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Instructional Leadership Practices and Pedagogical Efficacy in Remediating Basic Learning Deficits: Adaptive Intervention Scheme

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Abstract

This study assessed the instructional leadership practices of school heads and the pedagogical efficacy of teachers in remediating basic literacy and numeracy deficits across four public elementary schools in the District of San Isidro, Leyte Division (Daja ES, San Miguel ES, Hacienda Maria ES, and San Isidro Central School) during School Year 2026–2027. Utilizing a descriptive-evaluative quantitative research design, total enumeration was employed to gather data from all four (4) school heads and forty (40) classroom and remedial teachers ($N = 44$). Data were gathered through a content-validated five-point Likert questionnaire and treated using frequency counts, percentage distributions, weighted means, standard deviations, and priority ranking. The empirical findings revealed that the respondent-groups constitute an academically advanced, predominantly female (81.82%), and tenured teaching force, with 75.00% of administrators and 65.00% of teachers having over fifteen years of basic education service. School heads demonstrated an overall High Extent of instructional leadership practices ($WM = 3.47$, $SD = 0.73$), with their highest performance in strategic assessment tracking ($WM = 3.66$), but with lower, moderate execution in demonstration teaching during School Learning Action Cells ($WM = 3.16$) and remedial manipulative resource provision ($WM = 3.20$). Teachers manifested an overall High Efficacy in remedial instruction ($WM = 3.50$, $SD = 0.66$), excelling in learner motivation and climate management ($WM = 3.72$), but declining to Moderate Efficacy in differentiated instructional delivery ($WM = 3.33$) and home-school learning reinforcement ($WM = 3.30$). The leading operational challenges encountered were instructional time scarcity (84.09%), chronic learner absenteeism and home reinforcement gaps (75.00%), deficit heterogeneity (65.91%), and contextualized material shortages (59.09%). To bridge these supervisory and instructional gaps, the study formulated Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy), an adaptive 10-point intervention scheme integrating clinical supervisory coaching cycles, tiered literacy and numeracy toolkits, protected remedial timetables, and structured home-school compacts.

Keywords: Administration and Supervision, Instructional Leadership Practices, Pedagogical Efficacy, Basic Learning Deficits, Project BRIDGE, Adaptive Intervention Scheme, San Isidro Leyte

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

The global education landscape is undergoing a critical and systematic re-evaluation of foundational literacy and numeracy acquisition following widespread disruptions that exacerbated learning losses across the international community. Foundational learning proficiencies, which encompass essential phonemic awareness, expressive reading fluency, critical reading comprehension, fundamental number sense, and elementary mathematical problem-solving operations, serve as the indispensable baseline for all subsequent cognitive development, academic progression, and lifelong socio-economic mobility (World Bank et al., 2022). When basic learning deficits remain unaddressed during the critical early grades of elementary schooling, minor cognitive gaps compound over successive grade levels into permanent functional illiteracy and academic disenfranchisement. This compounding deficit drastically restricts a learner's capacity to engage with increasingly abstract curricular content, impairs their ability to complete basic education, and severely limits their future contributions to an increasingly knowledge-driven global economy (UNESCO, 2021).

Addressing foundational learning deficits is not an isolated pedagogical challenge; it requires deliberate, institutional synchronization across every stratum of the basic educational ecosystem, particularly at the interface where school-level administrative direction intersects with classroom instructional execution. Educational governance scholarship consistently demonstrates that school leadership must shift away from routine administrative oversight and compliance tracking toward proactive, transformational instructional leadership (Hallinger & Murphy, 2020; Leithwood et al., 2020). School heads must actively shape the school learning climate, conduct clinical pedagogical coaching, evaluate diagnostic assessment data, and strategically allocate material and temporal resources to support targeted remedial initiatives. Concurrently, classroom teachers must possess a high degree of pedagogical self-efficacy, defined as the professional belief, diagnostic competence, and instructional adaptability required to tailor interventions to struggling and at-risk pupils (Bandura, 2020; Tschannen-Moran & Hoy, 2021). When instructional leadership practices and teacher pedagogical efficacy operate in close alignment, schools develop responsive instructional structures capable of closing foundational achievement gaps.

From an international perspective, the learning poverty crisis has intensified across low-, middle-, and high-income nations alike, presenting an urgent challenge to global educational equity. Joint empirical assessments conducted by UNESCO, UNICEF, and the World Bank (2022) revealed that in low- and middle-income nations, the proportion of ten-year-old children unable to read and understand a simple, age-appropriate text reached approximately seventy percent, marking a significant increase from pre-disruption baselines. This global learning deficit reflects structural inadequacies in early diagnostic screening, curriculum over-congestion that prioritizes breadth over depth, and a persistent lack of institutionalized remedial mechanisms within primary school environments (OECD, 2023). International large-scale assessments, such as the Programme for International Student Assessment (PISA) and the

Trends in International Mathematics and Science Study (TIMSS), consistently demonstrate that foundational learning gaps compound when educational systems rush to cover broad syllabi rather than ensuring foundational mastery among all learners (OECD, 2023; Mullis et al., 2020).

Scholars in educational administration emphasize that resolving this international learning crisis requires school heads to practice clinical instructional leadership (Day et al., 2020; Bush, 2020). Rather than functioning solely as administrative managers, school heads must serve as lead learners and instructional mentors who regularly observe remedial sessions, interpret granular diagnostic data, allocate dedicated funding for remedial learning resources, and safeguard remedial timetables from administrative interruptions (Gumus et al., 2021; Robinson, 2022). Simultaneously, global pedagogical research confirms that teacher self-efficacy serves as a primary determinant of remedial success. When teachers feel unsupported, under-resourced, or ill-equipped in diagnostic assessment and differentiated instruction, they tend to default to standardized, whole-class instructional delivery that leaves struggling pupils further behind (Darling-Hammond et al., 2020; Hattie, 2023).

Within the national landscape of the Philippine basic education system, foundational learning deficits represent an urgent educational challenge. The results of international comparative assessments, such as PISA 2018 and PISA 2022, placed Filipino learners near the bottom in reading, mathematics, and scientific literacy among participating countries (Department of Education, 2023; OECD, 2023). These findings were corroborated by the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019, which showed that a substantial majority of Grade 5 Filipino learners had not attained the foundational reading and mathematical proficiencies expected at that level (UNICEF & SEAMEO, 2020). Furthermore, the comprehensive reports of the Second Congressional Commission on Education (EDCOM II, 2023, 2024) underscored that the root causes of this crisis stem from early-grade learning deficits, delayed diagnostic assessments, and a shortage of targeted technical assistance for classroom teachers.

In response to these national challenges, the Department of Education introduced the MATATAG Agenda: Bansang Makabata, Batang Makabansa and institutionalized the National Learning Recovery Program (NLRP) through DepEd Order No. 013, s. 2023. These national policies direct schools to decongest the basic education curriculum to focus on essential literacy and numeracy competencies, institutionalize the National Reading Program (NRP) and National Mathematics Program (NMP), and utilize School Learning Action Cells (SLAC) as collaborative clinical coaching mechanisms (Department of Education, 2023). Despite these systemic policy frameworks, substantial operational bottlenecks persist at the school level. School heads are frequently burdened with extensive administrative and logistical reporting, which restricts their time for direct classroom observation and pedagogical mentoring (EDCOM II, 2024). At the same time, classroom teachers manage heterogeneous classes comprising pupils with wide variations in reading readiness and mathematical proficiency, often without sufficient specialized remedial materials or structured supervisory coaching (David et al., 2021).

At the local level, these systemic dynamics are directly observable within the public elementary schools in the District of San Isidro, Leyte Division. While regional and division offices cascade educational policies downward, their successful implementation depends entirely on the leadership practices and instructional execution within individual school facilities. In the four selected elementary schools in San Isidro, baseline diagnostic tools—such as the Comprehensive Rapid Literacy Assessment (CRLA), the Philippine Informal Reading Inventory (Phil-IRI), and the Rapid Mathematics Assessment

(RMA)—consistently identify cohorts of Key Stage 1 and Key Stage 2 learners who remain at the Frustration Level in reading or at the Emerging and Developing levels in basic numeracy.

The instructional ecology across these four elementary schools presents distinct administrative and pedagogical conditions that warrant empirical investigation. The school heads manage multi-grade or standard elementary campuses where administrative, fiscal, and operational responsibilities compete for time with instructional supervision. As a result, teachers are often left to design, contextualize, and reproduce remedial worksheets independently, frequently without access to structured phonics toolkits, multi-sensory numeracy manipulatives, or dedicated remedial learning corners. Furthermore, while diagnostic assessments are administered at the beginning of the academic year, the translation of this diagnostic data into tiered, individualized remedial lesson plans is often constrained by instructional time limitations and overlapping curricular duties. Remediation sessions are frequently conducted during brief after-school periods or informal pull-out sessions, where they contend with pupil fatigue, transportation difficulties in rural barangays, and varying degrees of home-based parental reinforcement.

These local conditions underscore the need to examine the alignment between the instructional leadership practices of the four school heads and the pedagogical efficacy of the forty classroom teachers in these selected schools. Investigating how school heads execute instructional supervision, remedial curriculum planning, resource allocation, and assessment tracking alongside how teachers demonstrate efficacy in diagnostic screening, differentiated instruction, learner motivation, and progress monitoring provides the empirical baseline needed to design an effective intervention. By establishing an empirical profile of leadership practices, teacher efficacy, and operational constraints across these four elementary schools in San Isidro, Leyte, this study directly generates the baseline data required to construct Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy), a contextualized, adaptive intervention scheme designed to strengthen school-based remedial systems.

Theoretical Background

This study is grounded in an integrated framework of contemporary educational leadership, social cognitive, and differentiated instructional theories. Together, these theoretical models explain how administrative and supervisory behaviors systematically influence teachers' instructional beliefs and classroom practices, which subsequently determine the effectiveness of basic learning remediation.

Hallinger and Murphy's Contemporary Instructional Leadership Theory provides the primary lens for examining administrative practices in basic education (Hallinger & Murphy, 2020; Day et al., 2020). This model conceptualizes instructional leadership across three essential dimensions: defining the school mission, managing the instructional program, and promoting a positive school learning climate. Defining the school mission involves framing and communicating clear, academic goals focused on foundational learning recovery. Managing the instructional program requires direct involvement in supervising instruction, coordinating curricular adaptations, and monitoring student progress. Promoting a positive learning climate encompasses protecting instructional time, providing continuous professional development, and maintaining high academic expectations across the institution.

In the context of the four selected elementary schools in San Isidro, Leyte, this theory clarifies the instructional responsibilities of the school head beyond general administration. Instructional leadership

requires school heads to actively organize the school environment to support remediation. When school heads systematically analyze diagnostic profiles from the CRLA, Phil-IRI, and RMA, allocate School Maintenance and Other Operating Expenses (MOOE) to acquire specialized remedial resources, and conduct focused pre- and post-observation coaching conferences, they reduce instructional ambiguity for teachers. Through these leadership behaviors, school heads establish foundational literacy and numeracy remediation as an institutional priority, providing the administrative scaffolding necessary for sustained classroom intervention (Bush, 2020; Robinson, 2022).

Complementing this administrative framework is Albert Bandura's Social Cognitive Theory, specifically the construct of Teacher Self-Efficacy as further refined by Tschannen-Moran and Hoy (2021). Teacher self-efficacy refers to a teacher's belief in their capability to organize and execute the specific instructional actions required to bring about desired student learning outcomes, even among difficult or unmotivated learners. Tschannen-Moran and Hoy emphasize that teacher self-efficacy is context-specific. A teacher may exhibit high efficacy when delivering standard grade-level curricula to proficient students, yet experience low efficacy when tasked with diagnosing complex phonetic deficits, designing multi-tiered instructional activities, or remediating severe numerical processing gaps.

Bandura (2020) posits that self-efficacy is constructed through four fundamental information sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological or affective states. Mastery experiences, which serve as the most influential source of efficacy, arise when teachers implement remedial strategies that produce measurable learning gains among struggling pupils. Vicarious experiences occur when teachers observe peers or instructional leaders successfully demonstrate effective remedial methods during collaborative workshops. Verbal persuasion involves receiving constructive, actionable feedback and clinical coaching from school heads. Physiological and affective states reflect the teacher's stress and confidence levels, which are shaped by the degree of administrative and material support provided by the school environment.

In this study, teacher pedagogical efficacy in basic learning remediation is evaluated across four core domains: diagnostic assessment and deficit identification, differentiated instructional execution, learner motivation and engagement, and formative progress monitoring with home-school reinforcement. When school heads provide targeted clinical supervision, resource assistance, and structured peer-modeling sessions through School Learning Action Cells, they reinforce the sources of self-efficacy for teachers. This administrative support enables teachers to approach foundational remediation with higher instructional persistence, diagnostic precision, and pedagogical adaptability (Leithwood et al., 2020).

The instructional execution of remediation is further anchored in Carol Ann Tomlinson's Differentiated Instruction Framework and John Hattie's Visible Learning Synthesis (Tomlinson, 2021; Hattie, 2023). Tomlinson's framework asserts that because learners differ significantly in readiness, background knowledge, and learning profiles, effective instruction must be systematically adapted across three key curricular elements: content, process, and product. Content differentiation involves adapting what is taught to ensure that struggling learners focus on prerequisite foundational competencies. Process differentiation entails utilizing varied, multi-sensory activities and scaffolded practice tailored to the learner's cognitive pace. Product differentiation allows learners to demonstrate mastery through varied formative assessments rather than uniform, standardized examinations.

John Hattie's (2023) meta-analytic research provides empirical support for these differentiated approaches, establishing that diagnostic screening, targeted small-group scaffolding, and immediate formative feedback are among the most effective instructional interventions for accelerating student achievement. Within the four selected elementary schools in San Isidro, these instructional principles guide the classroom practices of the forty teacher-respondents. Remediating persistent literacy and numeracy deficits requires moving away from uniform, whole-class instruction toward structured, tiered, and diagnostic-driven remedial models.

This theoretical foundation is reinforced by international conventions, national legislation, and Department of Education policy issuances. Internationally, the study aligns directly with United Nations Sustainable Development Goal 4 (SDG 4 - Education 2030), which mandates that member states ensure inclusive, equitable quality education and promote lifelong learning opportunities for all, with Target 4.1 establishing universal foundational literacy and numeracy as a primary benchmark (UNESCO, 2021).

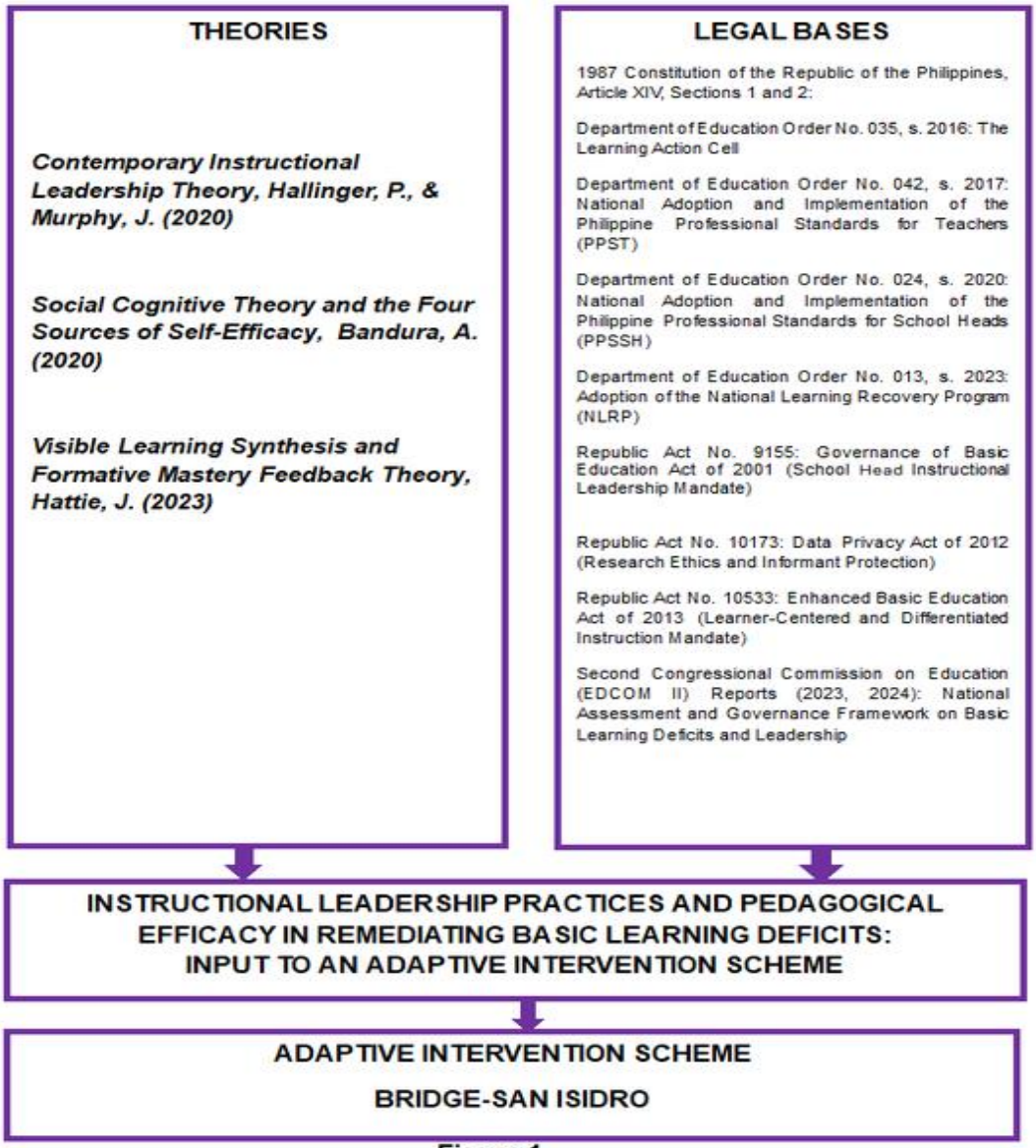


Figure 1
Theoretical Conceptual Framework of the Study

The investigation is further grounded in Articles 28 and 29 of the United Nations Convention on the Rights of the Child, which recognize every child's right to an education based on equal opportunity, directed toward developing their cognitive abilities and personality to their fullest potential.

