

International Journal Research Publication Analysis

Page: 01-04

TEACHERS' INTERVENTION AND COMMUNICATION STRATEGIES TOWARDS STUDENTS' LEARNING BEHAVIOR

*Kasandra Sambutuan Pagador

Philippines.

Article Received: 25 March 2026

*Corresponding Author: Kasandra Sambutuan Pagador

Article Revised: 15 April 2026

Philippines.

Published on: 05 May 2026

DOI: <https://doi-doi.org/101555/ijrpa.9733>

ABSTRACT

This study examined the relationship between teachers' intervention and communication strategies and students' learning behavior in selected schools in Kidapawan City for the school year 2025–2026. A mixed-method approach was employed, combining a descriptive-correlational quantitative design and a qualitative phenomenological inquiry. A total of 300 respondents participated in the quantitative phase, while 25 informants were selected for the qualitative phase. Data were gathered using a self-developed and reliable survey instrument and analyzed using weighted mean, Spearman rho, and multiple regression analysis. The findings revealed that teachers consistently implemented individualized feedback, differentiated instruction, and tailored academic support at a very high level. Similarly, communication strategies such as culturally responsive communication, positive interpersonal communication, and empathetic communication were strongly practiced. Students' learning behavior, including emotional regulation, interpersonal skills, learning motivation, and cognitive abilities, was also rated very high. The results further showed that both teachers' interventions and communication strategies had significant relationships and strong influences on students' learning behavior. However, teachers encountered challenges such as financial constraints, workload demands, curriculum changes, and technological limitations, which they addressed through coping mechanisms like self-care, collaboration, and professional development. The study concluded that effective teacher practices significantly enhance students' learning behavior and overall classroom engagement.

INTRODUCTION

Teachers play a crucial role in shaping students' academic experiences and learning behavior, as the quality of instruction and communication directly influences student engagement and motivation. Traditional one-size-fits-all approaches are often ineffective in addressing the diverse needs of learners, making personalized teaching interventions and effective communication strategies essential in modern education. Research has shown that strong teacher-student relationships contribute significantly to students' motivation, academic engagement, and overall learning outcomes. In the Philippine context, however, there remains a gap in empirical studies that quantitatively examine how personalized teaching interventions and culturally responsive communication strategies influence students' learning behavior. While existing studies highlight the importance of these practices, there is a need for research that integrates both intervention and communication variables to understand their combined effect on students. Thus, this study aimed to investigate how teachers' interventions—such as individualized feedback, differentiated instruction, and tailored academic support—and communication strategies—including culturally responsive, positive interpersonal, and empathetic communication—affect students' learning behavior in terms of emotional regulation, interpersonal skills, learning motivation, and cognitive abilities.

METHODS

This study utilized a mixed-method approach employing a descriptive-correlational research design for the quantitative phase and a phenomenological inquiry for the qualitative phase. The quantitative phase involved 300 respondents composed of 150 students and 150 teachers selected through simple random sampling from selected schools in Kidapawan City. Data were collected using a structured survey questionnaire in a 5-point Likert scale format, which measured the extent of teachers' interventions, communication strategies, and students' learning behavior. The collected data were analyzed using weighted mean to determine levels of variables and multiple regression analysis to examine relationships and influences among variables. In the qualitative phase, 25 informants were selected through purposive sampling to explore the challenges encountered by teachers and their coping mechanisms. Data were gathered through interviews and analyzed using thematic analysis to identify recurring patterns and insights. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the research process.

RESULTS

The results of the study indicated that teachers' interventions were implemented at a very high level, with individualized feedback, differentiated instruction, and tailored academic support all rated as "always" practiced. Similarly, communication strategies were also highly evident, with culturally responsive communication, positive interpersonal communication, and empathetic communication rated as strongly practiced by teachers. Students' learning behavior was likewise found to be at a very high level across all dimensions, including emotional regulation, interpersonal skills, learning motivation, and cognitive abilities. Statistical analysis revealed that teachers' interventions had a significant relationship and strong influence on students' learning behavior, indicating that personalized teaching practices positively affect how students learn and behave in the classroom. Likewise, communication strategies showed a significant relationship and influence on students' learning behavior, emphasizing the importance of effective teacher-student interaction in fostering engagement and motivation. Qualitative findings further revealed that teachers faced several challenges, including financial constraints, heavy workload, curriculum adjustments, technological limitations, and student-related issues. Despite these challenges, teachers adopted coping mechanisms such as self-care, collaboration with colleagues, continuous professional development, and adaptive workload management to sustain effective teaching practices.

DISCUSSION

The findings of this study highlight the critical role of teachers' interventions and communication strategies in enhancing students' learning behavior. Consistent with educational theories and prior research, personalized teaching practices such as individualized feedback, differentiated instruction, and tailored academic support contribute significantly to improving student engagement, motivation, and academic performance. These interventions allow teachers to address individual learning needs, creating a more inclusive and effective learning environment. Furthermore, communication strategies—particularly those that are culturally responsive, positive, and empathetic—play a vital role in building strong teacher-student relationships, which in turn foster a supportive and motivating classroom atmosphere. The significant influence of both interventions and communication strategies suggests that teaching effectiveness is not solely based on instructional methods but also on how teachers interact with students. However, the presence of challenges such as

workload, limited resources, and technological gaps indicates that teachers require adequate support to sustain these practices. The coping mechanisms identified in the study demonstrate teachers' resilience and adaptability in overcoming these barriers. Overall, the study concludes that a combination of effective instructional strategies and strong communication practices is essential in promoting positive learning behavior among students, and continuous support for teachers is necessary to maintain and enhance these outcomes.