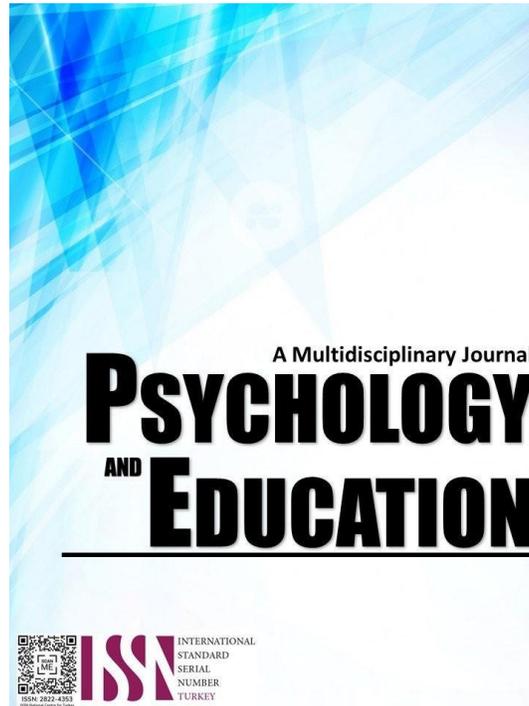


# **EFFECTIVENESS OF OPPORTUNITY SESSION IN ENHANCING STUDENTS' PERFORMANCE IN BASIC EDUCATION SCHOOL**



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# Effectiveness of Opportunity Session in Enhancing Students' Performance in Basic Education School

Jomel M. Maborang\*

For affiliations and correspondence, see the last page.

## Abstract

This study investigated the effectiveness of Opportunity Sessions in enhancing student performance in a basic education setting. These sessions, implemented at a private Catholic institution, aimed to support students who needed to improve failed assessments, recover missed lessons, and master essential learning competencies. Employing a descriptive quantitative research design, the study involved 287 Junior High School and 272 Senior High School students selected through stratified random sampling. Data were collected using a validated questionnaire with a high internal consistency, focusing on four key domains: teaching strategies and classroom practices, skills development, student motivation and participation, and learning environment and support. Mean was used to analyze the data. Findings revealed that students perceived the Opportunity Sessions as highly effective across all domains, with mean scores ranging from 3.01 to 3.46. The highest ratings were associated with the development of better study habits and teacher encouragement, indicating the sessions' contribution to academic confidence and learning recovery. These results emphasize the importance of structured, student-centered academic interventions in promoting equitable learning outcomes. Schools are encouraged to institutionalize Opportunity Sessions as part of inclusive support systems to address diverse learner needs. Further research is recommended to explore the long-term effects of such programs, their impact across various subject areas, and the insights of teachers and parents to provide a more comprehensive understanding of their educational value.

**Keywords:** *junior high school, opportunity session, remedial class, senior high school*

## Introduction

Teachers encounter students who struggle to keep pace with academic expectations. These difficulties can stem from a range of issues, including varied learning styles, limited prior knowledge, frequent absences, emotional or behavioral challenges, and socio-economic constraints. Students learn in diverse ways and at different speeds; therefore, a one-size-fits-all instructional approach often leaves some learners behind (Yang, 2025). Without timely intervention, these academic struggles can lead to compounding learning gaps, reduced motivation, and even long-term disengagement from school (Raufelder et al, 2022). As basic education lays the foundation for future academic and personal success, ensuring that every learner is supported, especially those at risk of failure, it becomes a pressing priority.

Schools have employed various academic interventions such as pull-out remedial classes, peer tutoring, enrichment programs, and make-up sessions. These are designed to provide students with additional time, instruction, and resources to revisit and master learning competencies they initially failed to acquire. Zhao et al. (2021) found that high-quality remedial programs significantly improve student outcomes when instruction is focused, personalized, and aligned with students' individual needs. Similarly, Ainscow (2020) argues that inclusive intervention strategies foster equity and ensure that struggling learners have the same chance to succeed as their peers.

One innovative model of intervention is the Opportunity Session practiced at the University of Saint Louis Tuguegarao. This initiative functions as a make-up class designed to help students improve on failed assessments, complete missed requirements, and relearn content they did not initially master. Unlike punitive measures, the Opportunity Session is designed as a redemptive academic process, promoting continuous improvement and learning recovery. As Jin et al. (2022) explain, performance support systems that value reflection, self-correction, and targeted guidance lead to improved student engagement and performance. The Opportunity Session also aligns with Ryan and Deci's (2000) Self-Determination Theory, which highlights the role of supportive environments in motivating learners to take ownership of their learning. At the university level, these sessions have been observed to increase academic accountability while reducing failure rates. However, the adaptability and effectiveness of this model in basic education, where learners are younger and require different pedagogical approaches, have yet to be thoroughly studied.