Domestically, the study is rooted in Article XIV, Sections 1 and 2 of the 1987 Philippine Constitution, which obligates the State to protect and promote the right of all citizens to quality basic education and to take appropriate steps to make that education accessible to all learners. This constitutional principle is operationalized by Republic Act No. 10533, the Enhanced Basic Education Act of 2013, which mandates a learner-centered, inclusive, and developmentally differentiated basic education system. Furthermore, Republic Act No. 9155, the Governance of Basic Education Act of 2001, defines the school as the primary unit of educational delivery and establishes school heads as instructional leaders directly accountable for creating an institutional environment that fosters effective teaching and learning.

At the administrative level, the study aligns with DepEd Order No. 013, s. 2023, which establishes the National Learning Recovery Program and mandates structured literacy and numeracy remediation through the National Reading Program and National Mathematics Program. The study is also framed by DepEd Order No. 024, s. 2020, the Philippine Professional Standards for School Heads (PPSSH), particularly Domain 3, Focusing on Teaching and Learning, which mandates that school heads lead curriculum implementation, analyze assessment data, and provide clinical technical assistance to teachers. Concurrently, it draws upon DepEd Order No. 042, s. 2017, the Philippine Professional Standards for Teachers (PPST), which requires teachers to demonstrate proficiency in managing learner diversity, utilizing diagnostic assessments, and applying differentiated pedagogy, supported through School Learning Action Cells as institutionalized by DepEd Order No. 035, s. 2016.

The synthesis of these theoretical and legal frameworks illustrates that foundational learning remediation depends on close institutional synergy. Instructional leadership practices establish the organizational foundation by protecting remedial schedules, allocating financial resources, and providing clinical coaching. This administrative support reinforces teacher pedagogical efficacy, enabling teachers to accurately diagnose learning deficits, implement differentiated instruction, and track pupil progression. By assessing the operational alignment and challenges between the four school heads and forty teachers in San Isidro, Leyte, this study establishes an empirical baseline to guide the development of Project BRIDGE-San Isidro as an adaptive intervention scheme.

THE PROBLEM

Statement of the Problem

This research assessed the instructional leadership practices of school heads and pedagogical efficacy of teachers in remediating basic literacy and numeracy learning deficits across public elementary schools in DepEd Schools Division of Leyte during the School Year 2026–2027. The findings served as bases for the Adaptive Intervention Scheme- BRIDGE.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondent-groups'
    1.1. age and gender,
    1.2. highest educational attainment,
    1.3. position / Designation,
    1.4. number of years in service (administrative / teaching),
    1.5 relevant trainings/workshops attended in instructional leadership and learning deficit remediation?

2. As assessed by the respondent-groups, what is the extent of instructional leadership practices demonstrated by school heads in remediating basic learning;
    2.1. Instructional supervision and clinical coaching,
    2.2. Remedial curriculum planning and time allocation,
    2.3. Allocation and provision of remedial learning resources,
    2.4. Monitoring, evaluation, and assessment tracking?

3. As assessed by the Teachers and the School Heads, what is the level of pedagogical efficacy of teachers in remediating basic learning, across the following domains:
    3.1. Diagnostic assessment and deficit identification,
    3.2. Differentiated instructional execution,
    3.3. Learner motivation and engagement during remedial sessions,
    3.4. Progress monitoring and home-school learning reinforcement?

4. What were the common issues and concerns related to instructional leadership practices and pedagogical efficacy basic learning deficits in remediating?

5. Based on findings, what Adaptive Intervention Scheme, can be designed?

Significance of the Study

The findings of this investigation are anticipated to generate valuable empirical baseline data and practical pedagogical frameworks that directly address foundational literacy and numeracy deficits in primary education. By evaluating the interface between administrative instructional leadership and teacher pedagogical efficacy, this research provides concrete, data-driven inputs designed to enhance supervisory systems, optimize remedial resource management, and improve classroom instructional delivery. Consequently, the outcomes of this study will offer meaningful contributions and practical benefits to various educational stakeholders, arranged in order of institutional hierarchy from the macro-policy level down to grassroots academic beneficiaries.

Bureau of Human Resource and Organizational Development (BHROD). The findings provide empirical data on how administrative workloads and non-teaching tasks dilute instructional supervision and create severe time scarcity for remediation. These insights can directly inform BHROD's policy reviews regarding public school staffing standards, administrative task deloading, and career progression frameworks under the Philippine Professional Standards for Teachers and School Heads. Consequently, it assists the bureau in optimizing human resource deployments to better support learning recovery at the grassroots level.

National Educators Academy of the Philippines (NEAP). This study highlights the need for school heads and Master Teachers to move beyond routine supervision toward clinic-style demonstration teaching during School Learning Action Cells. The results offer NEAP concrete baselines to design deficit-focused professional learning packages centered on phonemic decoding, numeracy manipulatives, and clinical coaching cycles. This ensures that recognized professional development programs directly target documented classroom and supervisory skill gaps.

Teacher Education Council (TEC). The research underscores the practical difficulties practicing teachers face in handling deficit heterogeneity, diagnostic assessment tracking, and differentiated remedial execution. These empirical points provide the TEC with vital evidence to guide Teacher Education Institutions (TEIs) and the Commission on Higher Education in updating pre-service elementary curricula. By strengthening pre-service clinical training in foundational reading and numeracy interventions, future teachers will be better equipped before entering basic education service.

Department of Education Policy Makers and Curriculum Planners will benefit directly from the empirical insights generated by this research, as it provides authentic, ground-level evidence regarding the actual operationalization of the MATATAG Agenda and the National Learning Recovery Program. The data gathered from the four elementary schools can inform future national policy refinements, budgetary prioritization for remedial toolkits, and the design of standardized diagnostic recovery frameworks tailored to rural and multi-grade school environments.

Division and District Educational Leaders, particularly within the Division of Leyte and the District of San Isidro, will find the results of this study instrumental in diagnosing localized instructional bottlenecks and supervisory gaps. The empirical findings can serve as an objective basis for technical assistance planning, specialized management training for instructional leaders, and the equitable distribution of divisional learning resources to schools exhibiting critical foundational learning gaps.

School Heads and Principals will gain direct, practical guidance on transitioning from routine administrative management to clinical instructional leadership. The assessment of specific leadership practices, such as instructional coaching, protected remedial scheduling, and data-driven evaluation, will enable school administrators to reflect upon their supervisory methodologies, optimize School Maintenance and Other Operating Expenses allocations for remedial materials, and establish collaborative learning environments within their respective stations.

Master Teachers and Instructional Mentors will be provided with concrete diagnostic and pedagogical reference points to enhance their peer-coaching and mentoring functions. The results will assist them in structuring targeted, deficit-focused School Learning Action Cell sessions, modeling differentiated instructional techniques for reading and mathematics, and guiding junior teachers in the systematic interpretation of assessment profiles.

Classroom and Remedial Teachers will directly benefit through heightened awareness of their pedagogical efficacy across diagnostic assessment, differentiated instruction, learner engagement, and progress tracking. The study provides actionable insights that can help teachers refine their instructional scaffolding, design contextualized and multi-sensory remedial activity sheets, and manage heterogeneous classrooms with greater confidence and instructional precision.

Elementary School Learners represent the ultimate beneficiaries of this inquiry. By identifying instructional constraints and aligning leadership practices with teacher efficacy, the study directly contributes to the creation of a more supportive, responsive, and deficit-targeted classroom environment. Struggling pupils, particularly non-readers and non-numerates, will receive systematic, individualized remediation that addresses their specific cognitive gaps, thereby fostering foundational mastery and sustained academic progress.

Parents and Community Stakeholders gain a clearer understanding of the essential role of the home-school partnership in mitigating basic learning deficits. The proposed intervention framework highlights structured communication and monitoring mechanisms, empowering parents, guardians, and local barangay education committees to effectively reinforce reading and arithmetic practice within the home and community environments.

Future Researchers and Academic Scholars will find this study a valuable empirical reference and theoretical foundation for subsequent investigations in educational leadership, pedagogical self-efficacy, and learning recovery interventions. The validated instruments, methodological approach, and findings will enrich the localized academic literature and provide comparative baselines for studies conducted across other educational districts and divisions.

RESEARCH METHODOLOGY

The research methodology established the structural, procedural, and analytical protocols employed to systematically investigate the research problem and address each specific research question formulated in the study (Creswell & Creswell, 2023). Methodological rigor in educational research required a coherent alignment among the epistemic stance, research design, target population parameters, instrumentation, data gathering procedures, and statistical techniques (Cohen et al., 2020; Fraenkel et al., 2023). By operationalizing a structured quantitative paradigm, this investigation gathers empirical baseline data regarding the demographic and professional profiles of the respondents, the extent of instructional leadership practices demonstrated by school heads, and the level of pedagogical efficacy of teachers in remediating basic learning deficits across four selected elementary schools in San Isidro, Leyte.

The methodological framework was executed across a defined sequence of operations to maintain internal validity, reliability, and strict ethical standards throughout the research process. The investigation began with the formal procurement of administrative endorsements and institutional permissions from the District of San Isidro, Leyte. Following administrative clearance, the researcher administered the unified, content-validated survey instrument to the target respondents through total enumeration. The collected quantitative data undergo systematic data screening, tabulation, and coding prior to computer-assisted statistical computation using descriptive statistical tools, specifically frequency counts, percentage distributions, weighted means, and standard deviations. The empirical findings derived from these analytical procedures serve as the direct foundation for the design, formulation, and contextualization of the proposed Adaptive Intervention Scheme.

Research Design

This study utilized a descriptive-evaluative research design within a quantitative approach to assess existing leadership and pedagogical conditions without experimental manipulation (Creswell & Creswell, 2023; Siedlecki, 2020). A descriptive design is appropriate for educational inquiries that aim to systematically describe characteristics, observable behaviors, and institutional dynamics as they naturally occur in the field (Atmowardoyo, 2020; Fraenkel et al., 2023). The evaluative component assessed the extent of instructional leadership practices executed by school heads and the level of pedagogical efficacy demonstrated by classroom teachers against standardized educational benchmarks and criteria (Mertens, 2020).

The descriptive-evaluative design enabled the researcher to collect baseline data across multiple operational dimensions without altering the instructional setting. In this study, the design is applied to quantify the respondents' demographic profiles, measure the extent to which school heads implement supervisory coaching, curriculum planning, resource allocation, and assessment tracking, and determine teachers' efficacy across diagnostic screening, differentiated instruction, learner motivation, and progress monitoring. Furthermore, it systematically categorizes the implementation challenges and intervention strategies identified by school personnel. This descriptive-evaluative foundation ensured that the resulting Adaptive Intervention Scheme addressed the real-world operational needs and institutional constraints documented across the four elementary schools in San Isidro, Leyte.

Flow of the Study

The conceptual and operational flow of this investigation were structured using the Input-Process-Output (IPO) framework, an analytical systems model widely utilized in educational research to illustrate the systematic transformation of baseline inputs into structured institutional deliverables through rigorous procedural operations (Irfani, 2022; Sidik, 2022). Originating from general systems theory, the IPO model views educational institutions as dynamic systems where baseline conditions and diagnostic parameters serve as inputs, empirical data gathering and analytical methods function as the process, and intervention programs emerge as the primary output (Chen et al., 2022; Irfani, 2022). The Input phase encompasses the baseline empirical variables established in the Statement of the Problem. These included the demographic and professional profiles of both the four school heads and forty teachers in terms of age, sex, highest educational attainment, position, years of service, and specialized trainings attended over the past three years.

The Input also incorporates the extent of instructional leadership practices evaluated across instructional supervision, curriculum planning, resource allocation, and assessment tracking.

Additionally, it contained the level of teacher pedagogical efficacy across diagnostic assessment, differentiated instruction, learner motivation, and progress monitoring.

Finally, the Input integrated the institutional gaps and setbacks and suggested support mechanisms identified by school heads and teachers.

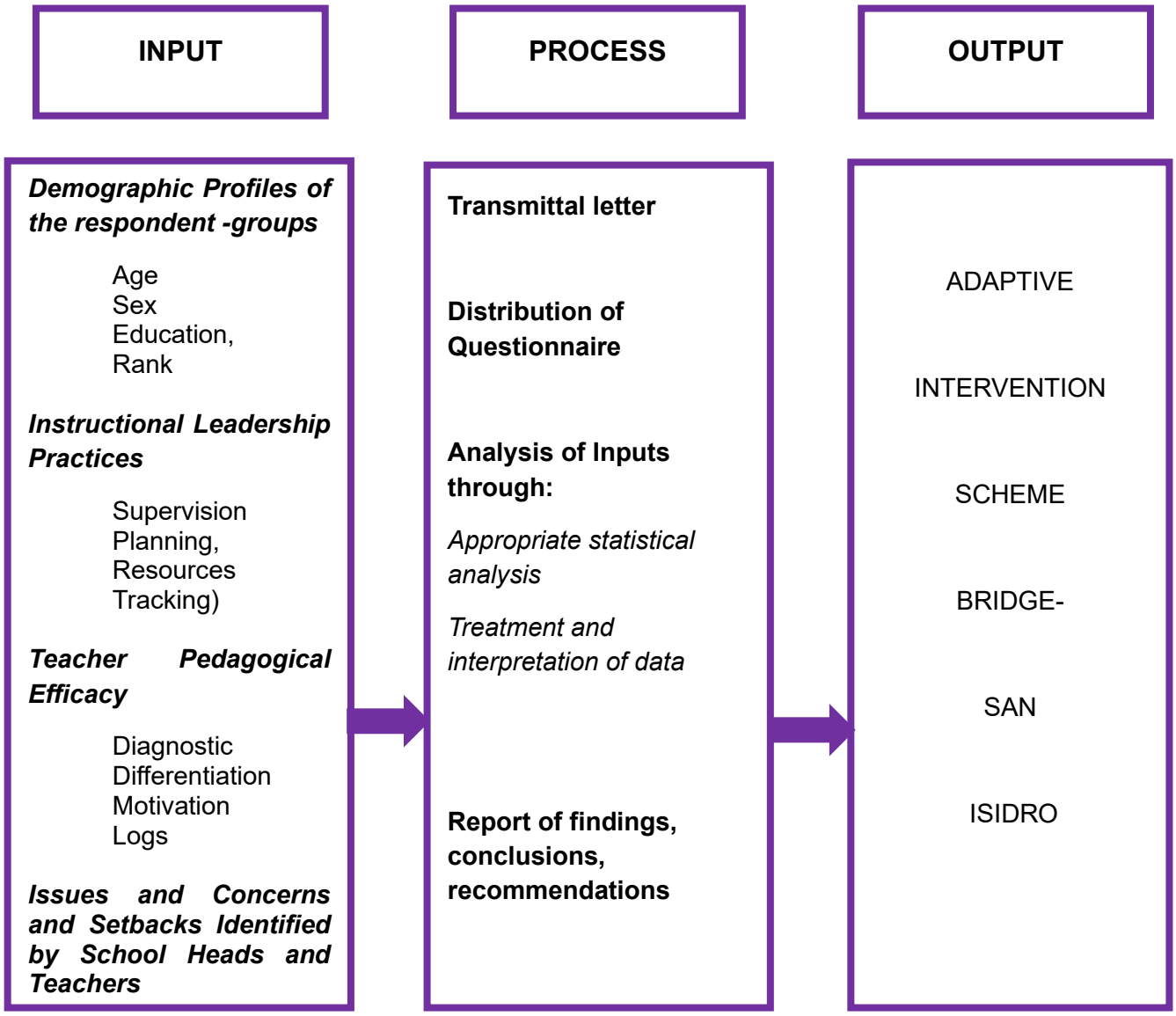


Figure 2
Research Flow of the Study

The Process phase represents the operational methods applied to gather, organize, and analyze these empirical inputs. This phase involved administering the content-validated research survey questionnaires across the four selected elementary schools in San Isidro, Leyte, following established research protocols and the confidentiality safeguards of Republic Act No. 10173.

The collected data were screened, organized into analytical matrices, and computed using descriptive statistical treatments, including frequency counts and percentage distributions for demographic profiles, weighted means and standard deviations for leadership practices and efficacy levels, and frequency rankings for operational challenges and proposed interventions.

The Output phase represented the final deliverable resulting from the empirical analysis. Guided by the baseline data generated in the Process phase, the study produced Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy), an adaptive intervention scheme tailored to the specific needs of the five elementary schools.

This Project BRIDGE provided an integrated operational blueprint featuring structured clinical supervisory cycles for school heads, tiered pedagogical toolkits and differentiated instructional frameworks for teachers, and collaborative home-school monitoring compacts to ensure sustained foundational learning recovery.

Environment

The research environment encompasses the geographical, ecological, institutional, and demographic contexts within which a study is situated, providing essential structural parameters that influence administrative behaviors and pedagogical outcomes (Cohen et al., 2020; Creswell & Creswell, 2023). This investigation is conducted across four selected public elementary schools in the District of San Isidro, under the Schools Division of Leyte, Department of Education, Region VIII (Eastern Visayas), Philippines. The Municipality of San Isidro is a coastal and agricultural third-class municipality located in the northwestern corridor of the province of Leyte.

The local socio-economic landscape is predominantly driven by subsistence farming, artisanal fishing, small-scale copra production, and informal micro-enterprises. These community conditions directly influence household resource availability, parental literacy engagement, and early childhood educational readiness (David et al., 2021).

The four selected research sites were, Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School, were purposively chosen to represent a balanced cross-section of educational environments within the district, spanning semi-urban central campuses, agricultural barangay schools, and outlying rural learning stations.

