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From Struggles to Success: The Effectiveness of Teacher-led Post Assessment for Low Achievers in EPP V

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Abstract

This study employed a quasi-experimental design to examine whether low-achieving Grade V learners in Edukasyong Pantahanan at Pangkabuhayan V (EPP V) in Agriculture class of Calot Elementary School could improve their academic performance with the application of teacher-led post-assessment strategies.

The pre-test was used to ascertain the initial levels of competence of learners. A post-test was given to learners after the intervention to see if their academic performance had changed or even improved significantly. Some of the descriptive statistics that were used to analyze the data collected were the mean and standard deviation. To determine whether differences between pre- and post-test scores and between assessment techniques were significant, inferential statistics (paired and independent sample t-tests) were used.

The findings revealed that prior to the intervention, the learners demonstrated a moderate level of prior knowledge. Specifically, competency one obtained a mean score of 82.71 (Satisfactory) and 79.00 (Fairly Satisfactory) in competency two, resulting in an overall mean of 80.86. Following the implementation of teacher-led post-assessment techniques, there was a notable improvement in learners' academic performance. The post-test results showed an increase to a mean score of 88.55 (Very Satisfactory) for the first competency and 82.04 (Satisfactory) for the second competency, with an overall mean of 85.27. Also, the paper contrasted two types of post-assessment activities used by the researcher: individual and group activities. The findings demonstrated that learners' academic performance was substantially enhanced by individual task as compared to group activities.

Keywords: *Teacher-led post-assessment, low-achieving learners, academic performance, formative assessment, differentiated instruction,*

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Introduction

Education plays a vital role in shaping the future of every learner by developing knowledge, skills, values, and lifelong competencies necessary for personal and social growth. However, despite the efforts of schools and teachers to provide quality instruction, many students still struggle academically and fail to meet the expected learning competencies. Among the most affected are low-achieving learners who often experience difficulty in understanding lessons, retaining concepts, and performing well in classroom assessments. These academic struggles, when left unaddressed, may gradually affect learners' confidence, motivation, and overall attitude toward schooling.

One of the persistent concerns in elementary education is the increasing number of learners who perform below expectations in different subject areas. In Edukasyong Pantahanan at Pangkabuhayan V (EPP V), particularly in agricultural competencies, some Grade V learners encounter difficulties in mastering practical concepts and applying skills related to poultry production and animal care. Many learners fail to actively participate during discussions, show limited engagement in classroom activities, and demonstrate poor comprehension during assessments. These challenges highlight the need for effective instructional interventions that can address learning gaps and provide learners with opportunities to improve their understanding and performance.

To respond to this concern, educators continuously seek strategies that can support struggling learners and improve academic outcomes. One promising intervention is the use of teacher-led post-assessment techniques. Teacher-led post-assessment refers to the systematic process where teachers provide follow-up assessments, feedback, remediation, and targeted instructional support after the initial assessment. This approach allows teachers to identify learners' weaknesses, clarify misconceptions, reteach difficult concepts, and monitor students' progress more closely.

Due to these cumulative learning gaps, it is increasingly becoming hard to have fallen behind pupils to be able to catch up. In fighting this, teacher-led post-assessments would be an excellent tool in ensuring that children receive additional support after a preliminary assessment. The use of this focused intervention in conjunction with personalized feedback and differentiated education can greatly improve students' knowledge. Hendricks and Fuchs (2020) found that students who did not perform up to expectations needed more individualized and extensive help in order to identify and overcome their learning gaps.

This study aims to determine the effectiveness of teacher-led post-assessment in improving the academic performance of low-achieving students in EPP V. Specifically, it seeks to answer the following questions:

1.What is the pre-test score of the low-achieving students in terms of the following areas?

a. Natatalakay at naisasagawa ang pag-aalaga ng poultry animals sa natural na pamamaraan, and

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b. Natatalakay ang mga karaniwang uri at lahi ng poultry animals na makikita sa pamayanan na maaaring alagaan?

2.What is the post-test score of the low-achieving students after implementing the Teacher-Led Post Assessment Techniques in terms of the following areas?

a. Natatalakay at naisasagawa ang pag-aalaga ng poultry animals sa natural na pamamaraan,

b. Natatalakay ang mga karaniwang uri at lahi ng poultry animals na makikita sa pamayanan na maaaring alagaan?

3. Is there a significant difference between the pre- and post-performance of the low-achieving students in the mentioned competencies?

4.Is there a significant difference between and among the Teacher-Led Post Assessment techniques?

Materials and Methods

The study employed a quasi-experimental research design, specifically the non-equivalent control group pre-test and post-test design. This method allowed the researcher to examine the effectiveness of teacher-led post-assessment interventions by comparing learners' academic performance before and after the implementation of the intervention.

The participants of the study consisted of 22 Grade V learners enrolled during the School Year 2025–2026. These learners were selected based on their performance in EPP V, particularly in the agriculture component during the second quarter.

The data gathering process followed a systematic and ethical procedures. Prior to conducting the study, the researcher secured permission from the School Head through a formal letter requesting approval to conduct the research within the school. Informed consent was also obtained from the participants to ensure voluntary participation and protection of their rights and welfare.

