority of students taking the project ANUS have grades below 75%. Only one participant asserted that by taking part in the study, she was giving students with grades of 80% or lower the chance to improve their grades.

The responses provided by the respondents appear to support Khalid and Anjum's (2019) study, which found that one of the main issues that remedial teachers in urban Pakistan

face is slow progress. The premise for how teachers begins remediation efforts with their students through interventions and planned strategies to improve student learning retention is their students' academic performance. According to Tseng *et al.* (2016), teacher-led remedial interventions had a significant positive influence on student growth. The effectiveness of remediation, however, is still one of the trickiest problems in study and practice, according to Wang *et al.* (2017). Remedial classes still require more convincing data to support their efficacy, particularly with regard to the ebb and flow of time processes of learning.

**Table 2.** Poor Academic Performance of Students Taking the Project ANUS

Emerging Themes	Participants	Response
Poor/Low Academic Performance of Students Taking the Project ANUS	Teacher 01	"Usually yung mga mabababa, below 75% ang grade. Yung actual grade nila ay 40%, 48% na kapag i-transmute ay 60% - 74% ang grade." (Usually, the students who are taking the project ANUS are those students whose grades are below 75%. Their actual grade is 40%, 48% that if the teacher transmutes it, their grades will fall between 60% and 75%.)"
	Teacher 02	"Dadiye nadan adi da kayan makaaw awat ngem hay ngohe da bo di in agtu da. Mostly ya poor performance da ya poor pay di behavior da. (Those are the students who are having difficulty in understanding the lesson but they are full of mischief. Most of those students who has poor performance have poor behavior.)"
	Teacher 03	"These are the students with line of 7 grades and failing grades."
	Teacher 04	"In terms of grade, ya nadan 74% and below. (In terms of grade, those students who are taking project ANUS are those whose grades are 74% and below.)"
	Teacher 05	"Mostly, they are the ones who are have failing grades however, other students who with line of 7 grade including those whose grades are 80% to 82% who want to improve their grades could also join. Anyway, what I am doing to get their final grade is averaging."



Teacher 06	“Usually, these are the students with low academic performance. Since they most of the time failed to do their written and performance tasks.”
Teacher 07	“These are students with low academic performance.”

4.1.3. Interaction of Students with Classmates Taking the Project ANUS

The third major theme is the good interaction of students taking the project ANUS with their classmates. According to a number of interview participants, students engage more naturally with their peers than they do with their teachers. The participants’ comments show that not all learners feel at ease talking to their teachers.

These responses appear to support the claim made on a Spark School (2022) blog, “Student-to-student interactions, whether formal or informal, can help increase students’ comfort with each other and the online environment.” However, it was challenged by the finding of Sun *et al.* (2022), who claimed that the amount of teacher-student interaction had a favorable impact on the learning outcomes of learners.

Table 3. Good Interaction of Students Taking the Project ANUS with their Classmates and Teachers

Emerging Themes	Participants	Response
Good Interaction of Students Taking the Project ANUS with their Classmates	Teacher 03	“The students ask questions to me, their teacher if they did not understand the topic. Also, I allowed them to have peer tutoring. I allowed them to ask help from their peers who understood the lesson to help them cope and answer the activity I gave them.”
	Teacher 04	“For the peer teaching, at least they are going to talk with their classmates comfortably. So, I mostly apply this when they do composition in their English subject. For the other written activity, they will do it individually, so there is no interaction among them, except that they can ask clarifications from me, their teacher.”
	Teacher 05	“Yan ang maganda kase sa akin yung mga hindi nagre-remedial binibigyan ko ng plus factor para sila ang pupuntang mag assist sa kanilang kaklase after ko ni re-teach ang lesson. Kase mayroon din kasing student na nahihiya na mag approach sa akin kapag may gustong tanungin pero mas kumportable siya sa kaklase niya. (That is a good one since for me, those who are not taking remedial class, I am giving them plus factor for them to come an assist their classmates after I re-teach the lesson. It is because there are some students who are shy to approach me if they want to ask something but they are comfortable to ask from their classmates.)”
	Teacher 06	“Since I call them in my office, if they don’t understand, they prefer to ask it from their classmates but if I observed that they are murmuring with their classmates, I freely go and asked them what they did not understand in the activity I gave them.”
	Teacher 07	“They are helping each other, especially that it is their sewing class and there are two boys, the girls are helping these two boys since they are having difficulty in sewing. Sometimes, they come and ask for help but most of the time they just do it according to how they wanted it, even if the output is not excellent.”

