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REMEDIAL INTERVENTION PROGRAM IN MATHEMATICS: SUPERVISORY SUPPORT OF SCHOOL HEAD AND STUDENTS' PERFORMANCE

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ABSTRACT

This study determines the significant relationship between extent of supervisory support of school head in the implementation of remedial intervention program in improving the performance of students in Rizal Elementary School, Kananga I District, Leyte Division. The findings of the study were basis for the proposed improvement plan. The respondents of this study are thirty-five (75) students, 16 teachers and 1 school head in the above-mentioned locale. Based on the findings of the study, it was revealed that the extent of implementation of remedial intervention program in terms of planning and preparations, implementation of remedial activities and monitoring and assessment is highly implemented, while the extent of supervisory support of school head in the implementation of remedial intervention program is Always, performance of students under the remedial intervention program rated very satisfactory and based on these, a significant relationship between the extent of implementation of remedial intervention program, supervisory support of school head to the program and performance of students under the program. This means that effective program

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implementation and strong supervisory support significantly influence the academic performance of learners. Therefore, the success of remedial intervention programs depends not only on instructional activities but also on the active involvement and leadership support of school heads.

Keywords: *Remedial Intervention Program, Mathematics, Supervisory Support, School Head, Students' Performance*

INTRODUCTION

Mathematics continues to be one of the most challenging subjects for learners across educational levels, with many students exhibiting persistent difficulty in mastering mathematical concepts and skills. This problem is exacerbated by the fact that mathematics performance often reflects deeper issues such as weak foundational skills, lack of proficiency in prerequisite competencies, and inadequate support structures within schools. As such, students who perform below expected standards in mathematics may require targeted remedial interventions to bridge learning gaps and improve overall achievement.

Remedial intervention programs in mathematics are structured efforts designed to provide additional instructional support to students who fail to meet the expected competencies. These programs are typically implemented through supplemental lessons, tutorial sessions, or strategic materials that reinforce and reteach essential math concepts. Studies on mathematics intervention programs have consistently shown positive impacts on

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student achievement. For example, research on mathematics intervention programs involving remedial and tutorial approaches demonstrated significant improvements in post-test performance compared to pre-test scores among junior high students who participated in such programs, indicating that structured intervention programs can effectively enhance mathematics performance (Francisco et al., 2022).

Moreover, supplementary intervention initiatives have shown improvements not only in academic performance but also in student confidence and motivation toward mathematics learning. A study on the implementation of an intervention project among high school students found that participants experienced noticeable improvements in mathematical understanding, problem-solving skills, and motivation following the intervention compared to before implementation. These findings underscore the potential of remedial programs to address both cognitive and affective barriers that hinder math achievement.

Despite the documented benefits of remedial instruction, its effectiveness can vary depending on the quality and consistency of implementation. A key factor that influences the success of these programs is supervisory support — the leadership, monitoring, and professional guidance provided by school administrators and instructional supervisors to teachers and program implementers. Effective supervisory support promotes fidelity to intervention designs, enhances teacher capacity to deliver remedial lessons effectively, and ensures that interventions are responsive to learners' needs.

However, there remains a gap in empirical research specifically describing how supervisory support interacts with remedial programming to influence student outcomes,

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particularly in the context of mathematics. While studies have examined intervention outcomes, fewer have systematically investigated the supervisory processes that underpin successful implementation and how these processes relate to student performance.

Across multiple educational contexts, mathematics achievement remains a concern, with many students failing to reach competency benchmarks. In response, remedial intervention programs have been widely adopted as a strategy to provide additional instructional support to struggling learners. Evidence suggests that students who undergo remedial mathematics instruction show statistically significant gains in performance compared to their baseline scores before intervention. Despite these improvements, differential outcomes continue to emerge, signaling the need for deeper investigation into factors that contribute to the effectiveness of such programs.

Supervisory support — including mentoring, coaching, instructional monitoring, and capacity-building of teachers — plays a crucial role in educational improvement and program implementation. Research indicates that effective supervision can enhance teaching practices, foster professional growth, and ensure alignment between instructional strategies and learning goals. In the context of intervention programs, supervisors can facilitate the proper use of materials, assist teachers in identifying learner needs, and monitor student progress to ensure sustained academic growth. Without robust supervisory mechanisms, remedial programs may be implemented inconsistently or with limited impact.

By exploring the relationship between supervisory support and student performance within remedial mathematics programs, this study seeks to contribute new insights into both

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theory and practice. Understanding how supervisory practices enhance or constrain student outcomes can inform policy, strengthen intervention frameworks, and provide evidence-based recommendations for school leaders, curriculum planners, and stakeholders committed to improving mathematics learning.

