

# Empowering Basic Numeracy Skills in Primary Grade: Teachers Instructional Intervention

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*Abstract* — The study investigated teachers' intervention initiatives in improving basic numeracy skills of struggling learners in second grade and recovering academic gap in mathematics. This study employed a phenomenological research design which aims to determine the experiences and perceptions of the eight (8) participants. On the challenges of teachers in improving basic numeracy skills of struggling learners the themes were poor mathematical motivation and confidence, dealing with diverse learning needs, and difficulty in maintaining students' engagement. On teachers coping with the challenges the themes were linking math to real life, applying differentiated instructions, and integrating technology. Lastly, the themes on the educational management insights gained by experiences of the teachers were improving teaching materials, scaffolding learners, and acquiring professional development. These themes implied that investing time and effort in finding or creating materials that align with the curriculum and cater to students' needs can create a more efficient and engaging learning environment. High-quality teaching materials and strategies play a crucial role in facilitating student understanding and motivation. Moreover, the results generated provided comprehensive data in conducting future research with similar scope. This study may be published in a reputable research journal.

*Keywords* — Numeracy skills, primary grade, struggling learners, instructional intervention, Davao City

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## I. Introduction

Early math and numeracy are the general understanding of numbers and basic mathematical concepts. These are skills such as counting, comparing, and contrasting, describing shapes and positions and problem solving. Early math and numeracy skills are the building blocks of all future math classes. Without these skills, students will continue to struggle with higher math concepts. Students need to learn how to solve problems, one of the basic early math skills, for all areas of academics and life outside of school. Early math and numeracy also coincide with language and critical thinking development (Toll & Van Luit, 2014; Vilorio, 2014).

Teaching basic math skills in early years is important because it is during that time that children are the most open to learning. Early math and numeracy skills build on children's natural curiosity, inquiry, and exploration of the world around them. Math at all ages requires curiosity and inquiry. Young students are naturally curious and learn through experiencing their surroundings. They want to know how things work and ask questions about everything. This is what makes early childhood the best time to begin learning early math and numeracy skills. Along

with math skills, teaching early math helps to support verbal, spatial and memory skills in young children which are crucial in all areas of life and academics. It is important to build the foundation for future math learning early by maximizing skills young students already possess (Chesloff, 2013).

In the Philippines, the outcome of the Basic Education Learning Continuity Plan by the Department of Education in response to the COVID-19 pandemic did not hit the target. Blended learning, which combines online distance learning, modular distance learning, and TV/Radio-based Instruction, has failed to deliver the desired learning. The progressive expansion of face-to-face classes has revealed a sad reality. Many learners have failed the mastery of basic skills and competencies such as writing, reading literacy, numeracy, and basic arithmetic operations (Suralta, 2022).

The Department of Education in Davao Region has come up with a three-year learning scheme to help students catch up after two years of disruption due to the coronavirus pandemic. The plan gives more attention to the literacy and numeracy skills of the learners who were affected by lockdowns and self-learning approaches during the pandemic. The goal is to not only to bring learners back to school but to organize effective intervention learning, support their well-being and train teachers.

### *Teaching and Learning Mathematics*

Learning skills and remembering facts in mathematics are important but they are only means to an end. Facts and skills are not important in themselves; they are important when we need them to solve a problem. Students may remember facts and skills easily when they use them to solve real problems. As well as using mathematics to solve real –life problems, students should also be taught about the different parts of mathematics, and how they fit together. Mathematics can be taught using a step-by-step approach to a topic but it is important to show that many topics are linked. It is also important to show students that mathematics is done all over the world.

### *Basic Math and Numeracy Skills*

Early math and numeracy skills are skills that are already being used by most young children daily through play and everyday interactions. These are skills that begin in primary school and are the foundation for the rest of elementary math and into upper-level math classes as well.

*Counting.* Counting is one of the most basic skills in math. It starts with the basic ability to count verbally forward and progresses into more advanced skills such as being able to add and subtract.

*Comparing and classifying.* Comparing and classifying numbers and groups are fundamental skills to mathematical reasoning. Students need to be able to look at two groups and identify how they are different or the same and eventually be able to compare numerals and say

which is greater or less. They also need to be able to sort objects by attributes into groups including color, size and shape. A more advanced version of this skill is sorting by more than one attribute at the same time such as color and shape.

*Geometry.* In primary school, geometry mostly refers to spatial relationships, shapes and measurement in a way to describe the real world. Students are learning vocabulary such as left, right, over, and under as well as colors and shape names. Geometry concepts begin basic with identifying and creating shapes, using positional words and using measurement words to describe and compare objects in Preschool and Kindergarten and expand on those same skills all the way through elementary school (Nebraska State Board of Education, 2015).

*Thinking skills.* Being able to count, compare, classify and do geometry are necessary skills for elementary school math and beyond but are meaningless unless students can apply their learning outside of a rote math problem.

