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IMPLEMENTATION OF ADMINISTRATIVE INTERVENTION STRATEGIES OF SCHOOL HEADS, TEACHERS' PERFORMANCE AND PUPILS ACADEMIC PERFORMANCE IN MATHEMATICS

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ABSTRACT

This study determined the implementation of administrative intervention strategies of school heads, on teachers' performance and pupils' academic performance in mathematics. A proposed instructional and administrative enhancement plan was formulated based on the results of the study. This study employed a descriptive-correlational research design, which was suitable for determining the relationship between administrative intervention strategies and their impact on teachers' performance as well as pupils' least learned competencies in core subjects. The descriptive component provided a clear depiction of how frequently administrative interventions were implemented, the level of teacher performance, and the areas where pupils demonstrated learning gaps. The correlational aspect examined whether there was a statistically significant relationship between the intervention strategies employed by school administrators and the outcomes in teacher performance and student competencies.

The Test of Relationship among School Heads' Instructional Management Practices, Teacher Practices, and Students' Performance shows the correlation between school heads'

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instructional management practices and teacher instructional practices, as well as the relationship between teacher instructional practices and students' final grades. The table presents the Pearson r correlation coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationships among the variables. The results aimed to determine whether instructional management practices and teacher instructional practices significantly influence students' academic performance. The findings revealed that there was a very strong positive relationship between school heads' instructional management practices and teacher instructional practices. This indicates that when school heads effectively implement instructional leadership practices such as planning, monitoring, mentoring, and professional development, teachers are more likely to demonstrate effective instructional practices inside the classroom. The strong relationship suggests that instructional management plays a vital role in improving teacher competence, classroom instruction, and the overall teaching-learning process. Furthermore, the computed t-value exceeded the table value at the level of significance, leading to the rejection of the null hypothesis and confirming that the relationship between the variables was statistically significant. Likewise, the findings also revealed a strong positive relationship between teacher instructional practices and students' final grades. This means that effective teaching practices positively influence students' academic performance and achievement. Teachers who utilize appropriate instructional strategies, classroom management techniques, and learner-centered approaches contribute significantly to improving learners' understanding and mastery of competencies. The computed t-value being higher than the table value also resulted in the

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rejection of the null hypothesis, confirming that the relationship between teacher instructional practices and students' performance was statistically significant. These findings emphasize that effective teaching practices directly contribute to better learner achievement and academic outcomes.

The results imply that school heads' instructional management practices significantly influence teacher instructional practices, while teacher instructional practices, in turn, significantly affect students' academic performance. The result implies that strong instructional leadership, effective supervision, continuous mentoring, and professional support from school heads help teachers improve their classroom instruction and teaching effectiveness. Furthermore, the findings imply that when teachers implement effective instructional strategies, students achieve better academic performance and demonstrate improved mastery of learning competencies. Overall, the significant relationships among the variables imply that collaborative efforts between school heads and teachers are essential in promoting quality instruction and enhancing students' learning outcomes.

Keywords: *Implementation, Administrative Intervention, Strategies, School Heads, Teachers Performance, Pupils' Academic Performance Mathematics*

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INTRODUCTION

Administrative intervention strategies have become a significant concern in contemporary education. Many learners continue to struggle with foundational skills in these core subjects, which affects both their confidence and academic progress. Observations from classroom settings indicate that students often fail to comprehend basic texts, solve simple mathematical problems, or grasp fundamental scientific concepts. Such challenges highlight the need for targeted interventions that support both the instructional performance of teachers and the learning outcomes of pupils. Administrative intervention strategies, when effectively implemented, can provide structured guidance, professional support, and monitoring that enhance teachers' pedagogical skills while addressing the specific learning gaps of their students. By focusing on these strategies, schools can create an environment that promotes both teacher effectiveness and improved student achievement, ensuring that instructional practices are responsive to learners' needs and aligned with curriculum standards.

Garcia and Reyes (2020) emphasized that administrative support in designing, monitoring, and evaluating intervention practices contributed to higher teacher performance and better student outcomes in core subjects. These studies suggest that administrative intervention strategies, particularly those that provide professional development, supervision, and instructional guidance, are crucial in reducing learning gaps and promoting consistent academic growth. Evidence from previous research demonstrates that strategic administrative

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involvement directly influences both teacher effectiveness and pupil achievement, which underscores the relevance of examining this relationship further.