This study determines the significant relationship between extent of supervisory support of school head in the implementation of remedial intervention program in improving the performance of students in Rizal Elementary School, Kananga I District, Leyte Division. The findings of the study were basis for the proposed improvement plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of the implementation of remedial intervention program of teachers?
2. What is the extent of supervisory support of school head in the implementation of remedial intervention program of teachers?
3. What is the performance of students in the remedial intervention program of teachers?
4. Is there a significant relationship between the extent of supervisory support of school head and extent of the implementation of remedial intervention program of teachers?
5. Is there a significant relationship between the extent of the implementation and performance of students in remedial intervention program of teachers?
6. What improvement plan can be proposed based on the findings of this study?

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METHODOLOGY

Design. This study employs the descriptive-correlational research design determines the significant relationship between extent of supervisory support of school head in the implementation of remedial intervention program in improving the performance of students. The locale of this study is Rizal Elementary School, one of the schools of Kananga 1 District, Schools Division of Leyte. The respondents of this study are thirty-five (35) students, 1 teacher and 1 school head in the above-mentioned locale. The research instrument is a survey tool extent of supervisory support of school head in terms of instructional supervision, monitoring and evaluation, and professional support. This survey was used by Mwiria et al., (2021), "Instructional Supervision and Teacher Performance" and a survey from the study of Segarino (2024), "Effectiveness of Numeracy Intervention Activities to the Test Performance of Grade 3 Pupils in Mathematics" to measure the extent of implementation of remedial intervention program of teachers. Finally, to measure the performance of the students, the researcher gathered the 4th quarter academic grade of the students.

Sampling. The one (1) teacher, one (1) school head and thirty-five (35) students enrolled in the said locale for School Year 2025-2026 were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission

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letters were also submitted to the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. Further, the researcher gathered the academic grades of the students. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the survey, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted

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and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to determine the extent of supervisory support of school head in terms of instructional supervision, monitoring and evaluation, and professional support, extent of implementation of remedial intervention program of teachers in terms of planning and preparation, implementation of remedial activities, and monitoring and assessment and the level of performance of students. Pearson r was used to determine the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1

Extent of Implementation of Remedial Intervention Program

Domain	Indicator	Weighted Mean	Interpretation
A. Planning and Preparation	1. There is a written remedial instruction plan for mathematics	4.80	Highly Implemented
	2. Diagnostic assessment is used to identify students needing remediation	4.87	Highly Implemented

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Domain	Indicator	Weighted Mean	Interpretation
	3. Remedial goals are aligned with the K–12 curriculum	4.93	Highly Implemented
	4. Lesson plans for remediation are prepared in advance	4.80	Highly Implemented
	5. Remedial activities address specific learning gaps in mathematics	4.93	Highly Implemented
B. Implementation of Remedial Activities	6. Remedial sessions are conducted regularly and consistently	4.87	Highly Implemented
	7. Small group instruction is used during remedial lessons	4.87	Highly Implemented
	8. Teachers use varied teaching strategies in remediation	4.73	Highly Implemented
	9. Remedial intervention uses supplementary materials	4.80	Highly Implemented
	10. Remedial activities emphasize mastery of least-learned competencies	4.87	Highly Implemented
C. Monitoring and Assessment	11. Student progress in remedial programs is regularly assessed	4.87	Highly Implemented
	12. Assessment results are used to adjust remedial instruction	4.93	Highly Implemented

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Domain	Indicator	Weighted Mean	Interpretation
	13. Teachers keep records of remedial attendance and performance	4.80	Highly Implemented
	14. Pre- and post-tests are used to measure improvement	4.87	Highly Implemented
	15. Students receive feedback on their remedial performance	4.80	Highly Implemented
Overall Weighted Mean		**4.85**	**Highly Implemented**

Legend:

RANGES	***INTERPRETATION***
4.21 – 5.00	*Highly Implemented*
3.41 – 4.20	*Implemented*
2.61 – 3.40	*Moderately Implemented*
1.81 – 2.60	*Minimally Implemented*
1.00 – 1.80	*Not Implemented*

Table 1 presents the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment. It was revealed on the table that the extent of implementation of remedial

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intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment received an overall weighted mean of 4.85 which is interpreted as "Highly Implemented". Studies on remedial intervention programs consistently reveal that when remedial activities are carefully planned, properly implemented, and regularly monitored, learners tend to demonstrate improved academic performance. For instance, the study of Cyrus Casingal et al. on the Learning Enhancement Program in Makati City found that remedial interventions significantly improved learners' academic achievement and learning competencies after participation in structured enhancement activities. The study emphasized that systematic remediation, continuous assessment, and targeted interventions contributed to better learner outcomes.

