



REMEDIAL AND ENRICHMENT PROGRAMS IN ACADEMIC SUBJECTS: ADMINISTRATIVE SUPPORT OF SCHOOL HEAD AND STUDENTS' PERFORMANCE

JASMINE P. UGDAMINA

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

jasmine.ugdamina029@deped.gov.ph

ABSTRACT

This study determines the significant relationship between extent of administrative support of school head in the implementation of remedial and enrichment intervention program of teachers and performance of students in academic subjects. The sixty-five (65) students, 19 teachers and 1 school head were involved in the study. Utilizing two parts of research instruments by Lyon et al., (2018), "Instructional Supervision and Teacher Performance" and Hallinger et al., (2013), "Assessing instructional leadership with the Principal Instructional Management Rating Scale (PIMRS)", and gathering the 4th quarter academic grade of the students in academic subjects to evaluate the variables of the study. The findings of the study revealed a significant relationship between the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and administrative support of school head in terms of instructional leadership support, resource

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and material support, professional development support, and monitoring and evaluation support. Likewise, a significant relationship was also revealed between the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and performance of students in academic subjects in quarter 4. This data implies that when school heads actively support educational programs, teachers become more capable and motivated to implement remediation and enrichment activities effectively and this contributes to improved participation, academic achievement and overall student performance. Furthermore, school heads who provide instructional supervision, technical assistance, monitoring, and adequate resources help strengthen intervention programs designed to support learners' academic needs.

Keywords: Remedial, Enrichment Programs, Academic Subjects, Administrative Support, School Head, Students' Performance

INTRODUCTION

Education serves as the cornerstones of human development and social progress of the country. It equips individuals with the knowledge, skills and values necessary to succeed in life and contribute meaningfully to their communities. However, not all students acquire academic competencies at the same pace. Some students, despite their efforts, struggle in mastering fundamental concepts, particularly in the core subjects such as English,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Mathematics, Science and Filipino. These difficulties not only hinder their academic performance but also affects their self-esteem, motivation and overall learning experiences.

The existence of students with learning difficulties is a long-standing concern in the field of education, specifically to that of Salvacion National High School. Students who consistently perform below expectations in the academic subjects often face barriers that prevent them from keeping pace with their peers. Left unaddressed, these challenges may lead to poor grades, low confidence, disengagement, and in more serious cases, dropping out of school. This reality emphasizes the need for effective intervention strategies to ensure that every student has the opportunity to succeed academically.

Further, there are some students who learned in advance. They exemplary perform beyond expectations. And when these students finished doing the tasks provided to them, they get bored and tendency they disturbed others who are still learning. If this scenario will not be addressed, some of these students will lose their motivation to pursue. Hence, strategic intervention will also be provided to them to enhance learning and continue to perform exemplary in the subjects.

In many educational settings, one of the strategies to address such challenges are the provision of remedial classes for struggling students and enrichment activities for students who excel in the class. Remedial and enrichment programs are structured interventions designed to assist students who lag behind or excel in regular lessons. These programs typically focus on reinforcing basic skills, addressing learning gaps and providing additional time and guidance to students who require special academic supports. By doing so, they aim

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



to prepare learners to cope with the demands of regular classroom instruction or enhance learnings and reduce the risk of academic challenges.

Remedial classes are one of the solutions that schools or colleges resort to as a means of bridging the gap or solving the problem faced by students due to learning loss. Zhao, Wang, & Liu (2022) defined remedial education as the programs provided by education institutions to help unprepared students reinforce their basic skills. Remedial classes are one of the solutions that schools or colleges resort to as a means of bridging the gap or solving the problem faced by students due to learning loss. Zhao, Wang, & Liu (2022) defined remedial education as the programs provided by education institutions to help unprepared students reinforce their basic skills.

This condition requires teachers to provide learning services that are more adaptive, flexible, and responsive so that all students can follow the lessons well. This is where remedial and enrichment activities become very relevant. Remedial is given to students who have not met the completeness criteria of learning, so they get additional opportunities to understand the material through simpler approaches, gradual explanations, or intensive tutoring (Sibuea et al., 2024). Meanwhile, enrichment activities are designed for students who have exceeded their learning achievements, so they remain motivated and do not feel bored during the learning process in class. These two services help keep learning inclusive and respect the diverse abilities of every student. (Kurniawati, 2022).