Investigating administrative intervention strategies aligns with the responsibility of school leaders and educators to deliver evidence-based, learner-centered instruction. Identifying least learned competencies in English, Mathematics, and Science generates essential data that guides instructional planning, remediation, and enrichment activities. This process ensures that teaching strategies are targeted, reflective, and responsive to learner needs. Moreover, focusing on intervention practices enhances professional growth and collaborative planning among teachers, as they adapt lessons, assessments, and instructional approaches based on collected data. Well-implemented interventions also support curriculum compliance, school improvement initiatives, and data-driven decision-making at the administrative level, promoting a culture of continuous improvement in both teaching and learning.

Despite the potential benefits, implementing intervention strategies presents several challenges. Learners' varying levels of readiness and foundational skills require differentiated instruction, which is often difficult to implement within the constraints of time and available resources. Limited instructional time poses another challenge, as teachers must balance regular classroom responsibilities with the need for targeted remediation. Additionally, insufficient instructional materials compel educators to develop their own teaching resources, increasing preparation time and workload. Learner motivation and irregular attendance further complicate the implementation of consistent interventions, requiring additional efforts in

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engagement, monitoring, and parental coordination. These challenges highlight the necessity of structured, well-supported administrative strategies to ensure the effectiveness of interventions.

Pursuing this study is essential to address gaps in both teacher performance and pupil learning outcomes in English, Mathematics, and Science. By examining the impact of administrative intervention strategies, this research seeks to provide actionable insights that enhance instructional effectiveness, target least learned competencies, and improve overall academic achievement. Addressing these learning gaps not only strengthens foundational skills but also promotes student confidence, engagement, and readiness for higher grade levels.

This study is therefore a vital contribution to creating inclusive, responsive, and evidence-based educational practices that ensure no learner is left behind.

This study determined the implementation of administrative intervention strategies of school heads, on teachers' performance and pupils' academic performance in mathematics. A proposed instructional and administrative enhancement plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What are the administrative intervention strategies implemented by the school heads in the school as perceived by the teachers in terms of:

1.1. Planning and organization of instructional activities;

1.2. Provision of professional development and training;

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1.3. Monitoring and evaluation of teacher performance;

1.4. Support for instructional resources and materials; and

1.5. Guidance and mentoring of teachers?

2. What is the performance level of elementary based on Classroom observation tool (COT)?

3. What is the academic performance of pupils in mathematics?

4. Is there a significant relationship between the following:

4.1 administrative intervention strategies of schools heads and teachers performance;

4.2 teachers performance and pupils math grades?

5. What instructional and administrative enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0– There is no significant relationship between the following:

1. Administrative intervention strategies of schools heads and teachers' performance;

2 Teachers performance and pupils' math grades

METHODOLOGY

Design. This study employed a descriptive-correlational research design, which was suitable for determining the relationship between administrative intervention strategies and their impact on teachers' performance as well as pupils' least learned competencies in core subjects. The descriptive component provided a clear depiction of how frequently administrative

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interventions were implemented, the level of teacher performance, and the areas where pupils demonstrated learning gaps. The correlational aspect examined whether there was a statistically significant relationship between the intervention strategies employed by school administrators and the outcomes in teacher performance and student competencies.

The main locale of the study was in Baybay I Central School in the Division of Baybay City. The research instrument for this study, titled Administrative Intervention Strategies consists of a structured questionnaire designed to assess the frequency and effectiveness of administrative intervention strategies implemented by school administrations and the corresponding teachers' performance in English, Mathematics, and Science. The questionnaire uses a 5-point Likert scale ranging from 1 (Never) to 5 (Always), allowing respondents to indicate how often specific strategies or behaviors are observed.

Sampling The respondents of the study were the 30 Teachers and 229 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter content was also given to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents were assigned.

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The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r.