4.2. Assessing the Project ANUS based on the Experiences of the Teachers

4.2.1. Activities Given to Students Taking the Project ANUS

In terms of activities given to students during the conduct of project ANUS, the most prevalent theme is simplified or with lower level of difficulty. The majority of participants in the interview stated that since they are teaching remedial classes and their students are individuals with subpar academic performance, they must simplify the activities supplied in comparison to those taught in regular classes. This is done to make it possible for the students involved in the project ANUS

to respond to the activities. The responses of the participants demonstrate that there are numerous additional tasks to complete in order to carry out project ANUS. They must plan identical activities to the usual activities but with a lower level of difficulty, adjust the questions, provide hands-on activities, and even simplify the exam, for re-test purposes. According to Somani (2023), remedial teachers should offer a sufficient number of learning exercises to help students enhance their latent learning capacity and problem-solving skills. It would be best to create a sequence of instructive activities rather than one protracted one.

**Table 4.** Good Interaction of Students Taking the Project ANUS with their Classmates and Teachers

Emerging Themes	Participants	Response
Simplified/Modified Activities for Students Taking the Project ANUS	Teacher 01	“Similar with the activities given during regular class but the level of difficulty was lowered, for example kapag sa regular class ang ibinigay ko ay 100 divide by 4 ay ginagawa kong 50 divide by 2. Another ay binabawasan ko ang number of items din, kumbaga pag 10 points ang original activity ay ginagawa kong 5 points sa kanila kase hindi na naman nila masagutan. Pamaag ya kalyon da di “magya e dako-dakol”. (Similar activities with lower level of difficulty were given to those who are taking the project ANUS. For example, if in the regular class, I gave them 100 divide by 4, I am lowering it to 50 divide by 2. Another, I also lessen the number of items, let’s say I gave 10 items during class, I can give 5 items during their remedial. It is because they will not be able to answer it. They will again say “There are a lot to answer”.)”
	Teacher 02	“Modified an questions, for as long as lower ang level ng difficulty te nakababa garud performance da. (Modified questions, for as long as the level of difficulty since their performance is very low.)”
	Teacher 03	“I let them do activities with lower level of difficulty and I also let them do re-test, especially if the scores in their exam is very poor.”
	Teacher 04	“I will let them do their incomplete activities. If they did those and their grades wasn’t able to reach a passing grade, then I will make easier activities for those that they got very low scores so that they could increase their scores in order for them to pass.”
	Teacher 05	“The activities I gave them is a simplified one that is similar to the original activity. Since the scores of the students in the original activity is low, I had to simplify the remedial activity since I have already seen their level of capability.”
	Teacher 06	“I am giving them the activities that they did not do. But if they really cannot do it then I am simplifying the activities or the questions so that they could answer it.

#### 4.2.2. How Learners Do the Project ANUS

Another theme that emerged is the individual and by pair in doing the project ANUS. Many of the participants acknowledged that they have been allowing the students to complete the exercises alone and in pairs. A few of the participants mentioned that they also practice group and one-on-one coaching. Additionally, it was discovered that when the teacher assigns the students to work in pairs, they are more likely to find their friends/peers since they feel more at ease

with them. According to the responses of the participants, it is ineffective to approach students who are participating in the project ANUS with just one method, especially if they are struggling academically.