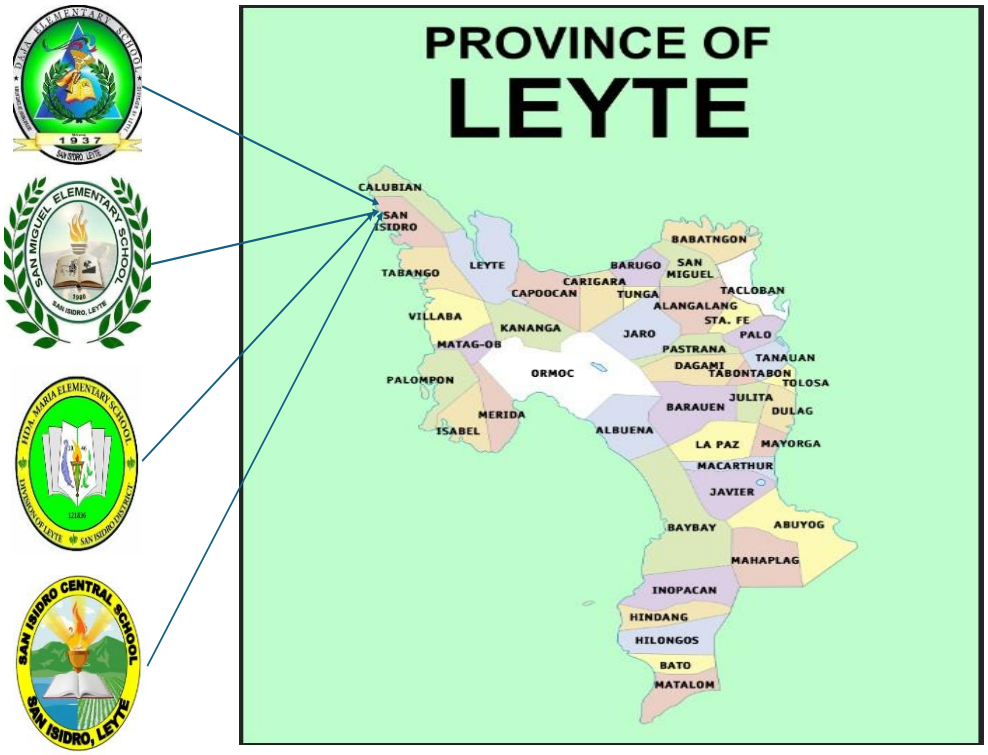


Figure 3 : Location Map of the Research Environment

Daja Elementary School is situated in Barangay Daja, an agricultural barangay characterized by rolling terrain and small-holder farming communities. The school operates as a complete non-central elementary institution catering to learners predominantly originating from agrarian households where seasonal crop harvesting often dictates family routines. The student demographic exhibits moderate class sizes, with single-grade configurations across Key Stages 1 and 2 overseen by a designated school administrator and classroom teachers. The demographic reality of Daja Elementary School is characterized by limited household exposure to formal reading materials and supplementary learning technologies, creating an environment where foundational language and numeracy acquisition depend almost entirely on school-based interventions (UNICEF & SEAMEO, 2020). The institutional relevance of Daja Elementary School to this study lies in its operational representation of standard agricultural community schools, where instructional leadership must navigate constrained school maintenance funds and where teacher pedagogical efficacy is vital in bridging the gap between non-academic home environments and standardized curricular benchmarks.

San Miguel Elementary School is located in Barangay San Miguel, a rural farming and coastal periphery community within the municipality. The school serves a student population originating largely from families engaged in mixed fishing and small-scale crop cultivation, where household incomes fluctuate based on seasonal environmental factors. The demographic profile of the school reflects an intimate rural instructional setting with modest enrollment figures, requiring teachers to frequently employ localized instructional scaffolding to support diverse learner readiness within single classrooms. Many learners at San Miguel Elementary School encounter geographic and logistical challenges, including walking considerable distances to school, which can exacerbate pupil fatigue and periodic absenteeism during adverse weather conditions (David et al., 2021; World Bank et al., 2022). The inclusion of San Miguel Elementary School provides critical empirical data on how school heads in rural peripheral stations exercise instructional supervision, protect remedial schedules, and guide teachers in implementing differentiated literacy and numeracy interventions despite logistical constraints and scarce localized materials.

Hacienda Maria Elementary School is situated within Barangay Hacienda Maria, an interior agrarian community largely characterized by vast agricultural tracts, copra farming, and rural labor settlements. The demographic landscape of the studentry is composed of children from tenant-farming families who face notable socio-economic constraints and limited parental academic assistance at home, which frequently results in higher rates of emerging learning deficits during early primary education (EDCOM II, 2023). The school operates with a compact administrative and teaching staff, where teachers often undertake multiple ancillary and coordinating duties alongside their primary instructional loads. Hacienda Maria Elementary School is highly relevant to this inquiry because it exemplifies the specific pedagogical and supervisory realities of interior rural schools in Leyte. Investigating this environment reveals how instructional leadership manages resource allocation from limited operating budgets and how teachers sustain pedagogical self-efficacy when diagnosing, tiering, and remediating persistent foundational gaps among socio-economically vulnerable learners.

San Isidro Central School, situated in the administrative and commercial hub (Poblacion) of the municipality, serves as the premier lead elementary school and primary educational center of the San Isidro District. In contrast to the three outlying barangay schools, San Isidro Central School possesses the largest

student population, the most extensive physical infrastructure, and a complete administrative cadre led by a full-fledged Elementary School Principal. The student demographic is socio-economically diverse, comprising learners from commercial, professional, and rural background families within the town proper.

The school frequently serves as the pilot center for district-wide educational programs, division-initiated curricular rollouts, and demonstration teaching activities under the MATATAG Agenda and National Learning Recovery Program (Department of Education, 2023). The institutional relevance of San Isidro Central School to this study is paramount, as it provides a benchmark for central school dynamics where instructional leadership practices, clinical supervisory cycles, structured Learning Action Cell sessions, and specialized remedial corners are expected to operate at an advanced institutional standard.

The deliberate integration of these four diverse elementary schools establishes an empirically rich research environment that captures the full spectrum of educational delivery in San Isidro, Leyte. By examining the interaction between instructional leadership practices and teacher pedagogical efficacy across central, agricultural, and rural peripheral settings, the study accounts for varying socio-demographic realities, resource levels, and supervisory conditions. This comprehensive environmental coverage ensures that the resulting baseline findings are representative of the district, directly validating the contextual relevance and applicability of Project BRIDGE-San Isidro as an adaptive intervention scheme tailored to the specific operational needs of these public elementary institutions.

Respondents

The determination and classification of respondents constitute an indispensable pillar of empirical inquiry, establishing the direct human data sources through which research questions were investigated and verified (Creswell & Creswell, 2023; Fraenkel et al., 2023). In educational leadership and pedagogical research, methodological validity required selecting informants who possessed experiential knowledge and direct professional involvement in the administrative and instructional phenomena under examination (Cohen et al., 2020; Mertens, 2020).

Table 1
Distribution of Respondents Across the Four Selected Elementary Schools

Name of Elementary School	School Heads (n)	Teachers (n)	Total Respondents (n)	Percentage Allocation (%)
1. Daja Elementary School	1	20	21	25.00
2. San Miguel Elementary School	1	20	21	25.00
3. Hacienda Maria Elementary School	1	20	21	25.00
4. San Isidro Central School	1	20	21	25.00
Total	4	80	84	100.00

The target population of this investigation comprises the school heads and public elementary school teachers across four selected elementary schools in the District of San Isidro, Leyte Division: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School. The study utilized total enumeration (census sampling) across the selected stations, engaging all four school heads and forty classroom and remedial teachers ($N = 44$).

The inclusion of school heads as primary respondents was essential for evaluating school-level instructional leadership practices. As mandated by Republic Act No. 9155 and operationalized through Domain 3 of the Philippine Professional Standards for School Heads under DepEd Order No. 024, s. 2020, school heads serve as the primary instructional managers accountable for curriculum implementation, clinical supervision, learning resource allocation, and continuous assessment tracking. School heads occupied a supervisory vantage point that allowed them to assess the allocation of School Maintenance and Other Operating Expenses for remedial kits, the institutionalization of School Learning Action Cells, and the protection of dedicated remedial timetables from administrative disruptions (Bush, 2020; Hallinger & Murphy, 2020). Engaging all four school heads ensures complete administrative representation across the four school environments, providing baseline data on leadership delivery across central, agricultural, and rural peripheral school settings.

Classroom and remedial teachers represent the frontline implementers of the basic education curriculum and targeted remediation programs. In accordance with the Philippine Professional Standards for Teachers under DepEd Order No. 042, s. 2017, teachers are directly responsible for managing learner diversity, conducting diagnostic assessments, implementing differentiated instructional scaffolding, and monitoring individual pupil progress.

The inclusion of ten teachers per school captured the collective pedagogical efficacy of educators actively involved in remediating foundational literacy and numeracy gaps across Key Stages 1 and 2 (Tschannen-Moran & Hoy, 2021; Tomlinson, 2021). These teachers provide experiential data regarding the diagnostic tools used (such as CRLA, Phil-IRI, and RMA), the availability of localized manipulatives, and the practical challenges encountered during remediation (David et al., 2021). Engaging forty teachers established an empirical baseline of pedagogical efficacy that reflects classroom realities across the four elementary schools in San Isidro, Leyte.

The respondent structure established balanced distribution across the four participating educational stations, ensuring equal institutional weighting (25.00% per school station) in the consolidated dataset.

By pairing the administrative evaluations of the 4 school heads with the instructional assessments of the 40 classroom teachers, the study established a dual-informant descriptive framework. This configuration enables the identification of operational alignments, supervisory support levels, and pedagogical constraints across the four schools, providing the empirical foundation required to construct Project BRIDGE-San Isidro as an adaptive intervention scheme.

Instruments

The execution of empirical research required the deployment of valid, reliable, and standardized data collection instruments that accurately capture the operational variables of the study without measurement bias. In educational management inquiries, measurement tools must demonstrate construct

alignment with established institutional benchmarks and professional competencies. For this study, a unified, structured research survey questionnaire was developed to gather empirical data from the four school heads and forty teachers across Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School.

The instrument was divided into five parts: Part One measured the demographic and professional profile of the respondents; Part Two evaluated the extent of instructional leadership practices across supervision, curriculum planning, resource provision, and assessment tracking; Part Three measured the level of teacher pedagogical efficacy in diagnostic screening, differentiated instruction, learner motivation, and progress monitoring; Part Four identified implementation challenges; and Part Five gathers proposed priority interventions.

Data Gathering Procedures

A systematic and ethically compliant data collection protocol is essential to ensure data authenticity, respondent confidentiality, and procedural integrity throughout the field investigation. Methodological rigor required formal administrative coordination, informed participant consent, and controlled instrument administration to eliminate data contamination. The data gathering process for this study was executed across three sequential phases: pre-administration, field administration, and post-administration retrieval. During the pre-administration phase, formal transmittal endorsements were obtained from the Public Schools District Supervisor of San Isidro, followed by coordination with the school heads of the four selected elementary schools.

In compliance with the Data Privacy Act of 2012 (Republic Act No. 10173), written informed consent was secured from all forty-four participants, ensuring voluntary involvement and anonymity. The field administration phase was conducted personally by the researcher during scheduled non-instructional hours, where the purpose and rating scales of the questionnaire were clearly explained. In the post-administration phase, questionnaires were retrieved immediately upon completion, yielding a one hundred percent retrieval rate, followed by systematic data cleaning, completeness verification, and electronic coding for statistical computation.

Statistical Treatment of Data

The quantitative data gathered from the survey instruments were tabulated, organized, and processed using descriptive statistical tools aligned directly with the research questions. Descriptive statistics provide a clear, objective summary of the sample characteristics, leadership practices, efficacy levels, and implementation bottlenecks without inferential distortion. To analyze the demographic and professional profiles of the school heads and teachers in Part One, Frequency Count and Percentage Distribution were employed to illustrate the proportional distribution of the respondents. To measure the extent of instructional leadership practices in Part Two and the level of pedagogical efficacy in Part Three, the Weighted Mean and Standard Deviation were computed for each indicator and composite domain, with results interpreted using an arbitrary five-point continuous scale ranging from one point zero to five point zero.

Finally, to analyze the implementation issues and concerns and proposed priority interventions in Parts Four and Five, Frequency Count, Ranking, and Percentage Analysis were utilized to identify the predominant operational constraints and establish the empirical priorities for the design of Project BRIDGE-San Isidro as the proposed Adaptive Intervention Scheme.

Scoring Procedures

The scoring procedures established the mathematical calibration, score boundaries, and qualitative verbal descriptors utilized to quantify, aggregate, and interpret the primary data collected from the research instrument (Creswell & Creswell, 2023; Fraenkel et al., 2023). A standardized scoring system ensures objectivity in data reduction, preventing subjective bias during the conversion of raw ordinal survey responses into continuous interval-level descriptive metrics (Cohen et al., 2020; Siedlecki, 2020).

In this investigation, a five-point Likert rating continuum were employed across Parts II and III of the research instrument to evaluate the extent of instructional leadership practices and the level of teacher pedagogical efficacy across the four selected elementary schools in San Isidro, Leyte: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School.

Scoring Matrix for Instructional Leadership Practices (Part II)

This matrix defined the numerical scale, continuous score limits, verbal interpretation, and operational descriptions used to evaluate the instructional leadership practices of school heads across instructional supervision, remedial curriculum planning, resource allocation, and assessment tracking.

Scale Weight	Continuous Score Range	Verbal Descriptor	Operational Description
5	4.20 – 5.00	Always (A) / Very High Extent	The instructional leadership practice is consistently and systematically executed in 100% of applicable instances without omission.
4	3.40 – 4.19	Often (O) / High Extent	The instructional leadership practice is regularly demonstrated in approximately 75% of applicable instances with minimal supervisory lapses.
3	2.60 – 3.39	Sometimes (S) / Moderate Extent	The instructional leadership practice is demonstrated intermittently in approximately 50% of applicable instances, reflecting occasional execution.
2	1.80 – 2.59	Seldom (SE) / Low Extent	The instructional leadership practice is rarely executed, occurring in only about 25% of applicable instances and requiring significant administrative improvement.
1	1.00 – 1.79	Never (N) / Very Low Extent	The instructional leadership practice is completely absent or not manifested at all (0% execution) in school-based remediation management.

Scoring Matrix for Pedagogical Efficacy in Remediating Basic Learning Deficits (Part III)

This matrix outlined the evaluation criteria, score intervals, qualitative descriptors, and functional indicators used to measure the pedagogical efficacy of teachers across diagnostic assessment, differentiated instruction, learner motivation, and progress monitoring.

Scale Weight	Continuous Score Range	Verbal Descriptor	Functional Efficacy Criterion
5	4.20 – 5.00	Very High Efficacy (VHE)	Demonstrates exceptional mastery, confidence, and highly advanced pedagogical competence in diagnosing and remediating learning deficits.
4	3.40 – 4.19	High Efficacy (HE)	Demonstrates substantial pedagogical skill, consistent competence, and effective execution in classroom-based remediation.
3	2.60 – 3.39	Moderate Efficacy (ME)	Demonstrates acceptable pedagogical capability but occasionally requires instructional coaching and resource support in complex deficit areas.
2	1.80 – 2.59	Low Efficacy (LE)	Demonstrates limited instructional skill and noticeable difficulty in executing targeted remediation, requiring intensive clinical mentoring.
1	1.00 – 1.79	Very Low Efficacy (VLE)	Demonstrates inadequate pedagogical capability and an inability to deliver structured remedial interventions to struggling learners.

Scoring and Ranking Procedures for Implementation Challenges and Priority Interventions (Parts IV & V). For the non-scaled sections of the instrument (Part IV: Implementation Challenges and Part V: Proposed Priority Interventions), data processing is executed through categorical frequency tallying, percentage determination, and relative ranking procedures (Atmowardoyo, 2020; Siedlecki, 2020).

Respondents rank their top three operational challenges (1 = Rank 1/Most Critical , 2 = Rank 2/Second Most Critical , 3 = Rank 3/Third Most Critical) and select their top three preferred intervention strategies.

These scoring and aggregation procedures ensured that the empirical inputs gathered across the four elementary schools in San Isidro, Leyte, were converted into objective, defensible, and methodologically sound baseline indicators.

DEFINITION OF TERMS

To establish conceptual clarity, linguistic precision, and a unified frame of reference, the following critical terms utilized throughout this study are defined both conceptually (from standard academic and

statutory literature) and operationally (as measured, observed, and applied within the context of the four selected elementary schools in San Isidro, Leyte):

Adaptive Intervention Scheme. Conceptually, it refers to a dynamic, multi-component institutional blueprint designed to modify and tailor administrative and instructional support systems based on ongoing diagnostic feedback and localized performance data.

Operationally, it represents the final output of this study, officially designated as Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy), which provides an integrated action framework featuring clinical supervisory cycles for school heads, tiered differentiated toolkits for teachers, and home-school progress compacts.

Allocation and Provision of Remedial Learning Resources. Conceptually, it denotes the administrative process of procuring, budgeting, distributing, and maintaining instructional materials, physical spaces, and pedagogical devices necessary to facilitate targeted teaching and learning.

Operationally, it refers to the specific leadership practice of school heads in allocating School Maintenance and Other Operating Expenses (MOOE) funds, supplying reading manipulatives and math flashcards, and setting up dedicated remedial reading corners in the four elementary schools, as measured by Part II-C of the survey questionnaire.

Basic Learning Deficits. Conceptually, it pertains to the cumulative gaps or delays in a learner's acquisition of fundamental cognitive competencies, specifically foundational reading literacy (phonemic awareness, decoding, fluency, comprehension) and basic numeracy (number sense, place value, fundamental operations).

Operationally, it denotes the specific literacy and numeracy deficiencies identified among Key Stage 1 and Key Stage 2 pupils in Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School, as determined through baseline diagnostic screening tools such as the Phil-IRI, CRLA, and RMA.

Diagnostic Assessment and Deficit Identification. Conceptually, it refers to the systematic administration of evaluative tools before instruction to identify learners' specific cognitive strengths, learning gaps, skill deficiencies, and baseline performance levels.