The data collection process began with the administration of the pre-test to the 22 Grade V learners. The pre-test assessed the learners' initial understanding of the selected EPP V competencies before the intervention. Based on the results, low-achieving learners were identified and became the primary focus of the intervention.

Following the pre-test, the researcher implemented teacher-led post-assessment techniques, which included structured feedback, reteaching, guided discussions, remediation activities, and other instructional support strategies intended to address learners' difficulties and misconceptions. The intervention provided learners with opportunities to improve their understanding and performance through continuous teacher guidance and support.

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The study employed quantitative statistical methods to analyze and interpret the gathered data objectively. Descriptive and inferential statistics were utilized to answer the research questions and test the hypotheses of the study. The mean was used to determine the average pre-test and post-test scores of the learners, while the standard deviation measured the variability and distribution of the scores. These statistical measures provided an overview of the learners' academic performance before and after the implementation of teacher-led post-assessment.

To determine whether there was a significant difference between the pre-test and post-test performances of the learners, a paired sample t-test was employed. A significance level of 0.05 was used as the basis for determining statistical significance. If the computed p-value was less than 0.05, the null hypothesis was rejected, indicating that the teacher-led post-assessment intervention had a significant effect on the learners' academic performance.

Results and Discussion

The findings of the study revealed that the implementation of Teacher-Led Post Assessment Techniques contributed positively to the academic performance of low-achieving Grade V learners in EPP. The results showed noticeable improvements in learners' scores from the pre-test to the post-test across the identified competencies. These findings suggest that structured teacher guidance, continuous feedback, and targeted assessment interventions helped learners strengthen their understanding of the lessons related to poultry care and identification of poultry breeds.

The pre-test results indicated that learners initially demonstrated only moderate mastery of the competencies. Specifically, the competency related to factors considered in caring for poultry animals using natural methods obtained a mean score of 82.71, interpreted as "Satisfactory," while the competency involving the identification of common poultry breeds and types obtained a lower mean score of 79.00, interpreted as "Fairly Satisfactory." These results imply that although learners possessed some prior knowledge of the subject matter, there were still learning gaps that needed to be addressed through instructional intervention. The lower performance in the second competency may be associated with the nature of the competency itself, which required learners to recall and classify poultry breeds and varieties. Low-achieving learners often experience difficulty in memorization and recall tasks compared to practical and experience-based learning activities.

After the implementation of the Teacher-Led Post Assessment Techniques, the learners' post-test performance improved significantly. The competency on poultry care factors increased to a mean score of 88.55, interpreted as "Very Satisfactory," while the competency on poultry types and breeds improved to a mean score of 82.04, interpreted as "Satisfactory." The overall post-test mean score of 85.27 further demonstrated a considerable increase compared to the overall pre-test mean score of 80.86. These improvements indicate that the intervention effectively enhanced learners' understanding and mastery of the competencies.

The significant increase in scores may be attributed to the use of structured instructional strategies incorporated during the intervention. The teacher-led post-assessment process provided

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learners with opportunities to revisit difficult concepts, receive immediate feedback, and engage in remediation activities that addressed their specific learning needs. Through guided discussions, individual exercises, multimedia presentations, and interactive activities, learners became more actively involved in the learning process. These findings support the principles of Assessment for Learning (AfL), which emphasize the importance of continuous assessment and feedback in improving student achievement. According to Smith (2016), formative assessment practices help learners identify their strengths and weaknesses while allowing teachers to adjust instruction based on students' needs.

The findings of the study also align with the Constructivist Learning Theory of Lev Vygotsky, which highlights the importance of guided learning and scaffolding in helping students construct knowledge. Through teacher-led post-assessment, learners received structured support that enabled them to bridge the gap between their existing knowledge and the desired learning competencies. The intervention allowed students to actively participate in learning while connecting new information to their prior experiences and understanding.

Moreover, the paired sample t-test results confirmed that the differences between the pre-test and post-test scores were statistically significant. The first competency obtained a mean gain of 5.79 with a computed t-value of 5.079 and a probability value of less than .001, while the second competency obtained a mean gain of 3.04 with a computed t-value of 2.711 and a probability value of .013. The overall mean gain of 4.41 and overall t-value of 6.694 further confirmed the effectiveness of the intervention. These findings indicate that the improvement in learners' academic performance was not due to chance but rather to the implementation of the Teacher-Led Post Assessment Techniques.

Conclusion

Based on the comprehensive findings of the study, the low-achieving students demonstrated a moderate level of prior knowledge in the identified competencies before the implementation of the intervention, as reflected in their overall pre-test performance categorized as "Satisfactory," although one competency was rated "Fairly Satisfactory." The implementation of the teacher-led post-assessment techniques resulted in improved academic performance among the low-achieving students, as evidenced by higher post-test mean scores across the two competencies rated as "Very Satisfactory". A statistically significant improvement in students' knowledge of natural poultry care and breed identification was seen in the post-test scores, suggesting that the educational intervention had the desired effect. The individual exercise post-assessment approach significantly contributed to the better academic performance of the students compared to the group exercise one; this observation further supports the fact that low-achieving students may be helped by participating in assessment tasks that were tailored to develop mastery learning.

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