Although the concepts of remedial and enrichment have been stated in various curriculum policies, their implementation in elementary schools still faces several challenges.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Many teachers are confused about determining the most appropriate type of activity, the ideal time for implementation, and the right methods based on student characteristics. (W. Sari & Prasetyo, 2021) Not rarely, teachers view remedial only as a “re-test”, or enrichment as simply giving additional assignments without considering students’ learning needs. In fact, research shows that remedial and enrichment can have a significant positive impact if designed with proper strategies (Hidayat & Ramdani, 2022).

In the Philippine context, studies have also highlighted the importance of instructional supervision in supporting teachers’ professional development. For example, San Roque and Valle (2025) examined the impact of school heads’ instructional supervision on teachers’ self-efficacy. The findings showed that regular monitoring, professional guidance, and feedback from school leaders improved teachers’ confidence and instructional effectiveness. As teachers become more competent in implementing instructional strategies, student learning outcomes also improve.

Supervisory support is particularly important in the implementation of remedial intervention programs because teachers require guidance in identifying students’ learning gaps and designing appropriate instructional strategies. Through supervision, school leaders ensure that intervention programs are implemented effectively, monitored regularly, and aligned with curriculum standards.

Therefore, the interaction among remedial and enrichment programs, administrative support, and students’ performance reflects a dynamic educational process. Remedial and enrichment programs serve as instructional interventions, administrative support ensures

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



effective implementation, and students' performance represents the measurable outcome of these efforts. Together, these variables contribute to improving learning outcomes and promoting academic success.

This study determines the significant relationship between extent of administrative support of school head in the implementation of remedial and enrichment intervention program of teachers and performance of students in academic subjects in Salvacion National High School, Ormoc District, Ormoc City 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 and enrichment intervention program of teachers?
2. What is the extent of administrative support of school head in the implementation of remedial and enrichment intervention program of teachers?
3. What is the performance of students in the remedial and enrichment intervention program?
4. Is there a significant relationship between the extent of administrative support of school head and extent of the implementation of remedial and enrichment intervention program of teachers?
5. Is there a significant relationship between the extent of the implementation and performance of students in remedial and enrichment intervention program of teachers?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employs descriptive-correlational research design determines the significant relationship between extent of administrative support of school head in the implementation of remedial and enrichment intervention program in improving the performance of students in academic subjects. This study is descriptive because it describes the variables- extent of administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support, extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and the level of academic performance of students. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study utilizes two (2) different research surveys, Part 1 of the research instrument is a survey tool extent of administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support. This survey was used by Lyon et al., (2018), "Instructional Supervision and Teacher Performance". Part 2 of the research instrument is a survey to measure the extent of implementation of remedial and enrichment

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Available online at <https://www.instabrightgazette.com>

intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs. This survey was taken from the study of Hallinger et al., (2013), "Assessing instructional leadership with the Principal Instructional Management Rating Scale (PIMRS)." Finally, to measure the performance of the students, the researcher gathered the 4th quarter academic grade of the students in academic subjects.

Sampling. The sixty-five (65) students, 19 teacher and 1 school head in the above-mentioned locale 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. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. 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.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. 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. All authors whose works were cited in this study were correctly quoted 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 administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support, extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and the level of academic performance

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



of students in academic subjects. 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 and Enrichment Programs

Domain	Indicator	Weighted Mean	Interpretation
A. Planning of Intervention Programs	1. Remedial programs are planned based on students' assessment results	4.74	Very Great Extent
	2. Enrichment programs are designed to challenge advanced learners	4.68	Very Great Extent
	3. Teachers collaboratively plan intervention activities for struggling learners	4.53	Very Great Extent
	4. The objectives of the intervention programs are clearly defined	4.63	Very Great Extent
	5. Intervention programs are aligned with the curriculum	4.63	Very Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Domain	Indicator	Weighted Mean	Interpretation
B. Implementation of Remedial Programs	6. Students with learning gaps in academic subjects receive additional instruction	4.79	Very Great Extent
	7. Small group or individualized instruction is provided during remedial classes	4.63	Very Great Extent
	8. Teachers use varied teaching strategies to support struggling learners	4.79	Very Great Extent
	9. Remedial sessions focus on improving basic numeracy skills	4.74	Very Great Extent
	10. Intervention programs provide opportunities for repeated practice	4.74	Very Great Extent
	C. Implementation of Enrichment Programs	11. Advanced learners participate in enrichment activities in academic subjects	4.47
12. Enrichment programs involve higher-order thinking and problem-solving tasks		4.58	Very Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Domain	Indicator	Weighted Mean	Interpretation
	13. Learners are given challenging activities beyond the regular lesson	4.58	Very Great Extent
	14. Enrichment programs encourage exploration of real-life applications	4.63	Very Great Extent
	15. Students participate in math-related projects, competitions, or problem-solving activities	4.63	Very Great Extent
D. Monitoring and Assessment of Intervention Programs	16. Teachers assess students' progress during intervention programs	4.84	Very Great Extent
	17. Students' performance is monitored to determine improvement in academic subjects	4.74	Very Great Extent