#### *Development of Early Numeracy and its Significance to Future Numeracy Skills of Students*

Early math and numeracy are the general understanding of numbers and basic mathematical concepts. These are skills such as counting, comparing and contrasting, describing shapes and positions and problem solving. According to the findings of Harris & Petersen (2019), students who are exposed to and master early math abilities at a young age are more likely to succeed in school. Students who enter Kindergarten low in math skills tend to continue to perform below their peers in later grades. Math learning and intervention needs to happen before kindergarten. These students, especially at-risk students, need the opportunity to build a strong foundation at a young age.

#### *Mathematical Difficulties*

There are many children and adults who experience difficulties with mathematics. A mathematical difficulty refers to children or adults who struggle or fail to cope with some of the aspects of arithmetic which are necessary for education or practical purposes. Studies have demonstrated that children with mathematical difficulties have impairments in understanding and processing numerical magnitude (Defective number module, 2011). However, little is known about the cognitive deficits that underlie their poor achievement in mathematics. Also, several cognitive studies have shown that children with difficulties in mathematics have structural and functional abnormalities in those areas of the brain that are involved in numerical magnitude processing.

#### *Challenges of Teachers in Improving Basic Numeracy Skills of Struggling Learners*

Numeracy skills play a vital role in equipping learners with the essential mathematical abilities required to navigate everyday life and pursue further academic and career opportunities.

Teachers play a crucial role in fostering numeracy skills among their students. However, they encounter various challenges in their efforts to improve and enhance numeracy skills.

*Poor mathematical motivation and confidence.* The lack of mathematical motivation and confidence are known to be one of the major factors that hinders the students' proficiency and mastery in mathematics. According to Yeo, Tan and Lew (2015), anxiousness in mathematics is one of the categories of uneasiness and may have a negative impact on students as it is continually presented within mathematical problems. This occurs at all levels of education and continues to rise as the year progresses. The level of mathematics anxiousness in students can also be an honest indicator of students' academic success. A study by Sheffield and Hunt (2006) found that students with high mathematics anxiousness levels generally performed low in their mathematics assessments.

*Dealing with diverse learning needs.* Lee (2009) claims that one of the primary challenges faced by teachers is the diverse range of learning needs within a classroom. Students possess different levels of mathematical aptitude, learning styles, and prior knowledge, making it challenging for teachers to address each student's unique needs effectively. Differentiating instruction becomes essential to cater to learners who require additional support or extension activities, thereby challenging teachers to find suitable strategies for individualized instruction.

*Difficulty in maintaining students' engagement.* Subramainan, Mahmoud, Ahmad, and Yusoff (2017) highlighted the reasons for poor students' engagement in classrooms by studying the attributes of environmental factors, such as the number of students, lecture length, type of subject, and the year of study. They also included emotional factors, such as the negative emotional states of students, including anger, or boredom, and the emotional states of teachers. Their findings showed that an experienced teacher may have ideas on new strategies and can inculcate them during lectures to promote student engagement. Consequently, student success was impacted by internal factors, such as their emotional well-being, and external factors, such as organizational and instructional support in the classroom.

*Limited instructional time:* Teachers often find themselves constrained by limited instructional time. Curriculum demands and time constraints leave teachers with limited opportunities to delve deeply into numeracy concepts or to provide extensive practice.

*Limited resources and technology access:* Teachers often face resource constraints that hinder their ability to provide hands-on experiences and manipulatives for effective numeracy instruction. Insufficient access to appropriate textbooks, supplementary materials, or technology tools can limit teachers' capacity to engage students in meaningful mathematical experiences.

*Teachers Coping with the Challenges of Improving Basic Numeracy Skills of Struggling Learners*

*Linking math to real life.* Researchers and educators have been pushing for years for schools to move away from teaching math through a set of equations with no context around them,

and towards an approach that pushes kids to use numerical reasoning to solve real problems, mirroring the way that they'll encounter the use of math as adults. Stillman (2010) claims that a teacher has some mathematics and then searches for a real-world context where it can be used to solve a problem. This real-world context serves, among other things, to illustrate the utility of that mathematics to students who must learn it. Simply put, an application is a mathematics solution looking for a real-world problem.

*Applying differentiated instructions.* Jonsen (2023) asserts that applying differentiated instruction in mathematics is a dynamic and student-centered approach that promotes inclusive learning environments and nurtures individual growth. Differentiation is the use of different teaching techniques and strategies to teach learners concepts.

*Integrating technology.* Findings of Wenglinsky (2000) revealed that when appropriately used, technology may serve to improve student mathematics achievement as well as enhance the overall learning environment of the school.

The study was anchored in the *theory of Social Learning* advocated by Bandura (1977). The theory assumed that personality and behavior can be best explained based on the unique learning experiences of the individual. This assumption does not deny the significance of innate and developmental processes. Social learning theory describes the acquisition of skills that are developed exclusively or primarily within social groups.