This study aimed to investigate the effectiveness of Opportunity Sessions in enhancing students' performance in basic education schools. Empirical evidence is needed to confirm its effectiveness and impact on students' performance. The results aimed to inform teachers, school leaders, and policymakers in refining academic intervention programs that not only reduce failure but promote a culture of learning resilience and growth.

## Research Objectives

This study aimed to assess the effect of opportunity session in enhancing student performance in terms of:

1. Teaching strategies and classroom practices
2. Skills development
3. Student motivation and participation

#### 4. Learning environment and support

## Literature Review

### *Underpinning Theory*

The study is aligned with Vygotsky's Sociocultural Theory and Bloom's Mastery Learning Theory. Vygotsky's concept of the Zone of Proximal Development (ZPD) suggests that students benefit most from instructional support that bridges the gap between what they can do independently and what they can achieve with guidance. Opportunity sessions provide this kind of scaffolded learning, helping students progress through targeted, teacher-led interventions. Additionally, the study aligns with Bloom's Mastery Learning Theory, which emphasizes that all students can learn effectively when provided with the right conditions such as sufficient time, feedback, and corrective instruction. Opportunity sessions offer these conditions by allowing students to revisit and master key concepts outside the constraints of regular class time. Together, these theories underpin the rationale for using opportunity sessions as a strategy to enhance student performance in basic education.

### *Opportunity Sessions as a Form of Targeted Academic Support*

Opportunity sessions, often implemented as remedial or supplementary instruction outside regular class hours, are designed to address individual learning gaps. In the study of Zhao et.al (2021), such sessions are crucial in providing personalized instruction, especially for low-achieving students. These structured learning opportunities allow teachers to focus on core concepts, reteach misunderstood topics, and offer differentiated support. Rai and Penjor (2020) highlight that effective opportunity sessions are goal-driven, curriculum-aligned, and informed by assessment data. Their research suggests that when implemented consistently, these sessions can lead to measurable gains in student achievement. Shanaa and Mahadab (2020) found a statistically significant improvement in test scores among students who received additional instruction in a study of remedial programs in low-income schools.

### *Impact on Student Performance and Engagement*

Numerous studies confirm that opportunity sessions positively influence both academic performance and student engagement. Fauzan et al. (2024) reported that students who participated in structured supplementary instruction showed marked improvement in literacy and numeracy. Similarly, Wei and Zhang (2023) conducted a meta-analysis showing that extended learning time contributes to higher academic outcomes, especially in foundational subjects.

Beyond grades and test scores, these sessions can foster greater engagement. Vargas-Madriz and Konishi (2021) emphasize that additional academic support often increases students' emotional and cognitive involvement, particularly when sessions are interactive and student-centered. Engagement, in turn, reinforces academic persistence and success.

## Methodology

### Research Design

This study employed a quantitative research method, specifically a descriptive design, to systematically describe students' perceptions of the effectiveness of Opportunity Sessions. Descriptive quantitative research is appropriate when the goal is to summarize and interpret numerical data related to attitudes, behaviors, or outcomes within a defined population. As emphasized by Creswell and Creswell (2018), selecting a research design that aligns with the study's objectives enhances its credibility and coherence. In this context, the descriptive design allowed for the collection of quantifiable data through a validated questionnaire, facilitating a comprehensive analysis of trends and patterns in students' academic experiences.

### Respondents

The respondents of this study were students from a public secondary school in Northern Philippines, comprising 287 Junior High School (JHS) and 272 Senior High School (SHS) learners. These students were selected through stratified random sampling, ensuring proportional representation from both academic levels.

The strata were based on the two educational units (JHS and SHS), and the sampling aimed to ensure that each subgroup was adequately represented in the overall sample. The inclusion criteria required that students must have participated in at least one Opportunity Session during the academic year. Students who did not attend any session or had incomplete responses in the survey were excluded from the sample.