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



Domain	Indicator	Weighted Mean	Interpretation
	18. Teachers adjust intervention strategies based on students' learning needs	4.74	Very Great Extent
	19. Assessment results are used to improve intervention activities	4.84	Very Great Extent
	20. Intervention programs are evaluated regularly to determine their effectiveness	4.79	Very Great Extent
OVERALL WEIGHTED MEAN		4.68	Very Great Extent

Legend:

Ranges	Interpretation
4.21 – 5.00	Very Great Extent
3.41 – 4.20	Great Extent
2.61 – 3.40	Moderate Extent
1.81 – 2.60	Slight Extent
1.00 – 1.80	Not Implemented

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 1 presents the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs. It was revealed on the table that the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs received an overall weighted mean of 4.68 (Very Great Extent). This suggests that teachers effectively implement remedial and enrichment programs to address learning gaps and provide additional academic support.

Table 2

Extent of Administrative Support of School head in Implementing Remedial and Enrichment Programs

Domain	Indicator	Weighted Mean	Interpretation
A. Instructional Leadership Support	1. The school head provides clear guidance in implementing remedial and enrichment programs in academic subjects.	4.16	Agree
	2. The school head communicates the goals and objectives of intervention programs to teachers	4.32	Strongly Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Domain	Indicator	Weighted Mean	Interpretation
	3. The school head monitors the progress of remedial and enrichment classes regularly	4.53	Strongly Agree
	4. The school head provides feedback to teachers regarding intervention program implementation	4.42	Strongly Agree
	5. The school head encourages teachers to use innovative strategies in remedial and enrichment classes	4.63	Strongly Agree
B. Resource and Material Support	6. The school head provides adequate instructional materials for remedial and enrichment programs	4.32	Strongly Agree
	7. The school head allocates time for teachers to plan intervention activities	4.26	Strongly Agree
	8. The school head ensures availability of learning resources to support intervention programs	4.37	Strongly Agree
	9. The school head facilitates access to teaching aids for academic subjects intervention	4.53	Strongly Agree
	10. The school head supports the development of instructional materials for struggling learners	4.58	Strongly Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



Domain	Indicator	Weighted Mean	Interpretation
C. Professional Development Support	11. The school head organizes training related to intervention strategies in academic subjects	4.26	Strongly Agree
	12. The school head encourages teachers to attend seminars on remediation and enrichment instruction	4.68	Strongly Agree
	13. The school head promotes collaborative planning among teachers for intervention programs	4.58	Strongly Agree
	14. The school head supports coaching or mentoring related to academic subjects instruction	4.53	Strongly Agree
	15. The school head recognizes teachers' efforts in implementing intervention programs	4.58	Strongly Agree
D. Monitoring and Evaluation Support	16. The school head regularly reviews the effectiveness of remedial and enrichment programs	4.21	Strongly Agree
	17. The school head analyzes students' performance data to improve intervention programs	4.21	Strongly Agree
	18. The school head ensures that intervention programs are aligned with curriculum standards	4.58	Strongly Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Domain	Indicator	Weighted Mean	Interpretation
	19. The school head encourages teachers to track the progress of learners receiving intervention	4.63	Strongly Agree
	20. The school head provides suggestions for improving the intervention programs	4.63	Strongly Agree
OVERALL WEIGHTED MEAN		4.45	Strongly Agree

Legend:

Ranges	Interpretation
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Moderate Agree
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

Table 2 presents the extent of administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support. It was revealed on the table that the extent of administrative support of school head in terms of instructional leadership support, resource

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and material support, professional development support, and monitoring and evaluation support received an average weighted mean of 4.45 (Strongly Agree). The result aligns with the idea that school leadership and governance are essential components in improving instructional quality and learner outcomes. School heads who provide technical guidance, monitoring, and resource allocation help strengthen remedial and enrichment initiatives designed to address learners' academic needs.