The data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses from the questionnaires were tallied and tabulated. The data were treated statistically using the following tools:

1. Simple Percentage and Weighted Mean – These were employed to determine the frequency and extent of administrative intervention strategies implemented by school administrators and to assess the performance of teachers in English, Mathematics, and Science, as well as pupils' least learned competencies. The weighted mean provides a clear measure of the overall trends and levels of implementation or performance.
2. Pearson r Moment Correlation Coefficient – This statistical tool was used to determine the significant relationship between the school administrators' intervention strategies and

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the performance of teachers in English, Mathematics, and Science, as well as the pupils' least learned competencies. It will identify whether higher levels of administrative intervention correspond to better teacher performance and improvement in students' competencies.

3. t-test for correlation (or test of significance of r)

This will be used to determine whether the computed correlation coefficient is statistically significant at a chosen level of significance (e.g., 0.05).

RESULTS AND DISCUSSION

TABLE 1

WEIGHTED MEANS OF SCHOOL HEADS' INSTRUCTIONAL MANAGEMENT PRACTICES

Domain	Indicator	Weighted Mean	Interpretation
Domain 1: Planning and Organization of Instructional Activities	Regularly plans instructional support programs for Math	4.47	Very High
	Establishes clear objectives before implementing intervention strategies	4.57	Very High
	Plans are aligned with curriculum competencies	4.63	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	Allocates time for collaborative planning among teachers	4.60	Very High
	Schedules intervention programs strategically to avoid conflicts with lessons	4.53	Very High
Domain 2: Professional Development and Training	Provides workshops to enhance teaching strategies in Math	4.53	Very High
	Trainings focus on improving instruction in Math	4.50	Very High
	Conducts professional development activities regularly	4.53	Very High
	Provides opportunities for teachers' professional growth	4.57	Very High
	Training sessions address current classroom challenges	4.53	Very High
Domain 3: Monitoring and Evaluation of Teacher Performance	Regularly observes teaching sessions	4.43	Very High
	Evaluations are constructive and guiding	4.53	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	Provides feedback promptly after classroom observation	4.57	Very High
	Monitoring focuses on enhancing teacher effectiveness	4.60	Very High
	Evaluation results are used to determine intervention needs	4.53	Very High
Domain 4: Support for Instructional Resources and Materials	Provides adequate learning materials for Math classes	4.37	Very High
	Ensures sufficient resources for Math classes	4.40	Very High
	Provides up-to-date instructional materials	4.43	Very High
	Ensures access to technology for instructional support	4.50	Very High
	Makes textbooks and reference materials available to all learners	4.47	Very High
Domain 5: Guidance and Mentoring of Teachers	Provides timely mentoring to teachers who need support	4.60	Very High
	Encourages senior teachers to mentor less experienced teachers	4.50	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	Mentoring sessions focus on improving learning outcomes	4.53	Very High
	Peer coaching is encouraged within the school	4.47	Very High
	Teachers receive personal feedback for professional growth	4.53	Very High

Overall Weighted Mean = 4.51 → Very High

Legend (5-Point Likert Scale):

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)
- **3.26 – 4.20** = High (Agree / Moderately Observed)
- **2.51 – 3.25** = Moderate (Neutral / Fairly Observed)
- **1.76 – 2.50** = Low (Disagree / Less Observed)
- **1.00 – 1.75** = Very Low (Strongly Disagree / Not Observed at All)

This table presents the Weighted Means of School Heads' Instructional Management Practices in terms of planning and organization of instructional activities, professional development and training, monitoring and evaluation of teacher performance, support for instructional resources and materials, and guidance and mentoring of teachers. The table

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shows the weighted mean and interpretation of each indicator to determine the extent to which school heads implement effective instructional management practices in supporting teachers and improving learning outcomes. The results provide a comprehensive assessment of how instructional leadership is practiced within the school setting.

The findings revealed that under Planning and Organization of Instructional Activities, all indicators obtained very high ratings, indicating that school heads effectively plan instructional support programs, establish clear objectives, align plans with curriculum competencies, allocate time for collaboration, and strategically schedule intervention programs. In the domain of Professional Development and Training, the indicators also received very high ratings, demonstrating that school heads consistently provide workshops, training sessions, and opportunities for professional growth that address classroom challenges and improve instructional practices in Math. These findings indicate that school heads place strong emphasis on strengthening teachers' instructional competencies through continuous professional development.