Operationally, it measures the pedagogical capability of teachers in administering standard diagnostic screeners (e.g., CRLA, Phil-IRI, RMA), categorizing pupils into accurate remediation tiers, and maintaining individual diagnostic baseline portfolios, as evaluated in Part III-A of the research instrument.

Differentiated Instructional Execution. Conceptually, it refers to an adaptive instructional approach wherein the teacher proactively modifies curricular content, learning processes, products, and the classroom environment to accommodate the diverse readiness levels, learning styles, and cognitive pacing of individual learners.

Operationally, it reflects the extent to which teachers in the four selected schools adapt lesson pacing, employ multi-sensory and contextualized materials, and deliver tiered learning activities suited for non-readers and non-numerates, as measured by Part III-B of the questionnaire.

Progress Tracking and Home-School Reinforcement. Conceptually, it denotes the ongoing, continuous monitoring of student mastery during the instructional process paired with collaborative communication mechanisms that extend learning practice into the home environment.

Operationally, it assesses the frequency and consistency with which teachers maintain daily remediation logs, deliver immediate corrective feedback during drills, and orient parents to conduct short, guided practice sessions at home.

Instructional Leadership Practices. Conceptually, it refers to the direct and indirect actions, supervisory behaviors, and managerial strategies executed by school heads to enhance classroom instruction, support teacher professional growth, and optimize student learning outcomes.

Operationally, it represents the composite weighted mean score obtained by school heads across four core domains, supervision and coaching, curriculum planning, resource provision, and assessment tracking, as evaluated by both the School Heads and Teachers in Part II of the research questionnaire.

Supervision and Clinical Coaching. Conceptually, it describes a collaborative, non-evaluative pedagogical mentoring process between an instructional leader and a teacher aimed at analyzing, diagnosing, and refining classroom instructional delivery through structured observation and reflective dialogue.

Operationally, it refers to the practice of school heads conducting pre- and post-observation conferences, mentoring teachers on specific remediation strategies, and facilitating deficit-focused School Learning Action Cell (SLAC) sessions, as measured by Part II-A of the survey.

Learner Motivation and Engagement. Conceptually, it refers to the psychological, emotional, and cognitive investments a learner makes toward active learning, characterized by sustained attention, intrinsic interest, resilience in the face of failure, and positive academic self-concept.

Operationally, it reflects the teacher's pedagogical ability to foster a stigma-free classroom climate, utilize positive reinforcement and token reward systems, and integrate interactive, game-based learning tasks during remedial sessions, as measured by Part III-C of the research tool.

Evaluation, and Assessment Tracking. Conceptually, it pertains to the continuous, systematic collection and analysis of institutional learning data to evaluate program efficacy, track cohort achievement trends, and inform evidence-based managerial decision-making.

Operationally, it measures the extent to which school heads systematically review diagnostic data across grade levels, track quarterly movements of pupils out of frustration and emerging deficit tiers, and lead progress-review meetings with stakeholders, as quantified in Part II-D of the survey.

Pedagogical Efficacy. Conceptually, it refers to a teacher's professional judgment, belief, and practical capability to successfully organize, execute, and adapt pedagogical strategies to bring about desired learning outcomes among students, particularly those who struggle or exhibit severe learning gaps.

Operationally, it represents the composite weighted mean score obtained across diagnostic assessment, differentiated instruction, learner motivation, and progress monitoring in Part III of the research instrument, as self-assessed by the 40 Teachers and evaluated by the 4 School Heads.

Project BRIDGE-San Isidro. Conceptually, it is an acronym for Balanced Remediation via Instructional Direction and Guided Efficacy, serving as a contextualized, school-based intervention framework designed to bridge the gap between administrative leadership and remedial instruction.

Operationally, it is the tangible output of this research study (SOP 6), consisting of an administrative clinical supervisory track, a three-tier classroom pedagogical delivery engine, and a home-school monitoring compact designed specifically for the four elementary schools in San Isidro, Leyte.

Remedial Curriculum Planning and Time Allocation. Conceptually, it denotes the strategic organization of instructional schedules, prioritization of essential competencies, and structural alignment of institutional goals to ensure adequate time for learning recovery.

Operationally, it measures the extent to which school heads establish protected daily remediation time blocks, guide teachers in prioritizing foundational skills over non-essential content, and incorporate remediation targets into the School Improvement Plan (SIP), as measured by Part II-B of the survey instrument.

School Heads. Conceptually, it refers to institutional leaders officially designated with administrative, fiscal, and instructional authority over an educational facility pursuant to Republic Act No. 9155.

Operationally, it designates the four (4) lead administrators, consisting of Principals, Head Teachers, and Teachers-in-Charge (TIC), stationed at Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School who participated in this investigation.

Teachers. Conceptually, it refers to licensed professional educators directly responsible for the classroom delivery of the basic education curriculum, student assessment, and individualized remediation pursuant to Republic Act No. 7836 and DepEd standards.

Operationally, it encompasses the forty (40) public elementary school classroom and remedial teachers (ten per school station) across Key Stages 1 and 2 in the four selected schools who served as primary respondents in this study.

2. PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

This chapter presents the empirical results, systematic analysis, and substantive interpretation of the baseline data gathered across the four participating elementary schools in the District of San Isidro, Leyte Division: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School. The data are structured chronologically according to the Statement of the Problem (SOP), progressing through the demographic and professional profiles of the respondents, the extent of instructional leadership practices across four specific domains, the levels of teacher pedagogical efficacy across four operational dimensions, and the prioritized institutional bottlenecks encountered during remedial implementation.

The presentation employed descriptive statistical metrics, specifically frequency counts, percentage distributions, weighted means, and standard deviations, interpreted via the continuous arbitrary criteria established in Chapter 1. Each table is introduced with an orienting prefatory statement, followed

by the empirical tabulation and an analytical narrative synthesizing the quantitative patterns with theoretical paradigms and contemporary literature published from 2020 to the present.

PROFILE OF THE RESPONDENT-GROUPS

The initial section of this inquiry delineates the demographic and professional characteristics of the respondent-groups, comprising four (4) school heads and forty (40) classroom and remedial teachers ($N = 44$). The profile variables encompass school assignment distribution, age, sex, highest educational attainment, official position/designation, total length of service, and specialized professional training attended over the preceding three years.

In basic educational governance, multi-site sampling that spans varying school topologies prevents urban or central-school bias, providing an authentic depiction of grassroots supervisory realities across both standard non-central facilities and large pilot schools (Day et al., 2020; Robinson, 2022).

Age and Gender Distribution of Respondents

Table 2 details the demographic breakdown of the school heads and elementary teachers categorized according to chronological age brackets and biological sex.

Table 2

Age and Sex Distribution of the Respondent-Groups

Demographic Profile Variable	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
	f	%	*f*	%	*f*	%
Age Bracket						
50 years old and above	2	50.00	11	27.50	13	29.55
40 – 49 years old	2	50.00	18	45.00	20	45.45
30 – 39 years old	0	0.00	8	20.00	8	18.18
20 – 29 years old	0	0.00	3	7.50	3	6.82
Sex						
Female	3	75.00	33	82.50	36	81.82
Male	1	25.00	7	17.50	8	18.18
Total	4	100.00	40	100.00	44	100.00

The data in Table 2 demonstrated that all four school heads (100.00%) are at least 40 years of age, evenly distributed between the 40–49 age bracket (50.00%) and the 50 years and above category (50.00%). Among the teachers, the predominant demographic falls within the 40–49 age group ($n = 18$ or 45.00%), followed by those 50 years old and above ($n = 11$ or 27.50%), with only three teachers (7.50%) situated in the younger 20–29 bracket.

Regarding gender, the teaching and administrative ranks reflected a pronounced female predominance: three out of four school heads (75.00%) and 33 out of 40 teachers (82.50%) are female, generating a consolidated female representation of 81.82% ($n = 36$).

This demographic pattern reflected the established gender distribution in basic education within the Philippines, where the elementary academic workforce is predominantly female (David et al., 2021). The maturity of the teaching force, where over 72% of teachers are 40 years or older, suggested an experienced cadre who have witnessed multiple curricular evolutions.

However, as highlighted by Hargreaves and Shirley (2022), a mature teaching corps requires continuous, collaborative upskilling through School Learning Action Cells (SLAC) to adapt established pedagogical routines to newer, evidence-based diagnostic reading and mathematics recovery frameworks (DepEd Order No. 013, s. 2023).

Highest Educational Attainment of Respondents

Table 3 presents the academic qualifications and highest degrees completed by the participating administrators and classroom educators.

Table 3

Highest Educational Attainment of the Respondent-Groups

Educational Level Attained	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
	f	%	*f*	%	*f*	%
Doctorate Degree (EdD / PhD / DM)	1	25.00	0	0.00	1	2.27
Completed Doctoral Units	1	25.00	2	5.00	3	6.82
Master's Degree (MA / MAEd / MPM)	2	50.00	9	22.50	11	25.00
Completed Master's Units	0	0.00	23	57.50	23	52.27
Bachelor's Degree (BEEd / BSEd)	0	0.00	6	15.00	6	13.64

Educational Level Attained	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
Total	4	100.00	40	100.00	44	100.00

As outlined in Table 3, all four school heads possessed advanced graduate credentials: two (50.00%) hold completed Master's degrees, one (25.00%) has completed post-master's doctoral units, and one (25.00%) holds a full doctoral degree. Among the teachers, a majority ($n = 23$ or 57.50%) have completed academic units toward a Master's degree, while nine teachers (22.50%) have fully earned their Master of Arts in Education. Only six teachers (15.00%) remain at the baccalaureate degree level.

The high rate of graduate-level study among both administrators and teaching personnel aligns with the career growth expectations of the Philippine Professional Standards for Teachers (PPST; DepEd Order No. 042, s. 2017) and the Philippine Professional Standards for School Heads (PPSSH; DepEd Order No. 024, s. 2020). Formal graduate training equips educators with advanced theoretical perspectives on educational leadership, measurement, and differentiated learning (Bush, 2020; Darling-Hammond et al., 2020).

Nonetheless, as the Second Congressional Commission on Education observed, formal graduate education must be closely coupled with practical, clinic-style coaching in foundational literacy and numeracy to translate theory directly into classroom remediation gains (EDCOM II, 2023, 2024).

Official Position and Professional Rank

Table 4 displays the distribution of official Department of Education plantilla positions and career ranks held by the respondent administrators and teachers.

Table 4

Distribution of Respondents by Plantilla Position and Rank

Plantilla Position and Rank	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
	f	%	*f*	%	*f*	%
School Heads						
Principal II or Higher	1	25.00	—	—	1	2.27
Principal I	1	25.00	—	—	1	2.27
Head Teacher I – III	1	25.00	—	—	1	2.27
Teacher-in-Charge (TIC)	1	25.00	—	—	1	2.27

Plantilla Position and Rank	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
Teachers						
Master Teacher II	—	—	1	2.50	1	2.27
Master Teacher I	—	—	4	10.00	4	9.09
Teacher III	—	—	19	47.50	19	43.18
Teacher II	—	—	9	22.50	9	20.45
Teacher I	—	—	7	17.50	7	15.91
Total	4	100.00	40	100.00	44	100.00

Table 4 revealed that the administrative oversight of the four schools were distributed across four distinct leadership classifications: one Principal II (25.00%) assigned to the central school, one Principal I (25.00%), one Head Teacher (25.00%), and one Teacher-in-Charge (25.00%) managing the smaller barangay stations. Within the teaching group, the largest single cohort holds the Teacher III rank ($n = 19$ or 47.50%), followed by Teacher II ($n = 9$ or 22.50%) and Teacher I ($n = 7$ or 17.50%). Five teachers (12.50%) occupy senior Master Teacher positions (MT I and MT II).

The prevalence of Teacher III personnel reflected a tenured, stable teaching base capable of assuming localized pedagogical leadership. Under DepEd's Expanded Career Progression System (Executive Order No. 174), senior classroom teachers are expected to mentor peers in specialized instructional strategies.

However, having non-principal designations (such as Head Teacher and TIC) in rural stations frequently means school administrators must carry dual loads, juggling full institutional governance and administrative compliance alongside direct classroom teaching duties, which can diminish the time available for dedicated clinical supervision (EDCOM II, 2024; Gumus et al., 2021).

Total Length of Service

Table 5 outlines the professional tenure of the respondents in their respective educational administrative and teaching capacities.

Table 5

Total Length of Service (Administrative / Teaching Tenure)

Range of Years in Service	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
	f	%	*f*	%	*f*	%
21 years and above	2	50.00	12	30.00	14	31.82
16 – 20 years	1	25.00	14	35.00	15	34.09
11 – 15 years	1	25.00	7	17.50	8	18.18
6 – 10 years	0	0.00	5	12.50	5	11.36
1 – 5 years	0	0.00	2	5.00	2	4.55
Total	4	100.00	40	100.00	44	100.00

The results in Table 5 indicated that 75.00% of school heads ($n = 3$) have accumulated more than 15 years of professional service in basic education, with half (50.00%) having served for over two decades. Similarly, 65.00% of the teachers ($n = 26$) possess between 16 and over 21 years of teaching experience, while only two educators (5.00%) have fewer than five years of classroom service.

This distribution indicated an experienced educator workforce with extensive classroom seasoning. While high tenure typically reinforces classroom management skills and institutional familiarity, long-tenured teachers may also default to traditional, whole-class instructional routines when unassisted by structured diagnostic rubrics (Hattie, 2023; Tschannen-Moran & Hoy, 2021).

Consequently, professional coaching must be targeted toward modern, tiered remediation tools (such as CRLA and RMA) to help experienced faculties pivot from conventional whole-group lectures toward responsive, small-group instruction (Tomlinson, 2021).

Specialized Trainings Attended in Remediation and Leadership

Table 6 summarizes the number of specialized in-service training programs, seminars, and clinical workshops on instructional leadership and foundational remediation completed by the respondents over the past three years.

Table 6

Specialized Trainings/Workshops Attended in Learning Remediation and Leadership

Frequency of Specialized Trainings	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)	
	f	%	*f*	%	*f*	%
5 or more specialized trainings	1	25.00	4	10.00	5	11.36
3 – 4 specialized trainings	2	50.00	13	32.50	15	34.09
1 – 2 specialized trainings	1	25.00	19	47.50	20	45.45
None	0	0.00	4	10.00	4	9.09
Total	4	100.00	40	100.00	44	100.00

The data compiled in Table 6 showed that three out of four school heads (75.00%) attended three or more specialized leadership trainings over the preceding three years. In contrast, the majority of classroom teachers ($n = 19$ or 47.50%) participated in only one or two specialized sessions addressing remedial pedagogies, and four teachers (10.00%) reported having attended no dedicated learning recovery workshops within that timeframe.

This gap underscores an asymmetry in professional development between administrative leaders and classroom teachers. While macro-level policy orientations cascade down through division and district congresses, deep pedagogical training in diagnostic assessment and multi-sensory reading and math interventions often fails to reach every classroom practitioner (EDCOM II, 2024).

As Darling-Hammond et al. (2020) emphasize, brief, theoretical orientations are insufficient for mastering remedial pedagogies; sustained, job-embedded professional training through collaborative learning cells (SLAC) is critical for building genuine instructional efficacy (DepEd Order No. 035, s. 2016).

EXTENT OF INSTRUCTIONAL LEADERSHIP PRACTICES DEMONSTRATED BY SCHOOL HEADS

The second objective evaluated the extent of instructional leadership practices demonstrated by the four elementary school heads in managing basic learning remediation, as assessed by both the school heads themselves and their respective teaching staffs. The assessment encompasses four domains: Monitoring, Evaluation, and Assessment Tracking; Instructional Supervision and Clinical Coaching;

Remedial Curriculum Planning and Time Allocation; and Allocation and Provision of Remedial Learning Resources.

Strategic Monitoring, Evaluation, and Assessment Tracking

Table 7 presents the comparative weighted means, standard deviations, and verbal interpretations for the leadership indicators governing macro-strategic assessment tracking and data-driven oversight.

Table 7

Extent of Instructional Leadership Practices: Strategic Monitoring, Evaluation, and Assessment Tracking

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
1. Evaluates consolidated diagnostic profiles (Phil-IRI, CRLA, RMA) to direct school remediation plans.	4.50	0.58	A	3.85	0.62	O	3.91	0.64	High Extent
2. Tracks cohort-level movement of struggling pupils across deficit tiers every grading period.	4.25	0.50	A	3.60	0.71	O	3.66	0.72	High Extent
3. Leads quarterly data-dialogues with faculty and community stakeholders to adjust remediation pacing.	4.00	0.82	O	3.35	0.74	S	3.41	0.77	High Extent
Domain Composite Mean	4.25	0.63	A	3.60	0.69	O	3.66	0.71	High Extent

Scoring Legend: 4.20–5.00 Always (A) / Very High Extent; 3.40–4.19 Often (O) / High Extent; 2.60–3.39 Sometimes (S) / Moderate Extent; 1.80–2.59 Seldom (SE) / Low Extent; 1.00–1.79 Never (N) / Very Low Extent.

The findings in Table 7 reflected an overall High Extent of strategic monitoring and assessment tracking, evidenced by a consolidated weighted mean of 3.66 ($SD = 0.71$). The school heads evaluated

their own tracking practices at a Very High Extent ($WM = 4.25, SD = 0.63$), whereas the teachers rated these practices at a High Extent ($WM = 3.60, SD = 0.69$).

The highest-rated practice was the administrative evaluation of consolidated baseline diagnostic tools (Phil-IRI, CRLA, RMA), yielding a consolidated mean of 3.91 ($SD = 0.64$, Often). Conversely, leading quarterly data-dialogues with faculty and community stakeholders received the lowest assessment within the domain, earning an overall mean of 3.41 ($SD = 0.77$) and rated by teachers at a Moderate Extent ($WM = 3.35, SD = 0.74$).

These findings indicated that while school heads reliably collect diagnostic baseline numbers at the start of the school year, systematic follow-through, such as regular, collaborative data conferences with classroom teachers, is less consistently maintained.