According to Sudhakar (2018), remedial instruction uses a variety of flexible groupings. To enable students to succeed and remove obstacles to learning, remedial teachers should prepare a variety of activities and instructional methods.

**Table 5.** Individual and By Pair Way of Doing Project ANUS

Emerging Themes	Participants	Response
Individual and By Pair Way of Doing Project ANUS	Teacher 01	“Kung minsan may individual, may by pair. Tapos individual ko ring minomonitor yung mga bata, ginagawa ko nang one-to-one coaching kung talagang hindi naiintindihan ng mga bata. Pero pag nagretech ako at nakita ko na maganda ang smile ng mga bata na parang naintindihan nila ay ginagawa kong individual ang activity nila. (Sometimes there is individual activity and by pair activity. Then, I individually monitor the students. I am doing the one-to-one coaching if the students really did not understand the lesson. But if I did re-teaching and I saw that they have a good smile then that’s the time I will give them individual activities.)”
	Teacher 02	“Individual and by pair, te mostly nimpe ya permi an nakababa performance da ya kasapulan an wahdi ta ta ituddu nan eda aton te ultimu instruction ya adi da maawatan. (The learners do the project ANUS individually and by pair since most of them have poor performance and they need the presence of their teacher to teach them what and how to do the activity. Even the instructions, they are having difficulty in understanding it.)”
	Teacher 03	“They are doing the activities I am giving by group or individually.”



Teacher 04	“Peer teaching, individual activities, for the reading remediation, I am giving them spelling activities and pronunciation activities. I also let them watch short videos and then after that, I will now let them do an activity that’s related to what they watched.”
Teacher 05	“I am giving them written tasks and performance tasks during the project ANUS. If I can simplify the exam at the end of the quarter then, I also let them do re-examination. But if I can’t then, I just compute the written and performance. In their written and performance tasks, as I have said I am letting their close friends assist them.”
Teacher 06	“I usually let them do it individually. But I have an experience that I asked the two students to come in my office but one of them don’t like. So, I still told that one student to convinced her classmate to come so that they will do it together. Since if I am the one to go to convince him, he is shy. I then let his classmate assist him in answering the activity.”
Teacher 07	“They usually do it individually but with my guidance or they could ask help from their classmates.”

4.2.3. How Teachers Give Scores to Students Taking the Project ANUS

Another theme that emerged is averaging way of giving scores to students taking the project ANUS. The participants asserted that they have two distinct class records for the work completed in remedial and normal classes. Following the quarter, they will receive an average grade or score for both their remedial and regular classes; this will serve as their final grade or score. Some teachers acknowledged that in order for these students to receive a passing or better mark, they must carry the higher or improved score of the students who are in the project ANUS. The comments provided by the participants are pretty similar

to the assertion made by one anonymous writer in Iris Center (2023), according to which teachers should keep a number of principles in mind while assigning grades. First of all, teachers need to be aware that assessments are tools for gathering data about their students and that not all assessments need to be graded. Second, grades ought to be determined by how well students do in relation to grade-level expectations. Second, grades should only reflect student success, not growth or habits, as was already mentioned. Finally, rather than comparing student performance to that of their peers, grades should be assigned based on predetermined standards. Teachers should think about grading techniques in addition to these guidelines.