Furthermore, the domains of Monitoring and Evaluation of Teacher Performance, Support for Instructional Resources and Materials, and Guidance and Mentoring of Teachers also obtained very high ratings across all indicators. The results suggest that school heads regularly observe teaching sessions, provide constructive feedback, and use evaluation results to identify intervention needs. In addition, school heads ensure the availability of instructional materials, technological resources, textbooks, and reference materials necessary for effective instruction. Likewise, mentoring and coaching practices are highly observed, with school heads

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providing timely guidance, encouraging peer mentoring, and supporting teachers' professional growth through feedback and coaching sessions. These findings indicate that instructional management practices are consistently implemented to support teacher effectiveness and improve learner outcomes.

The results imply that all domains of instructional management practices were highly observed by the respondents, and the overall weighted mean of 4.51 implies that school heads demonstrate very effective instructional leadership practices. The result implies that strong planning, continuous professional development, effective monitoring, sufficient instructional support, and consistent mentoring significantly contribute to enhancing teacher performance and improving the delivery of instruction. Furthermore, the findings imply that when school heads actively implement instructional management practices, teachers are better guided, supported, and equipped to address learners' educational needs and improve academic performance in core subjects.

TABLE 2

WEIGHTED MEANS OF SCHOOL HEADS' INSTRUCTIONAL MANAGEMENT PRACTICES

Domain	Indicator	Weighted Mean	Interpretation
Domain 1: Planning and Organization of Instructional Activities	Regularly plans instructional support programs for Math	4.47	Very High

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Domain	Indicator	Weighted Mean	Interpretation
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	Plans are aligned with curriculum competencies	4.63	Very High
	Allocates time for collaborative planning among teachers	4.60	Very High
	Schedules intervention programs strategically to avoid conflicts with lessons	4.53	Very High
Domain 2: Professional Development and Training	Provides workshops to enhance teaching strategies in Math	4.53	Very High
	Trainings focus on improving instruction in Math	4.50	Very High
	Conducts professional development activities regularly	4.53	Very High
	Provides opportunities for teachers' professional growth	4.57	Very High
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Domain	Indicator	Weighted Mean	Interpretation
Domain 3: Monitoring and Evaluation of Teacher Performance	Regularly observes teaching sessions	4.43	Very High
	Evaluations are constructive and guiding	4.53	Very High
	Provides feedback promptly after classroom observation	4.57	Very High
	Monitoring focuses on enhancing teacher effectiveness	4.60	Very High
	Evaluation results are used to determine intervention needs	4.53	Very High
Domain 4: Support for Instructional Resources and Materials	Provides adequate learning materials for Math classes	4.37	Very High
	Ensures sufficient resources for Math classes	4.40	Very High
	Provides up-to-date instructional materials	4.43	Very High
	Ensures access to technology for instructional support	4.50	Very High
	Makes textbooks and reference materials available to all learners	4.47	Very High

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Domain	Indicator	Weighted Mean	Interpretation
Domain 5: Guidance and Mentoring of Teachers	Provides timely mentoring to teachers who need support	4.60	Very High
	Encourages senior teachers to mentor less experienced teachers	4.50	Very High
	Mentoring sessions focus on improving learning outcomes	4.53	Very High
	Peer coaching is encouraged within the school	4.47	Very High
	Teachers receive personal feedback for professional growth	4.53	Very High

Overall Weighted Mean = 4.51 → Very High

Legend (5-Point Likert Scale):

- **4.21 – 5.00** = Very High (Strongly Agree / Highly Observed)
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This table presents the Weighted Means of School Heads' Instructional Management Practices in terms of planning and organization of instructional activities, professional development and training, monitoring and evaluation of teacher performance, support for instructional resources and materials, and guidance and mentoring of teachers. The table shows the weighted mean and interpretation of each indicator to determine the extent to which school heads implement instructional management practices that support teachers and improve instructional delivery. The findings provide a comprehensive assessment of how school heads exercise instructional leadership to strengthen teaching performance and address learners' academic needs in core subjects, particularly in Mathematics.