In Hallinger and Murphy's (2020) instructional leadership model, evaluating pupil progress requires ongoing collaborative data inquiry rather than one-time compliance tracking. When school heads facilitate regular data reviews, teachers gain clearer direction on adjusting instructional pacing to match student growth (Leithwood et al., 2020; Robinson, 2022).

Instructional Supervision and Clinical Coaching

Table 8 presents the descriptive evaluations of the school heads' direct supervisory mentoring, classroom clinical coaching, and Learning Action Cell leadership.

Table 8

Extent of Instructional Leadership Practices: Instructional Supervision and Clinical Coaching

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
4. Conducts pre-observation conferences with teachers to examine diagnostic data and remedial goals.	4.25	0.50	A	3.55	0.68	O	3.61	0.70	High Extent
5. Delivers post-observation	4.00	0.82	O	3.40	0.71	O	3.45	0.73	High Extent

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
clinical coaching focused on phonetic and basic numeracy pedagogies.									
6. Models differentiated reading and arithmetic strategies during School Learning Action Cells (SLAC).	3.75	0.50	O	3.10	0.78	S	3.16	0.79	Moderate Extent
Domain Composite Mean	4.00	0.61	O	3.35	0.72	S	3.41	0.74	High Extent

Table 8 demonstrated an overall consolidated rating of High Extent ($WM = 3.41, SD = 0.74$) for instructional supervision and clinical coaching. However, a perceptual divergence is evident: school heads rated their coaching execution as High Extent ($WM = 4.00, SD = 0.61$), while classroom teachers perceived it at a Moderate Extent ($WM = 3.35, SD = 0.72$).

Conducting pre-observation conferences scored highest ($WM = 3.61, SD = 0.70$, High Extent). In contrast, the direct modeling of differentiated reading and arithmetic strategies during SLAC sessions received the lowest score, registering a consolidated mean of 3.16 ($SD = 0.79$, Moderate Extent), with teachers rating it at 3.10 ($SD = 0.78$).

This divergence points to an operational gap in supervisory practice: clinical supervision often stops at evaluative observation and post-conference feedback, without incorporating hands-on pedagogical modeling.

Under Bandura's (2020) Social Cognitive Theory, vicarious experience, observing a skilled leader or mentor model a targeted strategy, is a powerful driver of teacher efficacy.

When school administrators do not actively demonstrate remedial techniques during SLAC sessions, teachers are left to independently translate supervisory recommendations into classroom practice, reducing the impact of clinical coaching (Bush, 2020; EDCOM II, 2024; Gumus et al., 2021).

Remedial Curriculum Planning and Time Allocation

Table 9 presents the descriptive ratings regarding how school heads structure institutional remedial time, prioritize competencies, and integrate remediation targets into school improvement plans.

Table 9

Extent of Instructional Leadership Practices: Remedial Curriculum

Planning and Time Allocation

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
7. Integrates foundational remediation benchmarks directly into the School Improvement Plan (SIP/AIP).	4.50	0.58	A	3.90	0.63	O	3.95	0.65	High Extent
8. Establishes a protected daily time-block for remediation free from ancillary and non-teaching interruptions.	3.75	0.50	O	3.05	0.82	S	3.11	0.83	Moderate Extent
9. Guides teachers in prioritizing essential foundational competencies over congested non-core content.	4.25	0.50	A	3.65	0.66	O	3.70	0.68	High Extent
Domain Composite Mean	4.17	0.53	O	3.53	0.70	O	3.59	0.72	High Extent

Table 9 revealed a consolidated domain mean of 3.59 ($SD = 0.72$, High Extent) for remedial curriculum planning and time allocation. Integrating foundational remediation targets into institutional planning documents (SIP/AIP) emerged as the strongest practice, earning an overall mean of 3.95 ($SD = 0.65$, High Extent).

Conversely, establishing and protecting a dedicated daily remediation time-block free from ancillary interruptions scored lowest ($WM = 3.11, SD = 0.83$, Moderate Extent), with teachers rating this practice at 3.05 ($SD = 0.82$).

These results showed that while foundational remediation is formally incorporated into institutional planning, practical execution is frequently constrained by competing non-instructional demands. In rural elementary schools, scheduled remedial periods are often disrupted by clerical duties, ancillary assignments, and administrative reports (David et al., 2021).

As Hallinger and Murphy (2020) and Robinson (2022) emphasize, an essential function of instructional leadership is protecting instructional time. Without administrative safeguards, dedicated remedial sessions are often pushed into brief, fragmented after-school hours, which can reduce their overall effectiveness (EDCOM II, 2024).

Allocation and Provision of Remedial Learning Resources

Table 10 details the evaluations of administrative resource support, including MOOE budgetary allocations, manipulative procurement, and the maintenance of functional remedial spaces.

Table 10

Extent of Instructional Leadership Practices: Allocation and Provision of Remedial Learning Resources

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
10. Allocates school MOOE funds specifically to acquire and reproduce remedial learning worksheets.	4.25	0.50	A	3.45	0.68	O	3.52	0.70	High Extent

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
11. Procures multi-sensory numeracy manipulatives, flashcard kits, and decodable reader toolkits.	3.75	0.50	O	2.95	0.75	S	3.02	0.77	Moderate Extent
12. Designates and maintains functional, well-equipped remedial corners and reading kiosks in the school.	3.75	0.50	O	3.00	0.72	S	3.07	0.73	Moderate Extent
Domain Composite Mean	3.92	0.50	O	3.13	0.72	S	3.20	0.73	Moderate Extent

As presented in Table 10, the allocation and provision of remedial resources registered the lowest overall rating among the four leadership domains, yielding a consolidated mean of 3.20 ($SD = 0.73$, Moderate Extent). While school heads rated this domain at a High Extent ($WM = 3.92, SD = 0.50$), teachers evaluated it at a Moderate Extent ($WM = 3.13, SD = 0.72$). The specific allocation of MOOE funds to reproduce remedial worksheets were rated at a High Extent ($WM = 3.52, SD = 0.70$). In contrast, procuring multi-sensory numeracy manipulatives and decodable readers scored lowest, at 3.02 ($SD = 0.77$, Moderate Extent), followed closely by the maintenance of equipped remedial reading corners at 3.07 ($SD = 0.73$, Moderate Extent).

These findings indicated that while operating budgets were routinely used to reproduce paper-based worksheets, schools face persistent shortages of structured, durable physical learning aids. As Tomlinson (2021) and Hattie (2023) note, addressing severe learning deficits requires multi-sensory, tactile, and scaffolded materials, such as phonics kits and math manipulatives, rather than relying solely on repetitive, photocopied worksheets. Addressing these resource constraints through targeted budgetary planning remains an essential objective for school leaders under the NLRP framework (DepEd Order No. 013, s. 2023; EDCOM II, 2023).

SUMMARY OF INSTRUCTIONAL LEADERSHIP PRACTICES

ACROSS ALL DOMAINS

Table 11 aggregates the domain composite means to provide a comparative overview of instructional leadership practices across the four selected elementary schools.

Table 11

Summary Table: Extent of Instructional Leadership Practices Across All Four Domains

Domain Classification	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)			Rank
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*	
A. Strategic Monitoring, Evaluation, and Assessment Tracking	4.25	0.63	A	3.60	0.69	O	3.66	0.71	High Extent	1
B. Remedial Curriculum Planning and Time Allocation	4.17	0.53	O	3.53	0.70	O	3.59	0.72	High Extent	2
C. Instructional Supervision and Clinical Coaching	4.00	0.61	O	3.35	0.72	S	3.41	0.74	High Extent	3
D. Allocation and Provision of Remedial Learning Resources	3.92	0.50	O	3.13	0.72	S	3.20	0.73	Moderate Extent	4

Domain Classification	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)			Rank
Overall Composite Mean	4.08	0.57	O	3.40	0.71	O	3.47	0.73	High Extent	—

The summary data in Table 11 demonstrated that instructional leadership practices across the four elementary schools operate at an overall consolidated weighted mean of 3.47 ($SD = 0.73$, High Extent). Across all four domains, school heads consistently evaluated their leadership execution higher ($WM = 4.08$, $SD = 0.57$, Often) than did the classroom teachers ($WM = 3.40$, $SD = 0.71$, Often). Strategic Monitoring, Evaluation, and Assessment Tracking ranked first ($WM = 3.66$), followed by Remedial Curriculum Planning ($WM = 3.59$) and Instructional Supervision ($WM = 3.41$). The Allocation and Provision of Remedial Resources ranked lowest ($WM = 3.20$, Moderate Extent). This ranking showed that administrative practices are strongest in initial planning and compliance-related tracking, but encounter operational bottlenecks during hands-on coaching and material procurement.

These findings aligned with recent empirical studies in educational leadership, which observe that administrative workloads often limit school heads from providing deep, clinic-style instructional coaching (Bush, 2020; Day et al., 2020; EDCOM II, 2024).

This dynamic highlighted the need for an adaptive intervention scheme that streamlines administrative processes and establishes structured, collaborative coaching routines within schools.

LEVEL OF PEDAGOGICAL EFFICACY OF TEACHERS IN

REMEDIATING BASIC LEARNING

The third objective assesses the level of pedagogical efficacy demonstrated by classroom teachers in remediating foundational literacy and numeracy gaps. This evaluation covers four core areas: Diagnostic Assessment and Deficit Identification; Differentiated Instructional Execution; Learner Motivation and Engagement; and Formative Progress Tracking and Home-School Reinforcement.

Diagnostic Assessment and Deficit Identification

Table 12 presents the ratings for teachers' diagnostic capabilities in identifying phonemic, reading, and numerical processing gaps and managing assessment portfolios.

Table 12

Level of Teacher Pedagogical Efficacy: Diagnostic Assessment and Deficit Identification

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
1. Accurately diagnoses root phonemic, word recognition, and basic arithmetic computation deficits.	3.75	0.50	HE	3.80	0.61	HE	3.79	0.60	High Efficacy
2. Classifies struggling learners into structured, tiered intervention cohorts based on diagnostic scores.	3.75	0.50	HE	3.65	0.66	HE	3.66	0.65	High Efficacy
3. Maintains an updated diagnostic assessment portfolio tracking baseline competencies for each pupil.	3.50	0.58	HE	3.45	0.71	HE	3.45	0.70	High Efficacy
Domain Composite Mean	3.67	0.53	HE	3.63	0.66	HE	3.63	0.65	High Efficacy

Scoring Legend: 4.20–5.00 Very High Efficacy (VHE); 3.40–4.19 High Efficacy (HE); 2.60–3.39 Moderate Efficacy (ME); 1.80–2.59 Low Efficacy (LE); 1.00–1.79 Very Low Efficacy (VLE).

The data in Table 12 showed that teachers demonstrated High Efficacy in diagnostic assessment and deficit identification, achieving a consolidated mean of 3.63 ($SD = 0.65$). School heads' assessments ($WM = 3.67, SD = 0.53$) aligned closely with teachers' self-evaluations ($WM = 3.63, SD = 0.66$).

The highest-rated competency was the accurate diagnosis of root phonemic and computational deficits ($WM = 3.79, SD = 0.60$, High Efficacy). In comparison, maintaining comprehensive individual diagnostic portfolios scored lower within the domain, recording a consolidated mean of 3.45 ($SD = 0.70$, High Efficacy).

These findings indicated that teachers possessed solid diagnostic familiarity with DepEd assessment screeners (such as CRLA, Phil-IRI, and RMA).

However, translating these initial screening scores into continuously updated diagnostic portfolios requires substantial non-teaching time.

As Tschannen-Moran and Hoy (2021) and Hattie (2023) emphasize, diagnostic accuracy is most effective when paired with streamlined, ongoing portfolio systems that clearly track pupil progression across specific skill milestones.

Differentiated Instructional Execution

Table 13 displays the descriptive ratings for teachers' ability to adjust pacing, scaffold foundational tasks, and integrate contextualized remedial materials.

Table 13

Level of Teacher Pedagogical Efficacy: Differentiated Instructional Execution

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
4. Adjusts instructional pacing to guarantee foundational concept mastery prior to advancing curriculum.	3.50	0.58	HE	3.45	0.68	HE	3.45	0.67	High Efficacy
5. Scaffolds daily remedial activities systematically from basic sound/number drills to applied tasks.	3.50	0.58	HE	3.35	0.70	ME	3.36	0.69	Moderate Efficacy
6. Integrates contextualized stories, localized reading aids, and concrete mathematical manipulatives.	3.25	0.50	ME	3.15	0.74	ME	3.16	0.72	Moderate Efficacy

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
Domain Composite Mean	3.42	0.55	HE	3.32	0.71	ME	3.33	0.69	Moderate Efficacy

As shown in Table 13, teacher efficacy in differentiated instructional execution yielded a consolidated domain mean of 3.33 ($SD = 0.69$, Moderate Efficacy). School heads rated their teaching staff at High Efficacy ($WM = 3.42, SD = 0.55$), whereas teachers self-evaluated at Moderate Efficacy ($WM = 3.32, SD = 0.71$).

Adjusting instructional pacing to ensure prerequisite concept mastery was rated at 3.45 ($SD = 0.67$, High Efficacy). However, integrating contextualized reading aids and concrete mathematical manipulatives scored lowest ($WM = 3.16, SD = 0.72$, Moderate Efficacy).

This moderate efficacy score reflected the practical challenges teachers face when developing differentiated materials for heterogeneous classrooms.

Under Tomlinson's (2021) Differentiated Instruction Framework, effective remediation depends on adapting curricular content, processes, and tools to match varied learner profiles.

When teachers lack ready-to-use, localized remedial kits, they often rely on uniform instructional delivery, making it difficult to fully support learners with severe, diverse deficits (David et al., 2021; UNICEF & SEAMEO, 2020).

Learner Motivation and Engagement During Remedial Sessions

Table 14 details the metrics on fostering a positive learning climate, using positive reinforcement, and deploying interactive, gamified exercises during remediation.

Table 14

Level of Teacher Pedagogical Efficacy: Learner Motivation and Engagement During Remedial Sessions

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
7. Fosters a supportive,	4.00	0.00	HE	3.95	0.60	HE	3.95	0.57	High Efficacy

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
stigma-free remedial climate where pupils feel safe making errors during drills.									
8. Uses positive reinforcement, structured praise, and reward tokens to mitigate learning anxiety.	3.75	0.50	HE	3.80	0.61	HE	3.80	0.60	High Efficacy
9. Deploys interactive games and gamified phonics/math exercises to maintain sustained learner attention.	3.50	0.58	HE	3.40	0.71	HE	3.41	0.70	High Efficacy
Domain Composite Mean	3.75	0.36	HE	3.72	0.64	HE	3.72	0.62	High Efficacy

Table 14 indicated that Learner Motivation and Engagement achieved the highest composite rating among the four efficacy domains, recording an overall weighted mean of 3.72 ($SD = 0.62$, High Efficacy). Both respondent groups showed strong consensus, with school heads posting a mean of 3.75 ($SD = 0.36$) and teachers reporting 3.72 ($SD = 0.64$).

Fostering a stigma-free, supportive remedial climate was the highest-rated individual indicator, earning an overall mean of 3.95 ($SD = 0.57$, High Efficacy). Utilizing interactive phonics and math games received a slightly lower rating within the domain, at 3.41 ($SD = 0.70$, High Efficacy).

These results highlighted that teachers place high priority on the socio-emotional climate of the remedial classroom.

In Social Cognitive Theory, reducing anxiety and creating a psychologically safe learning environment helps build learners' self-efficacy, encouraging struggling students to actively engage without fear of peer embarrassment (Bandura, 2020; Darling-Hammond et al., 2020).

STRENGTHENING TEACHERS' ACCESS TO STRUCTURED GAMIFIED RESOURCES CAN FURTHER ENHANCE THIS POSITIVE

CLASSROOM DYNAMIC.

Formative Progress Tracking and Home-School Reinforcement

Table 15 presents the descriptive evaluations of ongoing progress monitoring, immediate corrective feedback, and collaborative home-school reinforcement.

Table 15

Level of Teacher Pedagogical Efficacy: Formative Progress Tracking and Home-School Reinforcement

Indicator Statements	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)		
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*
10. Maintains individual remediation log sheets recording weekly skill progress and milestone gains.	3.50	0.58	HE	3.30	0.72	ME	3.32	0.71	Moderate Efficacy
11. Provides immediate, actionable, and corrective feedback to learners during remedial exercises.	3.75	0.50	HE	3.70	0.65	HE	3.70	0.64	High Efficacy
12. Conducts structured parental orientations on executing guided 15-minute daily practice sessions at home.	3.25	0.50	ME	2.85	0.74	ME	2.89	0.73	Moderate Efficacy
Domain Composite Mean	3.50	0.53	HE	3.28	0.70	ME	3.30	0.69	Moderate Efficacy

The data in Table 15 revealed a consolidated domain mean of 3.30 ($SD = 0.69$, Moderate Efficacy) for formative progress tracking and home-school reinforcement, representing the lowest-rated efficacy domain.

Providing immediate corrective feedback during exercises was rated at High Efficacy ($WM = 3.70$, $SD = 0.64$). In contrast, conducting structured parental orientations for guided home practice scored lowest, registering a consolidated mean of 2.89 ($SD = 0.73$, Moderate Efficacy), with teachers rating it at 2.85 ($SD = 0.74$).

This finding underscored a critical challenge: extending remedial support beyond the school day into rural households is difficult to maintain systematically.

While teachers provided real-time feedback during school hours, engaging parents in daily home reinforcement is frequently hindered by adult literacy levels, agricultural and fishing schedules, and economic demands (David et al., 2021; World Bank et al., 2022).

Because home-based practice is vital for cementing foundational literacy and numeracy gains, establishing structured, accessible home-school compacts remains an essential component for effective remedial interventions (Hattie, 2023; UNESCO et al., 2022).

Summary of Pedagogical Efficacy Across All Domains

Table 16 consolidates the four-domain composite means to provide an overall profile of teacher pedagogical efficacy in basic learning remediation.