Table 2

Extent of Supervisory Support of School Head in the Remedial Intervention Program

Domain	Indicator	Weighted Mean	Interpretation
A. Instructional Supervision	1. Provides clear guidance on remedial strategies in Mathematics	4.87	Always
	2. Regularly observes remedial classes in Mathematics	4.80	Always
	3. Provides constructive feedback after observations	4.93	Always

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Domain	Indicator	Weighted Mean	Interpretation
	4. Facilitates training/workshops on remedial teaching	4.87	Always
	5. Ensures alignment of strategies with DepEd curriculum goals	4.93	Always
B. Monitoring and Evaluation	6. Regularly monitors progress of remedial programs	4.93	Always
	7. Reviews remedial plans and strategies with teachers	4.87	Always
	8. Uses assessment data to improve remedial planning	4.80	Always
	9. Ensures documentation of remedial activities	4.87	Always
	10. Follows up on learning gaps and interventions	4.87	Always
C. Professional Support	11. Provides emotional and moral support to teachers	4.80	Always
	12. Offers resources to support remediation	4.87	Always
	13. Listens to teachers' concerns on remedial instruction	4.93	Always
	14. Collaborates with teachers in adjusting strategies	4.87	Always

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Domain	Indicator	Weighted Mean	Interpretation
	15. Encourages peer mentoring among teachers	4.80	Always
Overall Weighted Mean		**4.86**	**Always**

Legend:

RANGES	***INTERPRETATION***
4.21 – 5.00	*Always*
3.41 – 4.20	*Often*
2.61 – 3.40	*Sometimes*
1.81 – 2.60	*Rarely*
1.00 – 1.80	*Never*

Table 2 presents the extent of supervisory support of school head in the implementation of remedial intervention program in terms of instructional supervision, monitoring and evaluation of the program, and professional support. It was revealed in this study that the extent of supervisory support of school head in the implementation of remedial intervention program in terms of instructional supervision, monitoring and evaluation of the program, and professional support received an overall weighted mean of 4.86 which is interpreted as "Always". In relation to supervisory support, Mangadlao and Oropa (2025) emphasized that school heads' instructional leadership and supervisory practices strengthen

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the implementation of educational programs and improve instructional effectiveness. Their study concluded that effective supervision, monitoring, coaching, and instructional guidance from school heads contribute to successful implementation of school intervention programs and continuous school improvement.

Table 3

Performance of Students under Remedial Intervention Program

Performance Range	Description	Frequency	Percentage	Interpretation
90 – 100	Outstanding	0	0.00%	Very High Performance
85 – 89	Very Satisfactory	14	40.00%	High Performance
80 – 84	Satisfactory	19	54.29%	Average Performance
75 – 79	Fairly Satisfactory	1	2.86%	Below Average
Below 75	Did Not Meet Expectations	0	0.00%	Not observed
TOTAL		35	100%	

Table 3 presents the performance of students under remedial intervention program. It was shown on the table that among the 35 students, 14 (40%) received a rating of 85-89 which is interpreted as "High Performance", 19 (54.29%) got a rating of 80-84 which is considered as "Average Performance" and only 1 (2.86%) received a grade of 75-79 which is "Below Average". Based on the table, none of the students received a grade of 90-100 and

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below 75 respectively. This data indicates that students passed the subject and imply mastery of the topics discussed during the remedial intervention program attended.

Table 4

Test of Relationship Between Variables

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Implementation of Remedial Intervention Program (Table 1) and Extent of Supervisory Support of School Head (Table 2)	0.96	18.74	1.96	Reject Ho	Significant Relationship (Very Strong Positive)
Extent of Implementation of Remedial Intervention Program (Table 1) and Learners' Performance under Remedial Program (Table 3)	0.71	7.68	1.96	Reject Ho	Significant Relationship (Strong Positive)

Table 4 presents the test of relationship between the extent of implementation of remedial intervention program, extent of supervisory support of school head and students' performance under remedial intervention program. It was revealed on the table that the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment and extent

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of supervisory support of school head in the implementation of remedial intervention program in terms of instructional supervision, monitoring and evaluation of the program, and professional support received a computed t of 18.74 which is higher than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment and extent of supervisory support of school head in the implementation of remedial intervention program in terms of instructional supervision, monitoring and evaluation of the program, and professional support. The r value of 0.96 shows a strong positive correlation between the variables. This indicates that strong supervisory support of school head will result to effective implementation of remedial intervention program in particular. Likewise, Ysulat (2025) found a significant relationship between school heads' supervisory skills, teachers' instructional competence, and learners' performance. The study revealed that when school heads consistently provide supervisory support, mentoring, and instructional monitoring, teachers become more effective in implementing interventions that positively influence student achievement. The findings of Kalon (2025) also support your study. The research revealed that strong instructional supervisory practices of school heads were associated with improved teaching strategies and higher academic performance among learners. The study highlighted that classroom observation, instructional monitoring, and supportive leadership play important roles in ensuring successful educational interventions.