Table 3

Performance of Students in the Remedial and Enrichment Intervention Program

Grade Range	Frequency	Percentage	Interpretation
90 – 100	6	9.23%	Outstanding
85 – 89	8	12.31%	Very Satisfactory
80 – 84	31	47.69%	Satisfactory
75 – 79	20	30.77%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	65	100%	
Average Grade		82.42	Satisfactory

Table 3 presents the performance of students in the remedial and enrichment intervention programs. It was revealed on the table that the 65 students received the remedial and enrichment programs, an average grade of 82.42 (Satisfactory) was attained. Further, there 6 (9.23%) got a rating of 90-100 (Outstanding), 8 (12.31%) got a rating of 85-89 (Very Satisfactory), 31 (47.69%) got a rating of 80-84 (Satisfactory) and 20 (30.77%) got a rating

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



of 75-79 (Fairly Satisfactory). Moreover, none of the students got a rating of below 75 (Did Not Meet Expectation). This suggest success in academic performance of the students through the effective implementation of remedial and enrichment programs in school.

Table 4

Test of Relationship

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Implementation of Remedial and Enrichment Programs (Table 1) and Administrative Support of School Head (Table 2)	0.86	12.34	1.96	Reject Ho	Significant Relationship (Very Strong Positive)
Extent of Implementation of Remedial and Enrichment Programs (Table 1) and Students' Performance (Table 3)	0.64	7.02	1.96	Reject Ho	Significant Relationship (High Positive)

Table 4 presents the test of relationship between the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and extent of administrative support of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Available online at <https://www.instabrightgazette.com>

school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support. Likewise, this table also presents the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and performance of students in academic subjects in quarter 4. It was revealed on the table that the extent of implementation of remedial and enrichment programs of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and extent of administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support received a computed t of 12.34 which is greater 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 and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support. The r value of 0.86 implies a very strong positive relationship between the variables. This implies that stronger administrative support from school heads is associated with better implementation of remedial

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and enrichment programs in schools. The result suggests that school head plays a vital role in ensuring the successful implementation of intervention programs through monitoring, provision of instructional resources, technical assistance, supervision, and encouragement to teachers. When administrators actively support educational programs, teachers become more capable and motivated to implement remediation and enrichment activities effectively. This finding is supported by the study of Remirata and Ramada (2024) which found that institutional support and adequate resource management by school heads significantly influence organizational and educational performance. Administrative leadership creates a supportive environment where intervention programs can be properly implemented and sustained.

Moreover, this study also revealed that extent of extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and performance of students in academic subjects in quarter 4 received a computed t of 7.02 which is greater 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 and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and performance of students in academic subjects in quarter 4. The r value of 0.64 shows high positive relationship between

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



the variables. This indicates that improved implementation of remedial and enrichment programs is associated with better student performance in academic subjects. The result implies that learners benefit from intervention programs that address learning gaps and provide additional academic support. Remedial programs help struggling learners improve foundational competencies, while enrichment activities enhance higher-order thinking skills and deepen learners' understanding of lessons. Consequently, these programs contribute to improved classroom participation, academic achievement, and overall learner performance. This finding is supported by the study of Mandagdag, Golez, and Closa (2024) which found that remedial classes significantly improved the performance of Grade 7 learners in Mathematics. The study emphasized that intervention programs provide opportunities for struggling learners to cope with lessons and improve mastery of competencies.

Conclusion

The findings of the study revealed a significant relationship between the extent of implementation of remedial and enrichment intervention program of teachers in terms of planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and administrative support of school head in terms of instructional leadership support, resource and material support, professional development support, and monitoring and evaluation support. Likewise, a significant relationship also was revealed between the extent of implementation of remedial and enrichment intervention program of teachers in terms of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



planning of intervention programs, implementation of remedial programs, implementation of enrichment programs and monitoring and assessment of intervention programs and performance of students in academic subjects in quarter 4. This data implies that when school heads actively support educational programs, teachers become more capable and motivated to implement remediation and enrichment activities effectively and this contributes to improved participation, academic achievement and overall student performance. Furthermore, school heads who provide instructional supervision, technical assistance, monitoring, and adequate resources help strengthen intervention programs designed to support learners' academic needs.