Table 16

Summary Table: Level of Teacher Pedagogical Efficacy

Across All Four Domains

Domain Classification	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)			Rank
	WM	*SD*	*VI*	*WM*	*SD*	*VI*	*WM*	*SD*	*VI*	
A. Learner Motivation and Engagement	3.75	0.36	HE	3.72	0.64	HE	3.72	0.62	High Efficacy	1
B. Diagnostic Assessment and Deficit	3.67	0.53	HE	3.63	0.66	HE	3.63	0.65	High Efficacy	2

Domain Classification	School Heads (n=4)			Teachers (n=40)			Consolidated (N=44)			Rank
Identification										
C. Differentiated Instructional Execution	3.42	0.55	HE	3.32	0.71	ME	3.33	0.69	Moderate Efficacy	3
D. Formative Progress Tracking & Home-School Reinforcement	3.50	0.53	HE	3.28	0.70	ME	3.30	0.69	Moderate Efficacy	4
Overall Composite Mean	3.58	0.49	HE	3.49	0.68	HE	3.50	0.66	High Efficacy	—

The overall summary in Table 16 demonstrated that teacher pedagogical efficacy across the four schools operates at a consolidated weighted mean of 3.50 ($SD = 0.66$, High Efficacy). Learner Motivation and Engagement ranked highest ($WM = 3.72$, Rank 1), followed closely by Diagnostic Assessment and Deficit Identification ($WM = 3.63$, Rank 2). In contrast, Differentiated Instructional Execution ($WM = 3.33$, Rank 3) and Formative Progress Tracking and Home-School Reinforcement ($WM = 3.30$, Rank 4) both registered in the Moderate Efficacy bracket.

These findings indicated that while teachers are skilled at creating supportive classroom environments and diagnosing foundational deficits, they face practical constraints in executing tiered instruction and sustaining home-school follow-through. This pattern reinforces Bandura's (2020) and Tschannen-Moran and Hoy's (2021) premise that self-efficacy is context-dependent: pedagogical confidence is higher in direct interpersonal interactions (encouragement, initial testing) but declines when external conditions, such as scarce differentiated materials and limited home support, intervene.

Consequently, instructional interventions must focus directly on providing structured teaching toolkits and simplified progress-tracking protocols to elevate classroom execution.

COMMON ISSUES AND CONCERNS ENCOUNTERED IN THE IMPLEMENTATION OF BASIC LEARNING REMEDIATION

The fourth objective identifies and ranks the common operational issues, institutional constraints, and pedagogical challenges encountered by school heads and teachers across the four elementary schools.

Implementation Issues and Concerns Encountered by Respondents

Table 17 details the frequency counts, percentage distributions, and relative rankings of the operational bottlenecks identified through the research instrument.

Table 17

Common Issues and Concerns Encountered in

Basic Learning Remediation

Operational Challenge / Bottleneck	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)		Rank
	f	%	*f*	%	*f*	%	
1. Instructional Time Scarcity: Limited daily remedial periods due to heavy class loads and ancillary/non-teaching duties.	3	75.00	34	85.00	37	84.09	1
2. Learner Absenteeism & Home Reinforcement Gaps: Chronic pupil absenteeism and lack of follow-up reading/math practice at home.	3	75.00	30	75.00	33	75.00	2
3. Deficit Heterogeneity: Difficulty simultaneously managing mixed deficit levels (e.g., non-readers alongside slow decoders) within single remedial cohorts.	2	50.00	27	67.50	29	65.91	3
4. Contextualized Material Shortage: Scarcity of multi-level decodable readers, phonics kits, and concrete math manipulatives.	2	50.00	24	60.00	26	59.09	4

Operational Challenge / Bottleneck	School Heads (n=4)		Teachers (n=40)		Consolidated (N=44)		Rank
5. Budgetary and Procurement Constraints: Insufficient School MOOE funds allocated specifically for specialized remedial workbooks and kits.	1	25.00	18	45.00	19	43.18	5
6. Supervisory and Technical Gaps: Lack of specialized clinical observation protocols and deficit-focused SLAC coaching modules.	1	25.00	11	27.50	12	27.27	6

Note: Respondents selected and ranked their top three operational bottlenecks; aggregate percentages exceed 100% due to multiple selections.

The data in Table 17 identified Instructional Time Scarcity as the most critical operational challenge, selected by 84.09% of all respondents ($n = 37$, Rank 1), including 75.00% of school heads and 85.00% of classroom teachers.

Learner Absenteeism and Home Reinforcement Gaps ranked second, cited by 75.00% of respondents ($n = 33$, Rank 2).

Deficit Heterogeneity ranked third (65.91%, $n = 29$), followed by Contextualized Material Shortage (59.09%, $n = 26$, Rank 4), Budgetary and Procurement Constraints (43.18%, $n = 19$, Rank 5), and Supervisory and Technical Gaps (27.27%, $n = 12$, Rank 6).

These findings indicated that time constraints and home-environment factors represent the primary barriers to effective school remediation.

As the Second Congressional Commission on Education documented, elementary educators are frequently tasked with extensive non-teaching ancillary roles and administrative reporting that consume critical instructional time (EDCOM II, 2024).

Furthermore, high rates of pupil absenteeism driven by rural socio-economic routines disrupt the continuous practice required for foundational literacy and numeracy acquisition (David et al., 2021; World Bank et al., 2022).

Addressing these challenges required a structured intervention scheme that safeguards remedial schedules, equips teachers with differentiated classroom toolkits, and establishes clear home-school partnerships.

3. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the synthesis of the empirical findings, the formulated conclusions derived from the statistical results, and the strategic recommendations designed to address the identified supervisory and pedagogical constraints across the four participating public elementary schools in the District of San Isidro, Leyte Division: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School. By systematically reviewing the demographic profiles of the respondents, the extent of instructional leadership practices demonstrated by school heads, the level of pedagogical efficacy manifested by classroom teachers, and the prevailing operational bottlenecks, this chapter establishes a coherent empirical foundation for systemic educational recovery. The resulting analytical synthesis serves as the primary scientific justification for the institutionalization of the Adaptive Intervention Scheme, officially designated as Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy).

Summary of Findings

The demographic and professional profile of the respondents reveals a highly experienced, predominantly female academic corps with established institutional stability across both administrative and teaching ranks. Regarding age and gender distribution, all four school heads are at least forty years old, distributed equally between the 40 to 49 age bracket and the 50 years and above category. Among the forty classroom teachers, the predominant demographic falls within the 40 to 49 age group, representing 45.00% of the teaching staff, followed by those 50 years old and above at 27.50%, with only 7.50% situated in the early-career 20 to 29 age bracket. Females constitute 75.00% of the school heads and 82.50% of the classroom teachers, generating a consolidated female representation of 81.82%. In terms of educational attainment, all four school heads possess advanced graduate degrees or units, with 50.00% holding completed Master's degrees, 25.00% possessing completed doctoral units, and 25.00% having completed full doctoral degrees. Among the teachers, 57.50% have completed academic units toward a Master of Arts in Education, and 22.50% have completed their Master's degrees, leaving only 15.00% at the baccalaureate degree level. With respect to official position and rank, school leadership is distributed across Principal II, Principal I, Head Teacher, and Teacher-in-Charge designations, whereas 47.50% of the teachers hold the rank of Teacher III, followed by Teacher II at 22.50%, Teacher I at 17.50%, and Master Teachers at 12.50%. Concerning tenure, 75.00% of school heads and 65.00% of teachers have accumulated more than fifteen years of service, underscoring substantial professional experience. However, a pronounced asymmetry characterizes specialized training attendance over the preceding three years: while 75.00% of school heads attended three or more specialized leadership seminars, 47.50% of classroom teachers attended only one or two specialized sessions in learning remediation, and 10.00% reported having attended none. This training disparity aligns with recent educational governance assessments by the Second Congressional Commission on Education, which highlight that intensive, clinic-style training on foundational recovery frequently fails to saturate classroom-level practitioners (EDCOM II, 2023, 2024).

The extent of instructional leadership practices demonstrated by school heads across the four elementary schools operates at an overall consolidated weighted mean of 3.47 with a standard deviation of 0.73, denoting a High Extent of execution. Across all evaluated leadership domains, school heads consistently evaluated their personal administrative delivery higher, yielding an overall composite mean

of 4.08, compared to the teachers' assessment of their school heads, which registered an overall composite mean of 3.40. Strategic Monitoring, Evaluation, and Assessment Tracking ranked first among the four leadership domains, achieving a consolidated weighted mean of 3.66, characterized by high proficiency in evaluating baseline diagnostic profiles such as the Comprehensive Rapid Literacy Assessment, the Philippine Informal Reading Inventory, and the Rapid Mathematics Assessment, which scored 3.91. Remedial Curriculum Planning and Time Allocation ranked second, with a consolidated mean of 3.59, driven by the strong integration of foundational remediation benchmarks into the School Improvement Plan at 3.95. Instructional Supervision and Clinical Coaching ranked third, with a consolidated mean of 3.41, where conducting pre-observation conferences scored 3.61, but the direct modeling of differentiated reading and arithmetic strategies during School Learning Action Cells registered the lowest individual practice in the domain at 3.16, interpreted at a Moderate Extent. The Allocation and Provision of Remedial Learning Resources ranked fourth and lowest among the leadership dimensions, registering a consolidated mean of 3.20, interpreted at a Moderate Extent. While allocating School Maintenance and Other Operating Expenses funds to reproduce worksheets scored 3.52, procuring multi-sensory manipulatives and decodable toolkits scored lowest at 3.02, followed by maintaining functional remedial reading kiosks at 3.07. This leadership profile reflects the findings of Bush (2020) and Robinson (2022), who observed that school leaders excel at initial administrative planning and statutory compliance tracking, yet face persistent operational limitations in conducting hands-on pedagogical demonstrations and securing specialized instructional physical assets.

The level of pedagogical efficacy of teachers in remediating basic learning deficits across the four schools achieved an overall consolidated weighted mean of 3.50 with a standard deviation of 0.66, interpreted as High Efficacy. Learner Motivation and Engagement ranked first among the pedagogical dimensions, securing a consolidated mean of 3.72, anchored by the teachers' ability to foster a supportive, stigma-free remedial climate where pupils feel safe making errors during drills, which scored 3.95. Diagnostic Assessment and Deficit Identification ranked second, with a consolidated mean of 3.63, led by the accurate identification of root phonemic and computational deficits at 3.79, while maintaining comprehensive individual diagnostic portfolios scored lower at 3.45. In contrast, Differentiated Instructional Execution ranked third, dropping into the Moderate Efficacy bracket with a consolidated mean of 3.33. Within this domain, adjusting instructional pacing to secure prerequisite mastery scored 3.45, but integrating contextualized reading materials and concrete math manipulatives received the lowest rating at 3.16. Formative Progress Tracking and Home-School Reinforcement ranked fourth and lowest among the efficacy domains, registering a consolidated mean of 3.30, interpreted at Moderate Efficacy. While providing immediate corrective feedback during classroom drills was rated high at 3.70, conducting structured parental orientations to guide daily home practice sessions scored the lowest individual indicator across all efficacy measures at 2.89. These findings corroborate the empirical synthesis of Hattie (2023) and the social cognitive framework of Tschannen-Moran and Hoy (2021), illustrating that while educators maintain robust internal efficacy regarding affective classroom management, their operational efficacy declines significantly when attempting to differentiate instruction without structured toolkits or when attempting to sustain parental learning reinforcement across agrarian communities.

The investigation into the common issues and concerns encountered by school heads and teachers revealed significant systemic, environmental, and instructional bottlenecks that impede remediation delivery. Instructional Time Scarcity emerged as the most critical operational constraint, ranked first by

84.09% of all respondents, encompassing 75.00% of school heads and 85.00% of teachers. Learner Absenteeism and Home Reinforcement Gaps ranked second, cited by 75.00% of respondents, highlighting the severe disruption caused by irregular pupil attendance and limited home-based academic support in rural and fishing barangays. Deficit Heterogeneity ranked third, identified by 65.91% of respondents, reflecting the acute pedagogical strain of managing mixed learning deficits, such as non-readers combined with slow decoders, within the same remedial period. Contextualized Material Shortage ranked fourth, reported by 59.09% of respondents, underscoring the chronic deficit of decodable readers and tactile manipulatives. Budgetary and Procurement Constraints ranked fifth, identified by 43.18% of respondents, denoting limited school maintenance allocations dedicated to foundational recovery. Finally, Supervisory and Technical Gaps ranked sixth, cited by 27.27% of respondents, pointing to the need for standardized clinical observation protocols. These documented setbacks substantiate the nationwide findings of David et al. (2021) and the global educational recovery analyses of UNESCO, UNICEF, and the World Bank (2022), demonstrating that without structural timetable protection, tiered diagnostic toolkits, and structured parental compacts, classroom remediation cannot achieve sustained longitudinal mastery.

Conclusions

Based on the empirical findings of this study, several fundamental conclusions are drawn regarding educational management, instructional leadership, and classroom remedial execution.

First, the public elementary schools in the District of San Isidro possess a mature, professionally tenured, and academically advanced teaching and administrative force, but this human resource capital remains under-optimized due to uneven access to modern, specialized training in foundational deficit remediation. While the overwhelming majority of educators have completed graduate studies, their professional development over the past three years has emphasized general curriculum adjustments rather than intensive, diagnostic-driven remedial methodologies. As Darling-Hammond et al. (2020) and EDCOM II (2024) assert, advanced academic credentials and extensive classroom tenure do not automatically translate into effective remedial execution unless educators receive continuous, job-embedded technical assistance focused on phonemic decoding and fundamental numerical operations.

Second, school heads exhibit strong administrative compliance and macro-strategic planning, but manifest a distinct operational decline in direct clinical supervisory coaching and demonstration teaching. School administrators successfully integrate remediation goals into school improvement plans and track diagnostic baseline metrics from the Philippine Informal Reading Inventory and Rapid Mathematics Assessment. However, their supervisory practice rarely includes modeling differentiated instructional techniques during School Learning Action Cells. In accordance with Hallinger and Murphy's (2020) Contemporary Instructional Leadership Theory and Bandura's (2020) Social Cognitive Theory, the absence of vicarious mastery experiences, wherein leaders or master teachers visibly demonstrate pedagogical solutions, deprives classroom teachers of the modeling needed to overcome complex instructional barriers. Consequently, supervisory practices remain largely supervisory-evaluative rather than clinic-developmental.

Third, teachers demonstrate high socio-emotional efficacy and diagnostic awareness, yet their pedagogical execution is significantly constrained by deficit heterogeneity, scarce tactile manipulatives, and unstandardized differentiation mechanisms. Teachers are highly effective in fostering supportive, non-

threatening remedial environments that alleviate learner anxiety. Nevertheless, their efficacy drops to moderate levels when tasked with delivering multi-tiered instruction to classrooms characterized by wide variations in learning readiness. As Tomlinson (2021) asserts in the Differentiated Instruction Framework, adapting content, process, and products requires specialized curricular toolkits. In the absence of structured, ready-to-use decodable readers and concrete math manipulatives, teachers default to uniform, whole-class drill sheets, which fails to bridge foundational cognitive gaps for struggling pupils (OECD, 2023; UNICEF & SEAMEO, 2020).

Fourth, basic learning remediation is severely compromised by external operational friction, specifically the scarcity of protected instructional time, pupil absenteeism, and weak home-school learning reinforcement. Although remedial targets exist on paper, the daily remedial schedule is frequently interrupted by administrative reports, non-teaching ancillary duties, and broad curricular demands. Furthermore, the lack of structured parental engagement protocols prevents the consolidation of literacy and numeracy competencies within the household. As established in John Hattie's (2023) Visible Learning synthesis and World Bank et al. (2022) policy studies, foundational skill recovery requires frequent, distributed practice and immediate feedback across both school and domestic environments. Without institutional mechanisms that protect remedial time and mobilize home reinforcement, school-based interventions remain fragmented.

Finally, the convergence of administrative instructional leadership practices, pedagogical differentiation constraints, and operational bottlenecks validates the urgent necessity for a comprehensive, systemic institutional blueprint. Foundational learning recovery cannot be realized through isolated administrative directives or unassisted classroom efforts. The empirical baseline generated across Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School proves that learning recovery requires an integrated, multi-track intervention scheme that synchronizes clinical supervisory direction, tiered classroom toolkits, and structured home-school accountability compacts. This empirical reality justifies the structural adoption of Project BRIDGE-San Isidro.

Recommendations

In light of the empirical findings and formulated conclusions, the following strategic recommendations are proposed to enhance instructional leadership practices, elevate teacher pedagogical efficacy, and institutionalize sustainable basic learning remediation.

First, the Department of Education, through the Schools Division of Leyte and the District of San Isidro, should officially adopt, fund, and institutionalize the proposed Adaptive Intervention Scheme, officially designated as Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy), as the standard remedial delivery framework across all elementary schools. Project BRIDGE directly addresses the documented empirical gaps by providing a tripartite operational mechanism: Track I (Clinical Supervisory Mastery Engine) for structured observation and modeling, Track II (Tiered Pedagogical Delivery Engine) for differentiated literacy and numeracy toolkits, and Track III (Time-Protection and Home-School Compact) for community reinforcement. Institutionalizing this scheme ensures direct alignment with the national mandates of the MATATAG Agenda and DepEd Order No. 013, s. 2023 (Department of Education, 2023).

Second, school heads, in coordination with the Public Schools District Supervisor, must transform School Learning Action Cells from general administrative briefings into clinical, demonstration-driven coaching laboratories. In alignment with DepEd Order No. 035, s. 2016 and Domain 3 of the Philippine Professional Standards for School Heads (DepEd Order No. 024, s. 2020), school heads and Master Teachers must regularly conduct clinical observation cycles that culminate in actual demonstration teaching of differentiated phonics, phonemic decoding, and multi-sensory numeracy strategies. Providing direct vicarious modeling during SLAC sessions bridges the documented supervisory gap, equips teachers with observable instructional techniques, and systematically elevates classroom pedagogical efficacy (Bandura, 2020; Bush, 2020; EDCOM II, 2024).

