Implementation of Lorma Flex-on Learning: Designing and Delivering Teachers' Interventions to Academically Challenged Students

Angel Nyze Adviento1, Hiely Crystal Campit1, Mary Ann Lee1, Rempy Dubb Singh1, Karly Alissa Tarubal1, Antonette Ongngad2

*1Student Researchers, Lorma Colleges Senior High School*

*2Research Adviser, Lorma Colleges Senior High School*

**Abstract:** Teachers’ interventions play a vital role in the academe. One’s learning processes do not end by complying with classroom requirements, but it also involves mental, emotional, and physical learning experiences that can be achieved with an educator’s assistance. However, due to the presence of a virus outbreak, the education system abruptly changed. These changes made diﬀerent institutions, including LORMA Colleges, resort to online education (Flex-On Learning). This study aims to determine the various interventions and challenges being encountered by the LORMA Senior High School teachers on academically challenged students in Flex-On Learning. The researchers utilized the descriptive qualitative research design. The primary data of the study were collected through the semi-structured interview. The participants of the study comprised 9 Senior High School Teachers of LORMA Colleges. This study shows that students’ attendance, internet connectivity problems, passive students, and communication barriers are the most common challenges being encountered by the LORMA Senior High School Teachers. On the other hand, the major interventions used in teaching emerging and developing students in online education are giving feedback, providing various learning materials, and assigning homework. With the data gathered, the researchers concluded that Teachers’ Interventions play a vital role in Online Education, especially to academically challenged students.

**Keywords:** flex-on learning; teachers’ interventions; academically challenged students