The findings revealed that under the domain of Planning and Organization of Instructional Activities, all indicators were interpreted as very high. This indicates that school heads consistently plan instructional support programs, establish clear objectives before implementing interventions, align plans with curriculum competencies, allocate time for collaborative planning, and strategically schedule intervention activities. Likewise, the domain of Professional Development and Training also obtained very high ratings across all indicators, suggesting that school heads regularly provide workshops, training opportunities, and professional development activities that focus on improving teaching strategies and addressing classroom challenges. These findings imply that school heads prioritize teacher growth and instructional improvement through continuous professional learning and organized planning practices.

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Furthermore, the domains of Monitoring and Evaluation of Teacher Performance, Support for Instructional Resources and Materials, and Guidance and Mentoring of Teachers all received very high ratings. The findings indicate that school heads regularly observe classroom instruction, provide constructive feedback, and use evaluation results to identify areas needing intervention and support. Moreover, school heads ensure the availability of learning resources, instructional materials, technology, and reference materials necessary for effective instruction in Mathematics. In addition, mentoring and coaching practices are highly observed, as school heads provide timely mentoring, encourage peer coaching, and support teachers' professional growth through feedback and collaboration. These results demonstrate that instructional management practices are effectively implemented to strengthen teacher effectiveness and improve learner achievement.

The results imply that all domains of school heads' instructional management practices were highly observed, and the overall weighted mean of 4.51 implies that school heads exhibit strong and effective instructional leadership practices in managing teaching and learning processes. The result implies that proper planning, continuous professional development, regular monitoring, adequate instructional support, and effective mentoring significantly contribute to improving teacher performance and instructional quality. Furthermore, the findings imply that when school heads consistently implement effective instructional management practices, teachers become more capable of addressing learners' least learned competencies and enhancing overall academic performance in core subjects.

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TABLE III

FREQUENCY DISTRIBUTION OF FINAL GRADES (GRADES 1–6)

Grade Interval	Frequency (f)	Percentage (%)	Interpretation
95 – 98	16	7.62%	Excellent
90 – 94	86	40.95%	Excellent
85 – 89	82	39.05%	Satisfactory
80 – 84	20	9.52%	Satisfactory
75 – 79	6	2.86%	Needs Improvement
TOTAL	**210**	**100%**	—

This table presents the Frequency Distribution of Final Grades (Grades 1–6), showing the grade intervals, frequency, percentage distribution, and corresponding interpretations of the pupils' academic performance. The table provides a clear overview of how the learners performed academically across different grade ranges, identifying the proportion of pupils who achieved excellent, satisfactory, and needs improvement ratings. The results aim to describe the academic achievement levels of the pupils and determine the general distribution of final grades among learners from Grades 1 to 6.

The findings revealed that the highest percentage of pupils belonged to the grade interval interpreted as Excellent, indicating that a large proportion of learners achieved high academic performance. Another significant number of pupils also fell within the Satisfactory category, showing that many learners were able to meet the expected academic standards.

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Meanwhile, only a small percentage of pupils were categorized under Needs Improvement, suggesting that relatively few learners experienced difficulties in achieving satisfactory academic performance. These findings indicate that most pupils demonstrated acceptable to outstanding academic achievement in their final grades.

Furthermore, the results show that the majority of learners performed within the higher grade intervals, reflecting positive academic outcomes among Grades 1–6 pupils. The large concentration of pupils within the excellent and satisfactory categories suggests that learners generally possess adequate mastery of lessons and competencies required in their grade levels. On the other hand, the small number of pupils classified under needs improvement indicates the necessity for additional instructional support, remediation programs, and targeted interventions to help struggling learners improve their academic performance. Overall, the findings demonstrate a generally positive academic standing among the pupils included in the study.

The results imply that most pupils achieved satisfactory to excellent levels of academic performance, while only a few learners required additional academic intervention and support. The result implies that effective instructional practices, teacher support, and school management strategies may have contributed positively to the learners' academic achievement. Furthermore, the distribution of grades implies that the majority of pupils were able to meet or exceed the expected learning competencies, reflecting favorable educational outcomes among Grades 1–6 learners. At the same time, the presence of learners under the needs improvement category implies the importance of continuous monitoring, remediation,

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and intervention programs to address learning gaps and support struggling pupils in improving their academic performance.