Recommendations

1. Teachers and school heads should implement the proposed instructional supervision plan to implement effectively the intervention programs and attain academic success of the students.
2. School heads should continue strengthening their administrative support by providing regular monitoring, instructional supervision, technical assistance, and sufficient learning resources to ensure the effective implementation of remedial and enrichment programs.
3. Teachers should continuously enhance the delivery of remedial and enrichment activities by utilizing varied instructional strategies, differentiated instruction, and learner-centered approaches to address the diverse learning needs of students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Schools may develop sustainable intervention programs and monitoring mechanisms that will regularly assess the effectiveness of remedial and enrichment activities in improving learner performance.
5. Capacity-building activities such as seminars, workshops, and training programs on intervention strategies should be conducted for teachers to further improve their competencies in implementing remediation and enrichment programs.
6. Parents and other stakeholders should be encouraged to actively participate and support school intervention programs to strengthen learners' academic progress and motivation.
7. Future researchers are encouraged to replicate and expand this study using other variables such as learners' motivation, parental involvement, teaching strategies, school climate, and availability of instructional materials to further explore factors influencing students' academic performance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGMENT

The completion of this thesis would not have been possible without the guidance, support, and encouragement of the people who have been part of my academic journey. With deepest gratitude, I humbly acknowledge all those who contributed to the success of this work. First and foremost, I give all the glory and honor to God Almighty, for His endless guidance, wisdom, protection, and strength throughout this challenging yet fulfilling journey. Without His grace, this achievement would not have been possible. My heartfelt gratitude goes to my beloved spouse, Rey L. Ugdamina, for his unwavering love, care, patience, and encouragement. I am also deeply thankful to my daughter, Rhian P. Ugdamina, whose presence inspires me to continue striving for excellence. Special thanks are extended to my mother, Imelda G. Patanao, my brother, Jonathan G. Patanao, and my ever-supportive in-laws, especially Rosalita L. Ugdamina, for their continuous understanding, encouragement, and support throughout this journey. My deepest gratitude is extended to my thesis adviser, Ma'am Jasmine B. Misa, for her unwavering support, invaluable insights, and mentorship. Her guidance, constructive feedback, and encouragement were instrumental in shaping and improving this thesis. I am deeply honored to acknowledge the members of the Thesis Committee and Panel Examiners, headed by Dr. Bryan Acar, who served as Chairman and Scribe during the Pre-Oral and Oral Examinations. Special thanks are also extended to Dr. Annabelle Wenceslao and Dr. Elvin Wenceslao for their constructive, positive, and inspiring feedback, which significantly enriched and strengthened this research. To my DepEd Leyte family, headed by our Schools Division Superintendent, Dr. Carmelino P. Bernadas, and Public

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



School District Supervisor, Melisa R. Bughao, I extend my sincere appreciation for their guidance, encouragement, and support. I am also grateful to my School Head, Leona G. De La Cruz, for her constant support and leadership. To the active teaching staff of Salvacion National High School, as well as my cousins, relatives, and friends, I offer my heartfelt thanks for their understanding, cooperation, and encouragement in allowing me to pursue and conduct this study. This thesis would not have been possible without the collective effort, encouragement, and assistance extended by these individuals and institutions. I am truly grateful for the opportunities provided and for being part of this meaningful academic journey. To all those who, in one way or another, contributed to the realization of this thesis, thank you very much. This work reflects your support and belief in me. Above all, all glory and honor to God, whose grace and guidance made this achievement possible.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

[1] Adlawan, M., & Quines, L. (2025). Instructional leadership of school heads and teacher engagement in public schools. *European Journal of Education Studies*.

[2] Alviar, J. V., & Solon, L. J. (2023). Impact of intervention on students' mastery level and misconceptions in operations on integers.

[3] Ayanda, N., & Yaw, A. (2025). The influence of instructional leadership on the performance of students in South African schools.

[4] Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

[5] Baybayan, J. Y. (2025). *Review of Multidisciplinary Education: Mathematics Intervention Program Outcome*.

[6] Bernardo, A. B. I., & Ismail, R. (2020). Material Resources, School Climate, and Achievement Variations in the Philippines: Insights from PISA 2018. *International Journal of Educational Development*, 75, 102174.

[7] Bernal, H. L., & Gumaru, R. C. (2024). Extensive remedial in factoring polynomials on STEM learners: An action research.

[8] Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*.

[9] Bruner, J. (1985). *Vygotsky: A historical and conceptual perspective*.

[10] Cabangon & Bonaobra (2025) – SIM implementation assessment framework.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Available online at <https://www.instabrightgazette.com>

[11] Cabangon, R. R., & Bonaobra, M. T. (2025). Strategic intervention material: Performance level in fundamental operations of Grade 7 students. *International Journal of Research and Innovation in Social Science*.

[12] Cabangon, R. R., & Bonaobra, M. T. (2025). Strategic intervention material: Performance level in fundamental operations of Grade 7 students.

[13] Canalita, N. R., & Labrador, J. A. (2024). The influence of leadership skills and instructional supervision on quality instruction in non-formal education.