### Instrument

The study employed a structured questionnaire as the primary data-gathering tool to assess students' perceptions of the effectiveness of Opportunity Sessions. The instrument was adapted from Aquino (2018) and modified to align with the present study's objectives, focusing on four key constructs: teaching strategies and classroom practices, skills development, student motivation and participation, and learning environment and support. The final questionnaire consisted of 15 items using a 4-point Likert scale (1 – Strongly Disagree to 4 – Strongly Agree), allowing for the quantitative measurement of students' agreement with each statement. The items were grouped thematically based on the constructs being assessed. To establish content validity, the instrument was reviewed by three field experts:

a basic education curriculum specialist, a school administrator with extensive experience in academic performance evaluation, and an educational measurement expert. These experts examined the alignment of the items with the study objectives and provided recommendations, which were integrated into the revised version. Moreover, the questionnaire was distributed online via Google Forms, ensuring convenience, accessibility, and efficiency in data collection.

### Procedure

The data collection process followed a structured sequence to ensure transparency and replicability. The researchers first obtained ethical approval from the Senior Director of the University Research and Innovation Office, adhering to institutional and national research guidelines, including the Data Privacy Act (RA 10173). Once approval was granted, coordination was made with class advisers to help identify qualified participants and to supervise the distribution of the research instrument.

The validated questionnaire was administered using Google Forms to facilitate efficient and accessible data collection. Clear instructions and informed consent information were provided at the beginning of the form. The survey was conducted over a period of three weeks during non-instructional hours to avoid interference with regular academic activities.

After data collection, the responses were carefully reviewed and screened for completeness and consistency. Incomplete or invalid responses were excluded from the dataset. The researchers then organized the valid responses and conducted a thorough statistical analysis. Descriptive statistics, including the mean and standard deviation, were computed to measure student perceptions across the four domains of the study.

### Ethical Considerations

The respondents received a detailed briefing and key information about the objective of the study before it was conducted. The respondents signed the informed consent to show transparency in participating in the study. In order to guarantee anonymity, secrecy, and avoidance of potential harm, all information was held and handled with utmost confidentiality in accordance with RA 10173 or the Data Privacy Act.

### Results and Discussion

This section presents the findings of the study.

Table 1. *Effectiveness of Opportunity Session in Enhancing Student Performance in terms of Teaching Strategies and Classroom Practices*

Items	Mean	Interpretation
The teacher prepares simplified lessons for easy understanding.	3.23	High
The teacher encourages good learning habits and attitudes during opportunity sessions.	3.43	High
The teacher encourages students to ask questions and participate.	2.50	High
The session includes activities or discussions.	3.06	High

Legend: \*3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low

Table 1 indicates that students perceived the teaching strategies and classroom practices in Opportunity Sessions as highly effective. The most positively regarded aspect was the encouragement of good learning habits and attitudes, underscoring the teacher's vital role in promoting academic discipline and motivation. This aligns with the findings of Guo et al. (2025), who emphasized that supportive teaching behaviors contribute significantly to student engagement and academic resilience. Another key strength identified was the simplification of lessons for better understanding. According to Johar et.al (2024), simplifying instructional content is essential in remediation, as it helps learners re-engage with difficult topics and rebuild foundational skills that may have been missed during regular instruction.

Additionally, the presence of interactive elements such as discussions and activities was acknowledged as a positive feature of the sessions. However, the encouragement of students to ask questions and participate, though still rated positively, appeared to be a relatively weaker area. This may reflect a need to enhance student confidence and classroom dynamics further. Hood et.al (2021) argue that active participation is closely tied to self-efficacy and the perception of a psychologically safe learning environment. As such, educators may consider implementing more targeted strategies to boost student interaction. Overall, the results confirm that Opportunity Sessions were grounded in research-based teaching practices that foster learning recovery and student support.

Table 2. *Effectiveness of Opportunity Session in Enhancing Student Performance in terms of Skills Development*

Items	Mean	Interpretation
The teacher adjusts the lesson pace to fit students' need	3.43	High
I have improved my understanding of the subject through opportunity session.	3.45	High
The session helped me develop better study habits.	3.46	High
I feel more confident about the subject after attending the opportunity session.	3.23	High

Legend: \*3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low

Table 2 reveals that students view the Opportunity Sessions as highly effective in promoting skills development. Notably, learners

acknowledged improvements in their study habits and subject understanding, suggesting that the sessions provided more than just academic catch-up, they fostered independent learning and personal growth. These findings support Cazan (2020), who emphasized that structured academic interventions help students, particularly in upper grade levels, develop essential learning skills such as time management, note-taking, and self-monitoring. The opportunity to revisit content at a more personalized pace also contributed to deeper comprehension and mastery, which is consistent with Bloom's Mastery Learning Theory that emphasizes individualized support for achieving academic success.