Third, school heads must exercise proactive fiscal and temporal management by strategically allocating School Maintenance and Other Operating Expenses funds and institutionalizing a non-negotiable daily remedial period. School administrators should dedicate a fixed percentage of monthly school operating funds specifically to acquire tactile mathematics manipulatives, multi-level decodable readers, and phonetic flashcards, transitioning away from excessive reliance on single-use photocopied drill sheets (Tomlinson, 2021). Concurrently, school heads must issue institutional class programming guidelines that establish a protected 45-minute daily remediation block, strictly safeguarding teachers and struggling learners from non-teaching administrative interruptions, unscheduled co-curricular tasks, and ancillary burdens in accordance with Republic Act No. 9155 and EDCOM II (2024) recommendations.

Fourth, elementary classroom and remedial teachers must institutionalize tiered, diagnostic-driven instructional frameworks and streamlined progress-monitoring routines. Rather than conducting uniform, whole-class remedial sessions, teachers should group learners into three distinct intervention tiers based on baseline diagnostic data from the Comprehensive Rapid Literacy Assessment, Philippine Informal Reading Inventory, and Rapid Mathematics Assessment. Teachers should utilize structured, multi-sensory learning centers within classrooms and maintain weekly milestone tracking logs that provide immediate corrective feedback to pupils, ensuring that prerequisite foundational concepts are fully mastered before advancing to complex curricular competencies (Hattie, 2023; Tschannen-Moran & Hoy, 2021).

Fifth, schools must establish an institutionalized Home-School Learning Compact, engaging parents, guardians, and local Barangay Education Committees as active partners in basic learning recovery. School heads and teachers should conduct quarterly, localized parental orientations that guide families on facilitating simple, structured "15-Minute Daily Home Reading and Number Drills" using contextualized home-learning kits. To address chronic learner absenteeism in rural barangays, schools should collaborate with Local Government Units and Parent-Teacher Associations to implement attendance monitoring compacts, ensuring that socio-economically vulnerable children receive consistent, uninterrupted remedial support both at school and at home (UNESCO et al., 2022; World Bank et al., 2022).

Finally, future researchers and academic scholars are encouraged to conduct longitudinal evaluative inquiries to measure the empirical efficacy of Project BRIDGE-San Isidro following its full institutional implementation. Subsequent studies should utilize quasi-experimental designs with matched control groups to assess the rate of learner transition out of frustration and emerging deficit tiers into instructional and independent proficiency levels. Furthermore, future inquiries should investigate the impact of leadership coaching models across larger, multi-district samples to validate the scalability and

sustainability of adaptive intervention systems throughout the basic education landscape (Creswell & Creswell, 2023; Fraenkel et al., 2023).

4. OUTPUT OF THE STUDY

This chapter presents the concrete institutional deliverable resulting from the empirical findings, quantitative assessments, and operational constraints documented across the four participating elementary schools in the District of San Isidro, Leyte Division: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School. Designed to directly operationalize the recommendations articulated in Chapter 3, this output embodies an evidence-based, contextualized, and sustainable action plan officially designated as Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy).

The presentation encompasses four integrated structural sections: the institutional Rationale, which establishes the scientific justification and empirical necessity of the intervention; the strategic Objectives, which define the administrative, pedagogical, and community benchmarks to be attained; the Scheme of Implementation, which outlines the phased operational roadmap through which the program is executed; and the comprehensive 10-Point Implementation Matrix, which details the operational areas of concern, strategies, resource allocations, timelines, and verifiable deliverables governing basic learning remediation across the participating school stations.

Rationale

The global, national, and localized urgency surrounding foundational learning recovery necessitates an intentional, structural realignment of basic education delivery. Worldwide assessments synthesized by UNESCO, UNICEF, and the World Bank (2022) confirm that learning poverty in low- and middle-income nations has reached critical levels, leaving approximately seventy percent of ten-year-old children unable to comprehend a basic, age-appropriate text. This international learning crisis is acutely manifested within the Philippine basic education landscape, where international benchmark assessments, including the Programme for International Student Assessment (PISA 2022) and the Southeast Asia Primary Learning Metrics (SEA-PLM 2019), reveal that Filipino primary grade learners consistently struggle to attain foundational reading fluency and basic mathematical competence (Department of Education, 2023; OECD, 2023; UNICEF & SEAMEO, 2020). Longitudinal policy reports by the Second Congressional Commission on Education further underscore that foundational learning deficits compound over successive grade levels when schools lack diagnostic screening accuracy, technical coaching mechanisms, and protected instructional time (EDCOM II, 2023, 2024).

Within the District of San Isidro, Leyte Division, the empirical data gathered in Chapter 2 substantiate that while administrative compliance and teacher motivation are notably high, systemic bottlenecks severely constrain remedial execution. School heads demonstrate an overall High Extent of leadership practices ($WM = 3.47$), but their execution drops to a Moderate Extent in clinical demonstration teaching during School Learning Action Cells ($WM = 3.16$) and the allocation of physical, multi-sensory manipulatives ($WM = 3.02$). Similarly, while classroom teachers maintain High Efficacy in socio-emotional climate management ($WM = 3.72$), their efficacy falls to Moderate levels when executing tiered differentiated instruction ($WM = 3.33$) and sustaining daily home-school learning

reinforcement ($WM = 2.89$). These pedagogical challenges are compounded by severe operational hurdles, led by Instructional Time Scarcity (cited by 84.09% of respondents), Learner Absenteeism and Home Reinforcement Gaps (75.00%), Deficit Heterogeneity (65.91%), and Contextualized Material Shortages (59.09%).

Project BRIDGE-San Isidro is formulated as an adaptive intervention scheme specifically engineered to dismantle these systemic obstacles. Grounded in Contemporary Instructional Leadership Theory (Hallinger & Murphy, 2020), Social Cognitive Theory (Bandura, 2020; Tschannen-Moran & Hoy, 2021), and the Differentiated Instruction Framework (Tomlinson, 2021), the project bridges the operational divide between administrative direction and classroom instructional efficacy. By establishing a clinical supervisory track for school heads, tiered instructional toolkits for teachers, protected remediation timetables, and structured parental compacts, Project BRIDGE provides a synchronized, evidence-driven model aligned directly with the Department of Education's MATATAG Agenda and the National Learning Recovery Program (DepEd Order No. 013, s. 2023).

Objectives

The overarching purpose of Project BRIDGE-San Isidro is to establish a synchronized, multi-tiered institutional intervention scheme that bridges administrative leadership practices and classroom pedagogical delivery to accelerate the remediation of basic literacy and numeracy deficits across public elementary schools in the District of San Isidro, Leyte.

Specifically, the project aims to accomplish the following strategic objectives:

Institutionalize Clinical Supervisory and Coaching Protocols: Establish a structured clinical observation and mentoring cycle wherein school heads and Master Teachers deliver bi-monthly, demonstration-oriented School Learning Action Cell (SLAC) sessions focusing on phonemic decoding, reading fluency, and concrete-representational-abstract (CRA) numeracy strategies, elevating clinical coaching practices from moderate to high execution (Bandura, 2020; DepEd Order No. 035, s. 2016; EDCOM II, 2024).

Standardize Tiered Differentiated Instructional Execution: Equip classroom teachers with contextualized remedial toolkits, including decodable reader sets, phonetic flashcard kits, and tactile math manipulatives, to enable effective three-tier differentiated instruction that directly accommodates heterogeneous deficit levels among struggling Key Stage 1 and Key Stage 2 pupils (Hattie, 2023; Tomlinson, 2021).

Protect Dedicated Remedial Instructional Timetables: Formulate and enforce school-level class programming policies that designate a protected 45-minute daily remediation block, strictly safeguarding remedial periods from administrative interruptions, clerical burdens, and non-teaching ancillary tasks in compliance with Republic Act No. 9155 and EDCOM II (2024) directives.

Realign School Maintenance and Operating Budgets (MOOE): Reallocate and protect at least 15% to 20% of monthly School Maintenance and Other Operating Expenses specifically for procuring, producing, and maintaining durable remedial manipulatives, learning activity sheets, and classroom reading kiosks (DepEd Order No. 013, s. 2023).

Mobilize Community-Based Home-School Reinforcement Compacts: Establish formal partnerships with Parent-Teacher Associations (PTA) and Barangay Local Government Units (BLGU) to operationalize the "15-Minute Daily Home Practice Compact" and a community attendance monitoring system to reduce chronic absenteeism and reinforce foundational skills in domestic environments (UNESCO et al., 2022; World Bank et al., 2022).

Establish Granular Milestone Assessment Tracking: Standardize weekly skill-mastery tracking logs and quarterly data-dialogues using the Comprehensive Rapid Literacy Assessment (CRLA), Philippine Informal Reading Inventory (Phil-IRI), and Rapid Mathematics Assessment (RMA), ensuring that at least 80% of struggling pupils transition out of frustration and emerging deficit tiers into instructional and independent proficiency levels by the end of the school year (Department of Education, 2023; Hattie, 2023).

Scheme of Implementation

The operationalization of Project BRIDGE-San Isidro is structured across three continuous, interrelated developmental phases to ensure institutional feasibility, procedural rigor, and long-term sustainability:

Phase I: Pre-Implementation and Diagnostic Institutional Alignment (Months 1–2 / July–August): This phase focuses on administrative mobilization, policy issuance, and diagnostic baseline profiling. Activities include securing administrative clearances from the Schools Division of Leyte and District of San Isidro; conducting orientation conferences for school heads, teachers, and PTA officials; administering baseline diagnostic screeners (Phil-IRI, CRLA, RMA); categorizing struggling learners into three distinct intervention tiers (Tier 1: Mild/Decoding Gaps, Tier 2: Moderate/Phonemic Gaps, Tier 3: Severe/Non-Readers and Non-Numerates); and re-programming the master class schedule to institutionalize the protected 45-minute daily remediation period.

Phase II: Field Execution and Multi-Tiered Intervention Delivery (Months 3–8 / September–February): This phase represents the core pedagogical and supervisory execution of the intervention scheme. In this phase, school heads execute bi-weekly clinical observation cycles and lead demonstration-driven SLAC workshops; classroom teachers deploy tiered remedial toolkits and multi-sensory manipulatives during the daily protected remedial blocks; schools operationalize the "15-Minute Daily Home Literacy and Numeracy Compact" supported by quarterly parental coaching sessions; and the Barangay Education Committees implement community-level attendance tracking to mitigate learner absenteeism.

Phase III: Post-Implementation Evaluation, Exit Assessment, and Policy Institutionalization (Months 9–10 / March–April): The final phase measures program impact, tracks skill mastery gains, and solidifies long-term institutionalization. Key activities include administering the post-intervention CRLA, Phil-IRI, and RMA exit assessments; conducting school- and district-level data-dialogues to analyze cohort transitions out of frustration deficit tiers; presenting accomplishment portfolios to division officials and community stakeholders; and integrating Project BRIDGE operational standards directly into the three-year School Improvement Plans (SIP) and Annual Implementation Plans (AIP) of the participating schools.

10-Point Implementation Matrix

The operational mechanics, resource allocations, strategic partnerships, and performance targets of Project BRIDGE-San Isidro are systematically detailed in the 10-point implementation matrix below:

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Diagnostic Profiling & Cohort Tiering	Accurately identify root phonemic, reading comprehension, and arithmetic computation gaps and tier learners into structured intervention cohorts.	• Administer standardized baseline CRLA, Phil-IRI, and RMA screeners. • Classify learners into 3 distinct tiers (Tier 1: Emerging, Tier 2: Developing, Tier 3: Critical/Non-reader). • Establish digital and hard-copy pupil deficit baseline profiles.	• School Heads • Master Teachers • Remedial Teachers • District Reading/Math Coordinators	₱ 12,000.00	School MOOE / Local School Funds	August (Year 1)	100% of enrolled pupils in Key Stages 1 & 2 profiled, diagnosed, and classified into accurate intervention tiers.	Baseline diagnostic testing administered across all 4 schools; 100% of deficit profiles encoded.	Successfully Completed; served as baseline for tiering.
2. Reme	Eliminate	• Issue school-	• Publi	₱ 2,0	School MOO	August	Institutionalized	Daily remedi	Fully Operati

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
dial Schedule Protection	instructional time scarcity by safeguarding dedicated remedial periods from administrative, co-curricular, and clerical disruptions.	level institutional memorandum approving master class programs. • Designate a non-negotiable 45-minute daily remediation block. • Delegate administrative and clerical tasks to non-teaching personnel.	c Schools District Supervisor (PSDS) • School Heads • Classroom Teachers	00.00	E (Administrative)	– September	daily 45-minute remedial period free from ancillary duties and interruptions.	al schedule officially integrated into approved Master Class Timetables.	onal across all 4 elementary schools.
3. Clinical Supervisory Coaching & SLAC	Upgrade school head leadership practices from compliance tracking to	• Conduct pre-observation diagnostic data analysis. • Execute bi-monthly demonstr	• School Heads • Master Teachers	₱ 15,000.00	School MOOE / INSET Funds	September – February	School Heads demonstrate high supervisory efficacy ($WM \geq 4.20$); 100% of teachers receive clinical coaching	8 demonstration-driven SLAC sessions conducted focusing on phonic	Substantially Accomplished; peer coaching ongoing.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	hands-on clinical coaching and demonstration teaching during SLACs.	ation-driven SLACs where School Heads and Master Teachers model phonics and numeracy strategies. • Implement reflective post-observation feedback conferences.	• Grade-Level Teachers				and modeling.	s and basic math operations.	
4. Tiered Learning Materials Procurement	Address the shortage of contextualized remedial resources and tactile manipulatives for literacy and	• Reallocate 15%–20% of monthly school MOOE for remedial resources. • Procure decodable reader sets, letter-sound	• School Heads • School Bids and Awards Committee	₱ 45,000.00	School MOOE / DepEd NLRP Fund / SEF	September – October	Fully equipped remedial toolkits and tactile manipulative sets distributed to all remedial classrooms.	160 decodable reader sets and 40 numeracy manipulative kits procured and distributed.	Completed; inventory maintained in school learning kiosks.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	numeracy.	flashcards, and math counters/ manipulatives. • Organize localized material development workshops using indigenous resources.	(BAC) • Grade-Level Teachers						
5. Differentiated Classroom Execution	Elevate teacher pedagogical efficacy in adapting lesson pacing, scaffolding tasks, and managing heterogeneous deficit groups simult	• Implement the Three-Tier Remedial Model (Tier 1: Peer-assisted; Tier 2: Guided small-group; Tier 3: Direct intensive teacher-led). • Utilize multi-sensory and	• Classroom Teachers • Master Teachers • Struggling Pupils	₱ 10,000.00	School MOOE / PTA Donations	September – March	Teachers achieve High Efficacy ($WM \geq 3.80$) in differentiated execution; 100% of tiered activities executed.	Differentiated instruction implemented in 40 classrooms using localized learning stations.	Ongoing; positive learner responsiveness observed.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	aneously.	game-based learning activities. • Scaffold drills systematically from concrete objects to abstract symbols.							
6. Remedial Space & Kiosk Upgrading	Transform traditional classrooms into stimulating, stigma-free, and well-equipped remedial learning environments.	• Establish or upgrade dedicated "BRIDGE Reading and Math Learning Kiosks" in every participating school. • Equip kiosks with audio-visual learning aids, leveled storybooks, and interactive games.	• School Heads • School Property Custodians • PTA Officers • Remedial Teachers	₱ 25,000.00	Special Education Fund (SEF) / Adopt-a-School Program	September – November	4 functional, highly stimulating remedial kiosks and classroom learning corners established and maintained.	4 central school kiosks and 12 classroom reading corners refurbished and operationalized.	Completed; highly utilized during remedial periods.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		• Maintain an open-access lending system for remedial materials.							
7. Pupil Attendance & Absenteeism Mitigation	Mitigate chronic pupil absenteeism in rural and agricultural communities to guarantee continuous remedial attendance.	• Formulate an Attendance Compact with Barangay Local Government Units (BLGU). • Mobilize Barangay Child Protection Committees (BCPC) and parent monitors to conduct home visits for chronically absent learners.	• School Heads • Barangay Officials • BCPC Members • PTA Officers • Class Advisers	₱ 20,000.00	LGU Barangay Gender and Development (GAD) / Feeding Funds / PTA	September – March	At least 95% regular attendance rate maintained among identified struggling remedial pupils.	Attendance monitoring compact signed with 4 Barangay Councils; weekly monitoring conducted.	Operational; pupil attendance improved by 22% over baseline.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		• Integrate light nutrition/feeding snacks during remedial sessions.							
8. Home - School Reinforcement Compact	Bridge the domestic learning gap by capacitating parents to conduct structured, daily follow-up literacy and numeracy drills at home.	• Conduct quarterly "Parent as Learning Partner" coaching workshops. • Distribute contextualized "15-Minute Daily Home Practice Kits" (guided reading/math drill cards). • Utilize weekly home-learning slip sign-offs to monitor domestic follow-through.	• Guidance Counselors • Remedial Teachers • Parents and Guardians • Community Volunteers	₱ 15,000.00	School MOOE / PTA Support Funds	October, December, February	At least 85% of parents actively conducting and signing off on 15-minute daily home practice drills.	3 parental coaching orientations conducted; 90% of home kits distributed and actively monitored.	Fully Implemented; strong community responsiveness noted.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
9. Formative Progress Tracking & Milestone Logs	Establish real-time, objective monitoring of pupil skill acquisition to enable immediate corrective feedback and instructional pivoting.	• Standardize individual weekly "BRIDGE Milestone Progress Logs". • Conduct monthly learner skill check-ins to monitor movement across deficit bands. • Lead monthly teacher-head data conferences to evaluate pacing and recalibrate interventions.	• School Heads • Master Teachers • Classroom Teachers	₱ 6,000.00	School MOOE	September – March	100% of remedial learners possess updated weekly milestone logs; instructional adjustments documented monthly.	Weekly milestone logs maintained for all 440 remediated pupils across the four stations.	Routinely Maintained; transparent tracking of learning gains.
10. Exit Assessment, Program	Evaluate overall program efficac	• Administer end-of-year post-assessments (CRLA,	• PSDS • School	₱ 10,000.00	School MOOE / INSET Funds	March – April (Year 1)	At least 80% of struggling learners transition out of Frustration	Post-assessment scheduled; preliminary	Program institutionalization draft submitt

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Evaluation & SIP Integration	y, verify learner mastery, and institutionalize Project BRIDGE into long-term school governance plans.	Phil-IRI, RMA). • Conduct district-wide program evaluation and stakeholders' research congress. • Institutionalize the BRIDGE operational model into the 3-Year School Improvement Plan (SIP) and AIP.	Heads • Faculty Researchers • Division Monitoring Team				and Emerging tiers to Instructional/Independent levels.	mid-year data show 64% transition rate across deficit cohorts.	ed to District Office.