[14] Casing, P. I., & Casing, L. M. (2024). Fostering students' mathematics achievement through after-school program in the 21st century. *American Journal of Educational Research*.

[15] Catador, J. A., & Fernando, H. G. (2024). Assessing the numeracy gaps among junior high school students through Project PEMDAS. *International Journal of Research and Innovation in Applied Science*.

[16] Comia, N. A., & Chavez, Q. S. A. (2025). From remediation to retention: Assessing the effectiveness of academic support systems in a local college math education program. *American Journal of Multidisciplinary Research and Innovation*.

[17] Comighud, S. M. T., & Arevalo, L. N. (2020). Utilization of Maintenance and Other Operating Expenses (MOOE) in Relation to Students' Academic Performance.

[18] Cuabo, F. M. P., Mangulad, K. P., Palisbo, J. T., Bacus, J. A., Baluyos, G. R., Entera, R. C., & Beringuel, E. G. (2024). Teachers' classroom management, students' attitude and home environment: Predictors of mathematics performance. *International Journal of Research and Innovation in Social Science*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Available online at <https://www.instabrightgazette.com>

[19] Dela Peña, R. M. J., & Doronio, R. G. (2025). An experimental study on mathematics teaching strategies and academic performance of students. *International Journal of Research and Innovation in Social Science*.

[20] Dela Peña, R. M. J., & Doronio, R. G. (2025). An experimental study on mathematics teaching strategies and academic performance of students.

[21] DepEd Supervision Guidelines (DO 53 s. 2015) – DepEd supervision standards informed item framing.

[22] Duke, N., & Pearson, P. (2002). Effective practices for developing reading comprehension.

[23] Flores, L. A., Cunanan, A. F., Serminio, R. J., Mercurio, S. C., & San Miguel, M. R. (2024). Evaluating Grade 7 students' performance in integer operations: Basis for strategic intervention material development.

[24] Francisco, J. G., Alova, C. A. R., Alova, I. M. C., & Apohen, S. L. (2022). *Performance of Grade 8 Students in Mathematics Intervention Program*. *International Journal of Multidisciplinary: Applied Business and Education Research*.

[25] Francisco, J. G., Alova, C. A., Alova, I. M. C., & Apohen, S. L. (2022). Performance of Grade 8 students in mathematics intervention program.

[26] Francisco, J. G., Alova, C. A., Alova, I. M. C., & Apohen, S. L. (2022). Performance of Grade 8 students in mathematics intervention program.

[27] Francisco, J. G., Alova, C. A., Alova, I. M., & Apohen, S. L. (2022). Performance of Grade 8 students in mathematics intervention program. *International Journal of*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026



Available online at <https://www.instabrightgazette.com>

Multidisciplinary: Applied Business and Education Research. General Education Assessment Tools (DepEd, evaluation rubrics).

[28] Figueroa, L. L., Lim, S., & Lee, J. (2016). Investigating the relationship between school facilities and academic achievements through geographically weighted regression.

[29] Hallinger, P., & Murphy, J. (1985). *Assessing the instructional management behavior of principals.* Elementary School Journal.

[30] Hallinger, P., Wang, W., & Chen, C. (2013). Assessing instructional leadership with the Principal Instructional Management Rating Scale (PIMRS).

[31] Khattri, N., Ling, C., & Jha, S. (2010). The Effects of School-Based Management in the Philippines: An Initial Assessment Using Administrative Data. World Bank Policy Research Working Paper.

[32] Leonano, A. V., De Rosas, J. V., & Reyes, J. V. (2024). Unlocking math success: Effect of an intervention program on fifth graders. *JPAIR Multidisciplinary Research.*

[33] Leonano, A. V., De Rosas, J. V., & Reyes, J. V. (2024). Unlocking math success: Effect of an intervention program on fifth graders.

[34] Lo, T. (2023). The investigation of culture-integrated mathematics remedial modules on indigenous students' learning outcome. *PUPIL: International Journal of Teaching, Education and Learning.*

[35] Lu, Y., Supriya, K., Shaked, S., Simmons, E. H., & Kusenko, A. (2024). Incentivizing supplemental math assignments and using AI-generated hints improve exam performance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[36] Lyon, A. R., Cook, C. R., Brown, E. C., Locke, J., Davis, C., Ehrhart, M., & Aarons, G. A. (2018). Assessing organizational implementation context in the education sector: Confirmatory factor analysis of measures of implementation leadership. *Implementation Science*.