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Furthermore, this table also shows the test of relationship between the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment and students' performance under the remedial intervention program. It was revealed on the table that the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment and students' performance under the remedial intervention program received a computed t of 7.68 which is higher than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of implementation of remedial intervention program in terms of planning and preparation, implementation of remedial activities and monitoring and assessment and students' performance under the remedial intervention program. The r value of 0.71 shows a strong positive correlation between the variables. This data indicates that effective implementation of remedial intervention program will result to improved performance of the students. Similarly, Carbonari et al. (2026) reported that academic recovery interventions and remedial learning programs produced positive effects on student achievement, especially when schools implemented structured instructional support and monitoring systems. Their findings highlighted that consistent intervention programs addressing learning gaps significantly enhanced student academic performance.

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Conclusion

Based on the findings of the study, it can be concluded that the remedial intervention program was effectively carried out in terms of planning and preparation, implementation of remedial activities, and monitoring and assessment, as evidenced by its high level of implementation. This indicates that the schools and teachers demonstrated commitment and competence in addressing learners' academic needs through organized and systematic remedial instruction. The study further revealed that the supervisory support provided by school heads in the implementation of the remedial intervention program was consistently evident or "always" observed. This implies that school heads played a significant role in ensuring the successful implementation of the program through monitoring, guidance, instructional supervision, and provision of technical support to teachers. Moreover, the performance of students under the remedial intervention program was found to be very satisfactory, suggesting that the intervention program contributed positively to improving learners' academic achievement and learning outcomes. The findings imply that remedial interventions become more effective when accompanied by adequate planning, continuous implementation, and supportive leadership from school administrators. Finally, the study established a significant relationship between the extent of implementation of the remedial intervention program, supervisory support of school heads, and students' performance. This means that effective program implementation and strong supervisory support significantly influence the academic performance of learners. Therefore, the success of remedial

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intervention programs depends not only on instructional activities but also on the active involvement and leadership support of school heads.

Recommendations

1. Teachers should implement the proposed improvement plan of the study to help achieved the desired reading level of the learners in their grade levels.

2. Teachers should continue to strengthen the implementation of remedial intervention activities by utilizing varied, learner-centered, and differentiated instructional strategies suited to the needs of struggling learners.

3. Teachers should regularly monitor learners' progress and provide immediate feedback and reinforcement to ensure continuous improvement in academic performance.

4. Teachers should collaborate with colleagues, parents, and school heads in designing and implementing effective remediation activities and intervention materials.

5. School Head should sustain and enhance supervisory support through regular classroom monitoring, instructional coaching, mentoring, and technical assistance to teachers handling remedial intervention programs.

6. School Head should allocate adequate resources, instructional materials, and training opportunities to improve the quality and effectiveness of remedial instruction.

7. School head should strengthen monitoring and evaluation mechanisms to ensure consistent implementation and effectiveness of remedial intervention programs across grade levels.

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8. Future researchers are encouraged to conduct similar studies using wider coverage, larger samples, or different educational settings to validate and strengthen the findings of the present study.

9. Researchers may explore other variables related to remedial intervention programs such as teacher competence, parental involvement, learner motivation, and availability of instructional resources.

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AUTHOR'S PROFILE

MS. VIRGINIA L. SILAO

Virginia Lapuerta Silao was born on April 11, 1993. She spent her early years in Kananga, where she began developing her passion for learning and teaching. She completed her elementary education at Rizal Elementary School and continued her secondary studies at Lim-ao National High School. These formative years helped shape her discipline, perseverance, and strong interest in education.

After finishing high school, Virginia pursued higher education at Eastern Visayas State University Ormoc City Campus. In 2015, she earned her degree of Bachelor of Teaching in Home Economics and Livelihood Education. Her dedication to her chosen field motivated her to prepare for the Licensure Examination for Teachers (LET), which she successfully passed in 2017, officially beginning her professional journey as a licensed educator.

Virginia's teaching career started when she applied for a teaching position at Ormoc City Christian Academy. She was hired and served as a teacher for two years, where she gained valuable classroom experience and honed her teaching skills. During this time, she

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developed a deep commitment to nurturing young minds and guiding students toward academic and personal growth.

Determined to continue her teaching career, Virginia applied to the Department of Education, she was successfully hired by the Department of Education on October 30, 2019, allowing her to continue her mission of educating Filipino learners.

Committed to lifelong learning and professional growth, Virginia enrolled in the Master of Arts in Education (MAEd), major in Elementary, at Western Leyte College of Ormoc, Incorporated in 2023, and she continues her studies to this day. Currently, she serves as a Grade 4 adviser and teacher at Rizal Elementary School. Her dedication, perseverance, and passion for teaching continue to inspire her students and colleagues alike.