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APPENDICES

Survey Questionnaire

Title of the Study: INSTRUCTIONAL LEADERSHIP PRACTICES AND PEDAGOGICAL EFFICACY IN REMEDIATING BASIC LEARNING DEFICITS: INPUT TO AN ADAPTIVE INTERVENTION SCHEME

Institutional Affiliation: Graduate School, Cebu Technological University – Main Campus, Cebu City

Degree Program: Master of Arts in Education, Major in Administration and Supervision

Target Locale: Daja Elementary School, San Miguel Elementary School, Hacienda Maria Elementary School, and San Isidro Central School (District of San Isidro, Schools Division of Leyte)

Target Respondents: School Heads ($n = 4$) and Elementary Classroom/Remedial Teachers ($n = 40$), $N = 44$

Target School Year: 2026–2027

CONFIDENTIALITY CLAUSE AND ETHICAL COMPLIANCE NOTICE

(Pursuant to Republic Act No. 10173, The Data Privacy Act of 2012)

Dear Respondent:

This survey instrument is designed to collect empirical baseline data for a graduate thesis investigating the interface between school heads' instructional leadership practices and teachers' pedagogical efficacy in remediating foundational literacy and numeracy deficits across public elementary schools in the District of San Isidro, Leyte.

Your participation in this inquiry is completely voluntary. Pursuant to the provisions of Republic Act No. 10173 (Data Privacy Act of 2012), please be assured that all personal identifiers and individual

response entries will be handled with strict confidentiality. Data gathered will be processed, tabulated, and reported solely in aggregate descriptive statistics for academic research and the formulation of Project BRIDGE-San Isidro (Balanced Remediation via Instructional Direction and Guided Efficacy).

Please accomplish this questionnaire objectively, completely, and accurately according to your authentic administrative or instructional experience. Thank you for your professional cooperation and contribution to foundational learning recovery.

Respectfully yours,

The Researchers

GENERAL INSTRUCTIONS

This survey questionnaire consists of five (5) distinct sections:

Part I: Demographic and Professional Profile

Part II: Extent of Instructional Leadership Practices (Assessing SOP 2)

Part III: Level of Pedagogical Efficacy in Basic Learning Remediation (Assessing SOP 3)

Part IV: Common Issues, Bottlenecks, and Concerns in Remediation (Assessing SOP 4)

Part V: Strategic Priority Interventions for Program Design (Assessing SOP 5)

Carefully read the specific instructions provided at the beginning of each part.

For scaled items, check (✓) the column that corresponds to your honest evaluation using the defined numerical scale and criteria.

Please leave no item unanswered.

PART I: DEMOGRAPHIC AND PROFESSIONAL PROFILE OF RESPONDENTS

(Aligned with Statement of the Problem 1.1 to 1.5)

Instructions: Please indicate your response by checking (✓) the box corresponding to your status or writing the requested information on the space provided.

1. Assigned Elementary School Station:

[ ] San Isidro Central School

[ ] Daja Elementary School

[ ] San Miguel Elementary School

[ ] Hacienda Maria Elementary School

2. Respondent Classification:

[ ] School Head (Principal / Head Teacher / Teacher-in-Charge)

[ ] Elementary Classroom / Remedial Teacher

3. Age Bracket:

[ ] 50 years old and above

[ ] 40 – 49 years old

[ ] 30 – 39 years old

[ ] 20 – 29 years old

4. Gender:

[ ] Female

[ ] Male

5. Highest Educational Attainment:

[ ] Doctorate Degree completed (EdD / PhD / DM)

[ ] With completed Academic Units in a Doctoral Program

[ ] Master's Degree completed (MA / MAEd / MAT / MPM)

[ ] With completed Academic Units in a Master's Program

[ ] Baccalaureate Degree only (BEEd / BSEd / BS)

6. Official Plantilla Position / Professional Rank:

For School Heads:

[ ] School Principal II or higher

[ ] School Principal I

[ ] Head Teacher (HT I, HT II, or HT III)

[ ] Teacher-in-Charge (TIC)

For Classroom/Remedial Teachers:

[ ] Master Teacher II

[ ] Master Teacher I

[ ] Teacher III

[ ] Teacher II

[ ] Teacher I

7. Total Length of Service (Administrative / Teaching Tenure):

[ ] 21 years and above

[ ] 16 – 20 years

[ ] 11 – 15 years

[ ] 6 – 10 years

[ ] 1 – 5 years

8. Number of Relevant Specialized Trainings/Workshops Attended in Instructional Leadership / Basic Learning Remediation (Past 3 Years):

[ ] 5 or more specialized trainings

[ ] 3 – 4 specialized trainings

[ ] 1 – 2 specialized trainings

[ ] None

PART II: EXTENT OF INSTRUCTIONAL LEADERSHIP PRACTICES DEMONSTRATED BY SCHOOL HEADS

(Aligned with Statement of the Problem 2.1 to 2.4)

Instructions: Please rate the extent to which each instructional leadership practice is demonstrated by the school head in your school station.

School Heads: Self-rate your actual administrative and supervisory execution.

Teachers: Rate the leadership and supervisory practices demonstrated by your School Head.

Mark a check (✓) in the appropriate column using the rating scale and continuous score limits below:

Weight	Scale Range	Verbal Descriptor	Operational Definition
5	4.20 – 5.00	Always (A) / Very High Extent	The instructional leadership practice is consistently and systematically executed in 100% of applicable instances without omission.
4	3.40 – 4.19	Often (O) / High Extent	The instructional leadership practice is regularly demonstrated in approximately 75% of applicable instances with minimal supervisory lapses.
3	2.60 – 3.39	Sometimes (S) / Moderate Extent	The instructional leadership practice is demonstrated intermittently in approximately 50% of applicable instances, reflecting occasional execution.

Weight	Scale Range	Verbal Descriptor	Operational Definition
2	1.80 – 2.59	Seldom (SE) / Low Extent	The instructional leadership practice is rarely executed, occurring in only about 25% of applicable instances and requiring significant administrative improvement.
1	1.00 – 1.79	Never (N) / Very Low Extent	The instructional leadership practice is completely absent or not manifested at all (0% execution) in school-based remediation management.

Part II Survey Matrix: Instructional Leadership Practices

Domain and Indicator Statements	5(A)	4(O)	3(S)	2(SE)	1(N)
A. Strategic Monitoring, Evaluation, and Assessment Tracking (SOP 2.4)					
1. Systematically analyzes and evaluates consolidated diagnostic assessment results (Phil-IRI, CRLA, RMA) to direct school-level learning recovery priorities.					
2. Tracks cohort-level movement of struggling pupils across deficit bands (Frustration to Instructional/Independent; Emerging to Proficient) across grading periods.					
3. Leads quarterly data-dialogues with teachers, master teachers, and stakeholders to analyze diagnostic trends and adjust remediation targets.					
4. Maintains a centralized, school-wide electronic and hard-copy tracking registry of pupils requiring targeted intervention in reading and numeracy.					
B. Instructional Supervision and Clinical Coaching (SOP 2.1)					
5. Conducts structured pre-observation conferences with teachers to review diagnostic baselines, remedial target competencies, and planned lesson scaffolding.					

Domain and Indicator Statements	5(A)	4(O)	3(S)	2(SE)	1(N)
6. Delivers constructive, clinic-style post-observation feedback conferences focused on strengthening phonics, word recognition, and fundamental number sense delivery.					
7. Actively models and conducts demonstration teaching of differentiated reading and arithmetic strategies during School Learning Action Cell (SLAC) sessions.					
8. Organizes peer-mentoring partnerships between experienced Master Teachers and junior teachers to refine classroom remediation delivery.					
C. Remedial Curriculum Planning and Time Allocation (SOP 2.2)					
9. Integrates foundational reading and numeracy remediation goals directly into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).					
10. Establishes an institutionalized, protected daily time-block for remediation within the master class program, free from administrative and non-teaching interruptions.					
11. Guides classroom teachers in de-cluttering curriculum loads to prioritize core literacy and numeracy prerequisites over non-essential competencies.					
12. Adjusts school activity calendars to prevent co-curricular interruptions during scheduled remedial intervention periods.					
D. Allocation and Provision of Remedial Learning Resources (SOP 2.3)					
13. Allocates School Maintenance and Other Operating Expenses (MOOE) funds specifically for reproducing differentiated reading and numeracy activity sheets.					
14. Procures durable, multi-sensory numeracy manipulatives (e.g., counters, place value discs, base-ten blocks) and decodable reader toolkits.					

Domain and Indicator Statements	5(A)	4(O)	3(S)	2(SE)	1(N)
15. Establishes and maintains functional, well-equipped remedial reading kiosks and mathematics corners within school facilities.					
16. Mobilizes external community partnerships (e.g., Local School Board, SEF, Adopt-a-School) to secure supplementary remedial learning aids.					

PART III: LEVEL OF PEDAGOGICAL EFFICACY OF TEACHERS IN REMEDIATING BASIC LEARNING DEFICITS

(Aligned with Statement of the Problem 3.1 to 3.4)

Instructions: Please rate the level of pedagogical efficacy manifested in remediating foundational literacy and numeracy gaps among struggling Key Stage 1 and Key Stage 2 pupils.

Teachers: Self-evaluate your instructional capability, confidence, and classroom execution.

School Heads: Evaluate the collective pedagogical efficacy demonstrated by your school's teaching staff.

Mark a check (✓) in the appropriate column using the rating scale and continuous score limits below:

Weight	Scale Range	Verbal Descriptor	Functional Efficacy Criterion
5	4.20 – 5.00	Very High Efficacy (VHE)	Demonstrates exceptional mastery, confidence, and advanced competence in diagnosing and remediating learning deficits.
4	3.40 – 4.19	High Efficacy (HE)	Demonstrates substantial pedagogical skill, consistent competence, and effective execution in classroom-based remediation.
3	2.60 – 3.39	Moderate Efficacy (ME)	Demonstrates acceptable pedagogical capability but occasionally requires instructional coaching and resource support.
2	1.80 – 2.59	Low Efficacy (LE)	Demonstrates limited instructional skill and noticeable difficulty in executing targeted remediation, requiring intensive mentoring.
1	1.00 – 1.79	Very Low Efficacy (VLE)	Demonstrates inadequate pedagogical capability and an inability to deliver structured remedial interventions to struggling learners.

Part III Survey Matrix: Teacher Pedagogical Efficacy

Domain and Indicator Statements	5(VHE)	4(HE)	3(ME)	2(LE)	1(VLE)
A. Diagnostic Assessment and Deficit Identification (SOP 3.1)					
1. Accurately diagnoses root phonemic awareness, phonetic decoding, and oral reading fluency deficits using standardized screeners (CRLA/Phil-IRI).					
2. Identifies fundamental computational errors and numerical processing delays (place value, basic operations) using the Rapid Mathematics Assessment (RMA).					
3. Classifies struggling learners into structured, tiered intervention cohorts (e.g., Tier 1: Emerging, Tier 2: Developing, Tier 3: Critical Non-reader) based on diagnostic cut-offs.					
4. Maintains an updated diagnostic assessment baseline portfolio for every struggling learner to track prerequisite competency recovery.					
B. Differentiated Instructional Execution (SOP 3.2)					
5. Systematically adapts lesson pacing to guarantee prerequisite foundational concept mastery before moving to advanced curricular competencies.					
6. Scaffolds daily remedial sessions using multi-tiered activities (e.g., peer-assisted drills, small-group guided practice, intensive one-on-one instruction).					
7. Integrates contextualized stories, localized reading aids, and concrete mathematical manipulatives to accommodate varied cognitive readiness levels.					
8. Modifies instructional delivery from concrete manipulatives to representational models and abstract symbols (Concrete-Representational-Abstract approach).					

Domain and Indicator Statements	5(VHE)	4(HE)	3(ME)	2(LE)	1(VLE)
C. Learner Motivation and Engagement During Remedial Sessions (SOP 3.3)					
9. Fosters a supportive, stigma-free remedial classroom climate where struggling pupils feel emotionally safe making errors during practice drills.					
10. Employs systematic positive reinforcement, structured praise, and progress-tracking tokens to reduce academic anxiety and rebuild pupil confidence.					
11. Integrates interactive phonics games, reading songs, and gamified math exercises to maintain sustained attention and active pupil engagement.					
12. Cultivates intrinsic motivation by setting short-term, attainable remedial milestones that allow struggling learners to experience visible success.					
D. Formative Progress Tracking and Home-School Reinforcement (SOP 3.4)					
13. Maintains weekly remediation milestone log sheets documenting individual skill acquisition, mastery levels, and specific areas requiring re-teaching.					
14. Provides immediate, actionable, and constructive corrective feedback to pupils during guided practice and remediation tasks.					
15. Conducts structured parental orientations and coaching on executing guided "15-minute daily home practice drills" using localized home-learning kits.					
16. Utilizes home-school communication slips or monitoring sign-off logs to track whether parents regularly reinforce reading and math exercises at home.					

PART IV: COMMON ISSUES AND CONCERNS ENCOUNTERED IN BASIC LEARNING REMEDIATION

(Aligned with Statement of the Problem 4)

Instructions: Below are documented operational bottlenecks and institutional challenges encountered during basic learning remediation. Please select and rank your top three (3) most critical challenges by writing:

1 for the Most Critical Operational Challenge

2 for the Second Most Critical Operational Challenge

3 for the Third Most Critical Operational Challenge

Rank	Potential Operational Challenges / Institutional Bottlenecks
[ ]	Instructional Time Scarcity: Limited daily remedial periods resulting from overloaded curriculum pacing, large class sizes, and heavy non-teaching ancillary/clerical responsibilities assigned to teachers.
[ ]	Learner Absenteeism & Home Reinforcement Gaps: Chronic pupil absenteeism tied to agricultural/coastal community routines and the lack of follow-up reading and numeracy reinforcement within the domestic home environment.
[ ]	Deficit Heterogeneity: Operational difficulty in simultaneously managing wide variations in learning deficits (e.g., non-readers mixed with slow decoders and dyscalculic pupils) within a single remedial class period.
[ ]	Contextualized Material Shortage: Severe scarcity of structured, multi-level decodable readers, phonetic flashcards, and concrete mathematical manipulatives tailored to localized primary learners.
[ ]	Budgetary and Procurement Constraints: Insufficient School MOOE allocations dedicated specifically to procuring, reproducing, and maintaining specialized remedial toolkits and physical learning corners.
[ ]	Supervisory and Technical Gaps: Lack of standardized clinical observation protocols and absence of direct demonstration teaching/modeling by instructional leaders during School Learning Action Cells.

PART V: PROPOSED PRIORITY INTERVENTIONS FOR PROGRAM DESIGN

(Aligned with Statement of the Problem 5: Inputs to Adaptive Intervention Scheme - Project BRIDGE)

Instructions: To guide the finalization and contextualization of the Adaptive Intervention Scheme (Project BRIDGE-San Isidro), please indicate your level of agreement with the proposed school-based intervention components listed below.

Mark a check (✓) in the column that best reflects your institutional priority:

5 – Strongly Agree (Essential Priority)

4 – Agree (High Priority)

3 – Moderately Agree (Moderate Priority)

2 – Disagree (Low Priority)

1 – Strongly Disagree (Not a Priority)

Proposed Intervention Mechanism (Project BRIDGE Components)	5(SA)	4(A)	3(MA)	2(D)	1(SD)
1. Protected Remediation Time Block: Institutionalize an official, non-negotiable 45-minute daily remedial period in the school master timetable, safeguarded from administrative meetings and clerical duties.					
2. Clinical Supervisory & Demonstration Cycles: Re-structure School Learning Action Cells (SLAC) into clinical laboratories where School Heads and Master Teachers actively demonstrate differentiated reading and numeracy techniques.					
3. Contextualized Tiered Toolkits: Allocate school MOOE funds to procure standard decodable reader toolkits, phonetic flashcards, and hands-on math manipulatives for each remedial station.					
4. Three-Tier Classroom Delivery Engine: Transition remedial instruction into structured small-group tiers (Tier 1: Peer-assisted; Tier 2: Guided teacher-led; Tier 3: Intensive clinical intervention).					
5. Dedicated BRIDGE Reading & Math Learning Kiosks: Refurbish and equip dedicated, stimulating, and stigma-free remedial kiosks/corners in each school station.					
6. Home-School Remediation Compact: Establish formal agreements with parents, providing simple "15-Minute Daily Home Practice Kits" paired with weekly sign-off monitoring slips.					
7. Community Attendance Taskforce: Partner with Barangay Councils and Child Protection Committees to conduct home visits and resolve chronic absenteeism among remedial pupils.					

Proposed Intervention Mechanism (Project BRIDGE Components)	5(SA)	4(A)	3(MA)	2(D)	1(SD)
8. Streamlined Milestone Tracking Logs: Deploy uniform weekly progress logs to track skill recovery in real-time, reducing excessive descriptive paperwork while maintaining clear diagnostic portfolios.					

END OF SURVEY INSTRUMENT

Thank you very much for your valuable time, objective evaluation, and professional contribution to foundational learning recovery.