Table 6. Averaging Way of Giving Scores to Students Taking the Project ANUS

Emerging Themes	Participants	Response
Averaging Way of Giving Scores to Students Taking the Project ANUS	Teacher 01	“I have a separate class record for those who are taking the project ANUS. So, I just checked their papers and record them in the separate class record. After their exam, I will now get the average of their grade in their original class record and their grade in their remedial class record.”
	Teacher 03	“I give them scores by getting the highest or improved score or by getting the average of their original score and their remedial score.”
	Teacher 04	“It depends. I actually compare their original scores with their remedial scores then, I will carry the higher score. But in the case wherein I gave them remedial but their original score is higher than their remedial, I just give them additional score just for them to pass. But I have to ensure that their scores are not higher than their classmates who really did their best.”
	Teacher 05	“My class record for the remedial is separated from the original class record. Now, in the original class record, the percentage for written and performance if 40% each while in the exam, it’s 20%. In my remediation, if I was able to let them do re-examination then still the same percentage allotment. However, if I wasn’t able to let them do re-examination, then I will make their written and performance tasks 50% each. Now, if their final grade in the original class record is 75% and in the remedial class record is 80%, I will now get the average of the two and that will be their final grade. I explained it to the students that there is a big possibility that their grade in the remediation is high since it was simplified and it was done with the help of their peers, however their grades in the remediation is not their final grade.”



4.3. Recommendations of the Teachers for the Enhancement of the Project

4.3.1. Strategies that Teachers Apply During the Conduct of Project ANUS

The most prevalent theme that emerged in terms of strategies applied during the conduct of project ANUS is peer teaching and re-teaching. Almost every participant said they were reteaching the lessons that the students had struggled to grasp during the usual class period. To aid the learners in grasping

the lesson, they also involved the peers of the students. Other participants use one-on-one coaching, and some even seek the involvement of the parents.

The responses of the participants appear to be consistent with the conclusions reached by Mbwiri (2016), who found that the constructivist method to instruction was not superior than the conventional approach. The students, surroundings, and teachers themselves can all influence how remedial lessons are taught.

Table 7. Peer Teaching and Re-teaching Strategies During the Conduct of Project ANUS

Emerging Themes	Participants	Response
Peer Teaching and Re-teaching Strategies During the Conduct of Project ANUS	Teacher 01	“Re-teach the lesson and let them do board work. If they can do it already, then I will now let them do the activity individually or by pair. If not, I am assigning their classmates with higher IQ to assist their classmates, especially if they do not understand how I teach, because some of them understand better their peers. I call this as buddy-buddy strategy.”
	Teacher 02	“Individual activity, one-to-one coaching, by pair activity, and I once let them bring home the activity for them to ask help from their parents and siblings, however they have to ensure that they will be the one to write their answers, not their siblings or parents. But sadly, some of them let their parents or siblings do the activity and even write the answers for them.”
	Teacher 03	“Peer tutoring and re-teaching.”
	Teacher 04	“I am actually doing the project ANUS after the exam. So, I usually apply peer teaching since they are more comfortable with their classmates.”
	Teacher 05	“Coaching and peer teaching. I also let them do by group activities but each student should have an individual output. In every group, there is an assigned student facilitator. What I’m doing to motivate the facilitators to do their best is that, I announce to them that whatever the scores of the members of the group which is his/her client, I will get the average and that will be his/her score. Another is the involvement of parents, especially to those students who really are not listening, not participating yet has poor academic performance.”
	Teacher 06	“Individual activities and peer teaching.”
	Teacher 07	“Individual activities and by pair activities. I always encourage them to do their best and appreciate them even their small outputs but still when I tried to comment on their mistakes, they easily get hurt and disappointed.”

4.3.2. How Teachers Apply the Strategies to Learners Taking the Project ANUS

Re-teaching the lesson before giving them the exercise and designating a buddy or peer to each project ANUS client to help them grasp the lesson are two other main themes that emerged based on the interview with the participants discussing the strategies utilized to learners. Most participants said that they were reteaching any lessons that the students had struggled with during the regular class period before moving on to individual or group activities. Others assign each student

a buddy or peer who will teach them the lesson and guide them as they complete the assigned activities. Few teachers designate a student-facilitator to keep an eye on and support their underachieving classmates.

The responses of the participants appear to support Caras’ (2019) study, which claimed that students still require direct teaching in order to connect experiences and recognize their learning. Because students gain knowledge through a variety of situations, conventional education is still recognized and has been shown to be effective over time.