Students also reported increased confidence and better academic performance as a result of attending Opportunity Sessions. This reflects the power of targeted support in enhancing learners' self-efficacy and academic resilience. According to Haryanto et al. (2024), when students receive consistent instructional support aligned with their learning needs, they not only perform better but also develop a more positive academic self-concept. Adjusting the lesson pace, as practiced in these sessions, allows for differentiated instruction—a strategy known to support diverse learners effectively. Overall, the results highlight that Opportunity Sessions serve as a valuable tool in strengthening the skills necessary for sustained academic improvement.

Table 3. *Effectiveness of Opportunity Session in Enhancing Student Performance in terms of Student Participation and Motivation*

<i>Items</i>	<i>Mean</i>	<i>Interpretation</i>
I am motivated to attend an opportunity session.	3.26	High
I actively participate in class discussion and activities	3.01	High
The teacher encourages and supports my learning	3.32	High

*Legend: \*3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low*

Table 3 highlights that students found the Opportunity Sessions to be effective in fostering motivation and participation. Many students expressed that they felt encouraged and supported by their teachers, which played a vital role in sustaining their interest and involvement. In the study of Basak & Basu. (2024), students' motivation significantly increases when they perceive their teachers as supportive and responsive to their learning needs. This sense of being valued and guided creates a more positive academic environment where students are more willing to engage and take responsibility for their learning.

Furthermore, the findings indicate that students were motivated to attend Opportunity Sessions and actively participated in the activities provided. While participation was rated positively, the results suggest that there is still room for enhancing student engagement during these sessions. Alemaheyu and Chen (2021) argue that motivation and participation are closely linked to students' self-efficacy and the degree to which learning activities are meaningful and interactive. Therefore, while the sessions were generally effective, further emphasis on designing student-centered, interactive experiences may strengthen students' motivation and engagement even more deeply.

Table 4. *Effectiveness of Opportunity Session in Enhancing Student Performance in terms of Learning Environment and Support*

<i>Items</i>	<i>Mean</i>	<i>Interpretation</i>
The classroom environment is positive and conducive to learning.	3.21	High
The learning materials used in class help me understand the lessons better.	3.05	High
The schedule of session fits well with my other activities.	2.54	High

*Legend: \*3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low*

Table 4 shows that students perceived the Opportunity Sessions to be conducted in a generally positive and supportive learning environment. The classroom setting was regarded as conducive to learning, which is crucial for students who may already be struggling academically. Tao et al. (2022) emphasize that emotional and social support within the classroom significantly influences student performance, especially in intervention settings. A welcoming environment reduces anxiety and promotes a sense of belonging, both of which are essential for effective learning and participation.

Additionally, students appreciated the helpfulness of the learning materials and the scheduling of the sessions, although the latter received the lowest rating among the items. The appropriateness of instructional materials aligns with the findings of Zhang et al. (2020), who noted that well-designed and accessible resources enhance understanding and retention. However, the relatively lower perception of scheduling convenience suggests that logistical adjustments may be needed better to align Opportunity Sessions with students' existing commitments. Flexibility in scheduling, as supported by research, can significantly improve attendance and participation in academic support programs. Overall, the results confirm that a well-structured and supportive environment contributes meaningfully to the success of Opportunity Sessions.

## Conclusions

The results of this study affirm that Opportunity Sessions are effective in enhancing student performance in basic education, particularly in the areas of teaching strategies, skills development, motivation and participation, and supportive learning environments. Students responded positively to simplified instruction, improved study habits, and the encouraging role of teachers, indicating that these sessions foster both academic improvement and learner confidence. To sustain and enhance their impact, schools are encouraged to institutionalize Opportunity Sessions as structured, student-centered interventions that address individual learning needs and integrate

flexible scheduling. Given the relatively lower engagement in participation and scheduling convenience, efforts should be made to improve interactivity and accessibility. Future studies may investigate the long-term academic effects of these sessions, assess their effectiveness across various subjects, and incorporate the perspectives of teachers and parents to provide a more comprehensive view that can inform education policy and practice.

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## **Affiliations and Corresponding Information**

**Jomel M. Mabborang**  
University of Saint Louis  
Tuguegarao – Philippines