[37] Mandagdag, J. P., Golez, R., & Closa, B. G. (2024). The impact of remedial classes on the performance of Grade 7 learners in mathematics using Project TAPPPIK. *Educational Challenges*.

[38] Masengesho, D., & Andala, H. (2024). Constructivist-based after-school mathematics interventions and learner outcomes.

[39] Mwiria et al. (2021) – “Instructional supervision and teacher performance” (Likert scale measuring instructional support and monitoring).

[40] Ngatini, N., Kusumaningsih, W., & Nurkolis, N. (2025). Influence of instructional leadership and academic supervision on the quality of learning.

[41] Niyibizi, O., & Kazinyirako, J. (2024). Assessing the effectiveness of remedial strategies on students’ academic performance in mathematics and sciences. *Journal of Classroom Practices*.

[42] Opesemowo, A. G., Olosunde, G. R., & Ariyo, S. O. (2025). Improving mathematics performance through after-school interventions. *Education Sciences*.

[43] Opesemowo, O. A. G., Olosunde, G. R., & Ariyo, S. O. (2025). Improving mathematics performance through after-school interventions.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[44] Opesemowo, O. A. G., Olosunde, G. R., & Ariyo, S. O. (2025). Improving mathematics performance through after-school interventions.

[45] Pearson, P., & Gallagher, M. (1983). The gradual release of responsibility model of instruction.

[46] Pelenio, R. E., & Bacabac, M. A. (2024). The impact of indigenized practical tasks on students' mathematics performance. *American Journal of Educational Research*. Relevant local context, DepEd curriculum and policy documents (if required — consult your adviser for formal guidelines).

[47] Rigopouli, M., et al. (2025). Scaffolding and collaborative learning in mathematics education.

[48] Remirata, E. C., & Ramada, M. G. C. (2024). Fiscal Management Practices, Teachers' Satisfaction on the Provision of Institutional Resources, and Organizational Performance. *International Journal of Research and Innovation in Social Science*.

[49] San Roque & Valle (2025) – School heads' instructional supervision and teacher self-efficacy tool (adapted).

[50] San Roque, J. O., & Valle, A. M. (2025). School heads' instructional supervision and teachers' self-efficacy.

[51] Segarino (2024) – "Effectiveness of Numeracy Intervention Activities to the Test Performance of Grade 3 Pupils in Mathematics" – used an implementation checklist model.

[52] Segarino, R. L. (2024). Effectiveness of numeracy intervention activities to the test performance of Grade 3 pupils in mathematics.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026



Available online at <https://www.instabrightgazette.com>

[53] Segarino, R. L. (2025). *Effectiveness of Numeracy Intervention Activities to the Test Performance of the Grade 3 Pupils in Mathematics: Basis for Instructional Supervisory*. International Journal of Advanced Multidisciplinary Studies.

[54] Stott, D., et al. (2019). Constructivist approaches to mathematics instruction and student learning outcomes.

[55] Taukeni, S. (2019). Providing remedial support to primary school learners within their zone of proximal development. *South African Journal of Childhood Education*.

[56] Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

[57] Wang, L., et al. (2024). Mastery learning and student engagement in mathematics education.

[58] Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving.

[59] Zhang, J., Martella, R., Kang, S., & Yenioglu, B. (2023). Response to intervention and multi-tiered systems of support in education.

[60] <https://chatgpt.com/c/6a06b35d-6968-83ec-852e-f4744acf0c5d>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



MS. JASMINE P. UGDAMINA

Jasmine was born on July 26, 1998, in Ormoc City, Leyte, and is the youngest of five children of Mr. Teodoro G. Patanao, Jr. and Mrs. Imelda G. Patanao. She is married to Rey L. Ugdamina, and they are blessed with one child, Rhian P. Ugdamina. Known for her dedication and perseverance, Jasmine continues to pursue excellence in both her personal and professional life while fulfilling her roles as a teacher, wife, and mother.

Jasmine began her elementary education at JICA-Lao Elementary School in Ormoc City, Leyte, where she studied from 2004 to 2010. She pursued her secondary education at The Sisters of Mary School – Girlstown, Inc. in Talisay City, Cebu, completing her high school education from 2010 to 2013. She then continued her tertiary education at Eastern Visayas State University (EVSU) – Ormoc Campus, where she took up Bachelor of Secondary Education major in Mathematics from 2014 to 2018 and graduated with the academic distinction of Cum Laude, reflecting her dedication and strong academic performance.