**Table 8.** Peer Teaching and Re-teaching Strategies before Giving Activities During the Conduct of Project ANUS

Emerging Themes	Participants	Response
Peer Teaching and Re-teaching Strategies before Giving Activities During the Conduct of Project ANUS	Teacher 01	"I have to re-teach them the lesson before I could give them the activity. Sometimes also, if I notice that they really couldn't understand how I teach, I assign a buddy to each student, with the assurance that the buddy understood the lesson, so he/she will be the one to teach his/her classmate. After that, the student now could answer the activity."
	Teacher 02	"I sometimes pair the more knowledgeable students with their classmates who are late bloomers so that they could teach them. I also re-teach for a while before giving them the activity. I also have the "student team achievement division" wherein I grouped the students and I assigned a leader who will monitor and guide their low performing classmates."
	Teacher 03	"Mostly through peer teaching since they are more comfortable with their peers than me, their teacher."
	Teacher 04	"I apply peer teaching by assigning their classmates who understood the lesson to each of those who are taking the project ANUS. The assigned students will guide, assist, and teach their classmates to the best of their abilities."
	Teacher 05	"I do peer teaching by assigning their close friends to be the one to assist them. I also let them do by group activities but each student should have an individual output. In every group, there is an assigned student facilitator. What I'm doing to motivate the facilitators to do their best is that, I announce to them that whatever the scores of the members of the group which is his/her client, I will get the average and that will be his/her score. Another is the involvement of parents, especially to those students who really are not listening, not participating yet has poor academic performance."
	Teacher 06	"To lessen the number of students who miss the activities, I grouped the students and assigned a group leader. The group leader will monitor his/her groupmates who did not yet submit their activities. After two or three weeks, I am announcing the names of those who missed some activities. Their group leaders will not be the one to encourage and help their groupmates to do their missed activities. In this case, it will not just me, their teacher who will monitor them but also their group leaders."
	Teacher 07	"They usually do it individually but with my guidance or they could ask help from their classmates."

#### 4.3.3. Strategies Applied by Teachers that they Recommend to Other Teachers

Group monitoring and religiously carrying out the project are two more themes that are emerging in terms of the strategies used by teachers that they recommend to other teachers. Applying all of the strategies that each teacher is using is insufficient if the teachers are not devoted to the project's execution. Therefore, it is advised that the project ANUS must be completed by the participating educators throughout the

quarter rather than doing it only at the end of the quarter.

Three strategies are suggested by the Digital Class Educational World: the Individualized Educational Program (IEP), which aims to strengthen the foundation of learning; the Support Program, in which teachers prepare exemplary students to serve as "little teachers" who help their academically underachieving classmates; and the Reward Scheme, in which teachers will implement an incentive system.

**Table 9.** Group Monitoring and Religiously Implementing the Project ANUS

Emerging Themes	Participants	Response
Group Monitoring and Religiously Implementing the Project ANUS	Teacher 02	"I recommend the "student team achievement division" wherein I grouped the students and I assigned a leader who will monitor and guide their low performing classmates."
	Teacher 04	"I recommend that the project ANUS will be done within the quarter. It could be weekly or every after two weeks so that it will not reach the end of the quarter before taking an action towards those students who need help in coping with the lesson."



Teacher 05	<p>“I recommend that when we do remediation or project ANUS, we should really do it religiously in a way that the teacher is in the classroom to re-teach the lesson and monitor the students while they are doing the activities. One more thing is to have a camping style wherein three or more subject teachers will tandem with each other so that there will be variation.</p> <p>Another is peer teaching and workshop style remediation wherein; the teacher could invite a guest who could teach for her so that the excitement and interest of the students will be rekindled.”</p>
Teacher 06	<p>“I recommend the group monitoring. The one wherein the teacher will group the class and assign group leaders. The group leaders will help the teacher in monitoring the missed outputs of their classmates. The group leaders will also encourage and guide them in answering their missed outputs.”</p>

4.3.4. Strategies that Teachers Plan to Recommend

Only three of the participants have strategies that they plan to recommend. The first participant intends to suggest using question and answer throughout their normal lesson using their printed quizzes and activities to ensure mastery. The

second participant intends to advise using advanced ICT for a better understanding, while the third intends to advise using games and adventure for learning to be more meaningful and fun.