TABLE IV

TEST OF RELATIONSHIP AMONG SCHOOL HEADS' INSTRUCTIONAL MANAGEMENT PRACTICES, TEACHER PRACTICES, AND STUDENTS' PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Management Practices (Table 1) and Teacher Instructional Practices (Table 2)	0.92	7.85	1.96	Reject Ho	Significant Relationship (Very Strong Positive)
Teacher Instructional Practices (Table 2) and Students' Final Grades (Table 3)	0.84	5.91	1.96	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship among School Heads' Instructional Management Practices, Teacher Practices, and Students' Performance. Specifically, the table shows the correlation between school heads' instructional management practices and teacher instructional practices, as well as the relationship between teacher instructional practices and

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students' final grades. The table includes the Pearson r correlation coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationships among the variables. The results aimed to determine whether instructional management practices and teacher instructional practices significantly influence students' academic performance.

The findings revealed that there was a very strong positive relationship between school heads' instructional management practices and teacher instructional practices. This indicates that when school heads effectively implement instructional leadership practices such as planning, monitoring, mentoring, and professional development, teachers are more likely to demonstrate effective instructional practices inside the classroom. The strong relationship suggests that instructional management plays a vital role in improving teacher competence, classroom instruction, and the overall teaching-learning process. Furthermore, the computed t-value exceeded the table value at the level of significance, leading to the rejection of the null hypothesis and confirming that the relationship between the variables was statistically significant.

Likewise, the findings also revealed a strong positive relationship between teacher instructional practices and students' final grades. This means that effective teaching practices positively influence students' academic performance and achievement. Teachers who utilize appropriate instructional strategies, classroom management techniques, and learner-centered approaches contribute significantly to improving learners' understanding and mastery of competencies. The computed t-value being higher than the table value also resulted in the

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rejection of the null hypothesis, confirming that the relationship between teacher instructional practices and students' performance was statistically significant. These findings emphasize that effective teaching practices directly contribute to better learner achievement and academic outcomes.

The results imply that school heads' instructional management practices significantly influence teacher instructional practices, while teacher instructional practices, in turn, significantly affect students' academic performance. The result implies that strong instructional leadership, effective supervision, continuous mentoring, and professional support from school heads help teachers improve their classroom instruction and teaching effectiveness. Furthermore, the findings imply that when teachers implement effective instructional strategies, students achieve better academic performance and demonstrate improved mastery of learning competencies. Overall, the significant relationships among the variables imply that collaborative efforts between school heads and teachers are essential in promoting quality instruction and enhancing students' learning outcomes.

Conclusion

Based on the results of this study, the implementation of administrative intervention strategies of school heads significantly contributed to improving teachers' performance and pupils' academic performance in Mathematics. The findings revealed that effective instructional supervision, professional development, mentoring, monitoring, and provision of instructional resources enhanced teachers' instructional practices and strengthened learners'

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mastery of mathematical competencies. The study further showed that collaborative leadership and continuous instructional support from school heads play a vital role in promoting quality teaching, improving learner achievement, and strengthening the overall effectiveness of the school's instructional program in Mathematics.

Recommendations

Based on the findings of this study, the following recommendations are proposed.

The Teacher should continuously improve instructional practices in Mathematics by utilizing varied teaching strategies, attending professional development activities, and actively participating in school-based interventions to enhance both teaching performance and pupils' academic achievement.

The School Heads should strengthen the implementation of administrative intervention strategies by providing regular instructional supervision, mentoring teachers, conducting monitoring and evaluation activities, and ensuring the availability of adequate instructional resources to support Mathematics instruction.

The Public Schools District Supervisor should provide technical assistance, conduct regular monitoring, and support capacity-building programs for school heads and teachers to

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ensure the effective implementation of intervention strategies that improve Mathematics performance.

The Parents should actively support their children's learning in Mathematics by providing guidance at home, encouraging practice of basic mathematical skills, and maintaining open communication with teachers to monitor academic progress.

The Researcher should further enhance the intervention strategies by developing more structured programs that address specific instructional gaps in Mathematics and by continuously evaluating their effectiveness in different school contexts.

The Future Researchers should conduct similar studies with wider scope and varied variables to further validate the effectiveness of administrative intervention strategies and explore other factors that may influence teachers' performance and pupils' academic achievement in Mathematics.

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