Demonstrating her commitment to professional advancement, Jasmine pursued Master of Arts in Education major in School Administration and Supervision at Western Leyte College of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026



Available online at <https://www.instabrightgazette.com>

Ormoc City, Inc. She earned thirty-six (36) academic units and successfully passed the Comprehensive Examination on December 21, 2025, marking a significant milestone in her graduate studies.

Jasmine’s professional career began in 2018 as an elementary teacher at Jose Maria College in Davao City, where she handled Mathematics for Grade 5 and Grade 6 learners. In 2019, she expanded her experience by working as an Enumerator for the Department of Labor and Employment in Ormoc City and later as an ESL Teacher for 51Talk, providing instruction to international learners. In 2020, she served as a Census Area Supervisor for the Philippine Statistics Authority (PSA), followed by a role as PhilSys Supervisor in 2021, contributing to the implementation of national data collection programs. Additionally, in 2021, she briefly worked as a Customer Service Representative for Virtual Staffing Solutions, further enhancing her professional versatility.

Jasmine entered public education in 2021 as a Special Education Fund (SEF) Teacher at San Antonio Integrated School, Ormoc City, where she served until 2023. Her first assignment as Teacher I under the Department of Education was at Pedro G. Banez National High School, Tongonan, Ormoc City, where she handled Grade 8 and Grade 10 learners and served as a class adviser during the School Year 2023–2024. During this period, she also served as Assistant Coach for the school wrestling team, helping develop student-athletes in sportsmanship and discipline. In 2024, she was transferred to Salvacion National High School, Ormoc City, where she continues to serve as Teacher I and as Chess Coach, nurturing students’ strategic thinking and cognitive skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

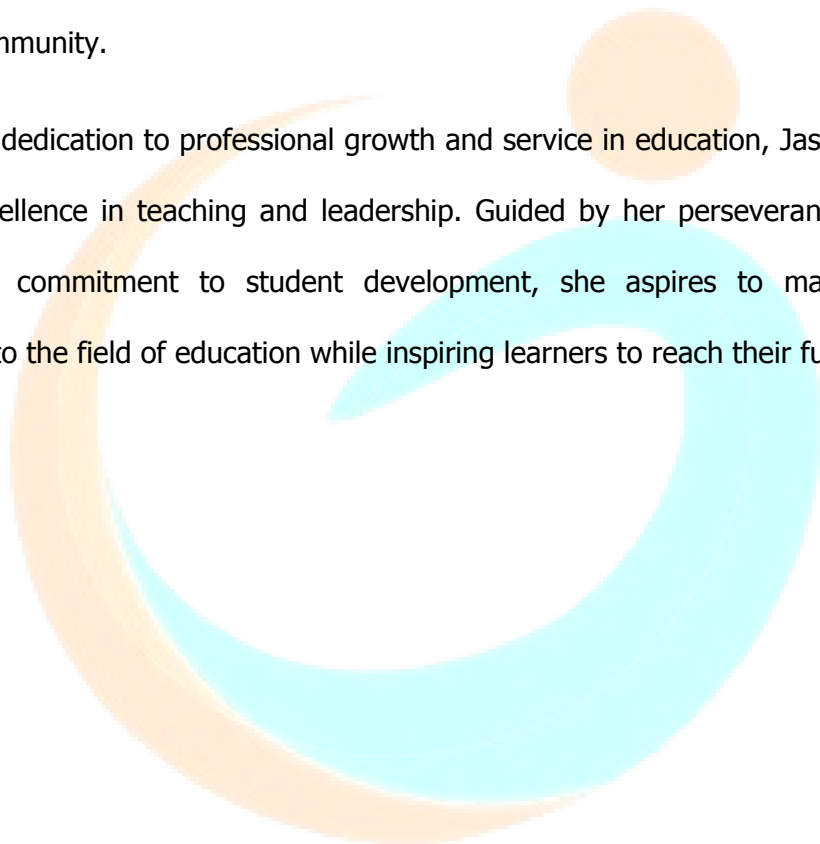
June 2026

Available online at <https://www.instabrightgazette.com>



Beyond her teaching responsibilities, Jasmine actively participates in co-curricular and extracurricular activities. She serves as a debate coach, guiding students in the Division-Level Legacy Debate, developing their communication, reasoning, and analytical skills. She is also passionate about singing, performing during district events such as the Garbo celebration and various school-based programs, showcasing her artistic talents and commitment to enriching the school community.

With a strong dedication to professional growth and service in education, Jasmine continues to pursue excellence in teaching and leadership. Guided by her perseverance, passion for learning, and commitment to student development, she aspires to make meaningful contributions to the field of education while inspiring learners to reach their fullest potential.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