Table 10. Strategies that Teachers Plan to Recommend

Emerging Themes	Participants	Response
Strategies that Teachers Plan to Recommend	Teacher 01	<p>“Hay napansin ku, adwani ya adi da ngay munstudy di inuunga. So kay mas maymayat ngay an anamin kuma di ipaactivity or ipaquiz ta uray hidi da an ianswer ki dida ya encoded and printed. Ta after nan activity or quiz da ya inbangad ki dida ta i-pair dida ya in allow dida an mun alternate an munquestion nan oha on inansweran nan oha. Adi da ibaga di choices, enumeration ang style. Mas maretain ngay hi utok da te inpadas ku ya effective met. (What I noticed is that nowadays, students don’t usually study their lessons. So, I think it is better that all their activities and quizzes will be encoded and printed. Then, after their quiz or activity, the teacher will return it to them. Those will be compiled properly and every time, the teacher will be dividing them by pair so that they will have an alternately question and answer using their printed quizzes and activities. One student will give question and the other will find the answer, then vice versa. They will not state the choices. It will be an enumeration style.) For example, “What is energy?” then the student will give the definition of energy.”</p>
	Teacher 03	<p>“I plan to recommend the use of advanced ICT like videos, PowerPoint presentation and the like since I believe it could impact the learning process.”</p>
	Teacher 05	<p>“I have a lot in mind but fund is limited. I am planning to include games during the remediation so that the students will not be bored. However, it is time consuming and it needs many sessions before the remediation will be finished. Especially that project ANUS is to be done after class hours. I also tried to lobby a plan to the chair for education in our municipality to allot a fund for academic, not only sports but until now, it was not given an action. I am thinking that it might be helpful if the project ANUS will be done outside the school campus with the presence of PNP and other interested guests who could enhance the activities for more learning to the students. That we could go to Bogyia and held there the project ANUS with the assurance that the objectives will be met.”</p>

5. CONCLUSIONS

Primarily, the study aimed to examine the experiences of teachers in the implementation of project ANUS (Actively Nurturing Understanding among Students) in Hungduan National High School. Based on the findings, the following conclusions were drawn:

1. The teachers implementing the project ANUS have encountered some challenges during the conduct of the project.

The most notable of which are the following: negative behavior of students, poor academic performance of students, and poor interaction of students with teachers, instead, they prefer to interact with their peers and fellow students.

2. Meanwhile, teachers assess the project ANUS by giving simplified and modified activities, giving individual and by pair activities, and calculating the average grade/score of students in both remedial and regular classes.

3. The teachers recommend group monitoring and religiously implementation of project ANUS for the enhancement of the project. In order to make the project even more engaging and meaningful, they also intend to suggest the use of question and answer using their printed quizzes and activities, advanced ICT, and games and adventure.

## RECOMMENDATIONS

The researchers suggest the following to further support the teachers during the implementation of the project ANUS.

1. For a more effective teaching-learning process, the stakeholders—parents, teachers, and staff—should collaborate to encourage students to actively engage in all educational opportunities provided by the school.

2. Before assigning simplified activities and giving of grades or scores, teachers should strictly follow the genuine method of implementing the project ANUS from the preliminary stages. For the sake of consistency, all participating teachers should work together to come to a consensus on how to complete the activities and how to compute grades or give scores.

3. Teachers in the classroom should consider adopting additional and beneficial learning-friendly practices that their colleagues have suggested.

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