This study is anchored in Rogers's Diffusion of Innovation Theory. The Diffusion of Innovation theory was developed in 1962 by E.M. Rogers. The theory was designed to explain how an idea, or a product can gain momentum and then spread or diffuse over time through an organization or other social system. Before adopting a new idea or behavior, people must first perceive it as new or innovative.

A person's likelihood of adopting a new idea within an organization or other social structure can be classified in one of five categories. (1.) **Innovators**. These are individuals who like to be first when trying something new. They are generally adventurous and are maying to take risks. (2.) **Early Adopters**. These are the leaders in an organization, although they are not always in management positions. After the innovators, once they see there is a need for change, they may quickly adopt those changes as well. (3.) **Early Majority**. These people are not the leaders, but they may adopt new ideas and behaviors faster than average. (4.) **Late Majority**. These people are usually skeptical of change and are reluctant to try new things until they see that others have already started. (5.) **Laggards**. These are conservative people who embrace tradition and are skeptical of change.

Therefore, learning activities that follow within a child's zone of proximal development have a high probability of success, whereas activities beyond the zone may result in failure and frustration. The environment in school perspective represents teachers and peers in class and in play. As it may be seen from Vygotsky's theory, a prerequisite to teach learners mathematics is

first to determine their actual levels. According to Vygotsky's theory of cognitive development, learning is a result of interaction between learners and more capable peers. With some guidance either directly or indirectly from an adult or peer, a child can master the knowledge, skills, or strategy very easy (Westwood, 2004).

## II. Methodology

This study employed a qualitative approach to research, specifically a phenomenological research design since it will focus on the lived experiences of teachers' in improving basic numeracy skills of struggling learners in second grade. According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used. The data were read and reread and was culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon.

The researcher collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience.

The participants of this study were the eight (8) teachers of F. Bustamante Central Elementary School, Tibungco District, Division of Davao City. The participants were chosen based on the following criteria: (1) must be in the service for at least 3 years- regardless of age, sex, marital status and ethnicity; and (2) must have a very satisfactory rating in the new normal IPCRF, (3) must be teaching Grade 2 classes.

The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It was also known as judgmental, selective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings were authentic (Marshall, 1996).

In gathering data, the researcher utilized an in-depth interview questionnaire. The researcher developed the interview questionnaire and answered the participants orally. These

researcher-made interview questionnaires developed upon consultation and validation by the experts and underwent several processes to accommodate their suggestions. The components validated include the language and the conceptual levels of questions if suited to the participants' level of understanding, the suitability of the items to the research design in which there should be no leading questions, and the alignment of the interview questions to the objective of the study. The second set of the instrument will embark with organizational commitment. The questionnaire for this variable will be adapted from Allen & Meyer (1990), contents of which will be modified to suit the context of this study. It is composed of three indicators, namely: affective commitment (AC), normative commitment (NC), and continuance commitment (CC). This part of the instrument is composed of 18 items with 6 items for each indicator. In evaluating the level of organizational commitment, the Likert scale is also used.

In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews with the use of Creswell's Model specifically the identifying of themes approach. According to Creswell (2012) themes in qualitative research were similar codes aggregated together to form a major idea in the database.

### III. Results and Discussion

This section focused on the challenges of teachers in improving basic numeracy skills of struggling learners in Grade 2 classes. The responses provided by teachers were condensed to generate overarching themes and subthemes, which were meticulously analyzed and formulated based on the accounts and reflections shared by the informants.

*Poor mathematical motivation and confidence.* The fear or negative emotional response when faced with math-related tasks or situations is one of the challenges the participants experienced. This can be triggered by various factors, such as past negative experiences with math, fear of failure, high expectations, and societal stereotypes that math is difficult and only for the "smart" students. The participants asserted that in grade 2, children are still developing their foundational understanding of mathematical concepts. Negative attitudes in math at this stage can hinder their learning progress and affect their overall attitude towards math. The fear of making mistakes may lead to avoidance of math-related activities, reducing their opportunities to practice and develop essential skills. Consequently, students may fall behind in their mathematical abilities and struggle to keep up with the curriculum.

*Dealing with diverse learning needs.* Education is the cornerstone of a prosperous society, and it is the responsibility of educators to ensure that every student receives a quality education. However, one of the most significant challenges teachers face is meeting the diverse needs of their students. In the context of numeracy skills development, this challenge becomes even more pronounced when dealing with struggling learners. Basic numeracy skills are fundamental for

success in everyday life and future academic pursuits, making it crucial for educators to find effective ways to support struggling learners in this area.

The responses of the participants corroborate with Lee (2009) that one of the primary challenges faced by teachers is the diverse range of learning needs within a classroom. Students possess different levels of mathematical aptitude, learning styles, and prior knowledge, making it challenging for teachers to address each student's unique needs effectively. Differentiating instruction becomes essential to cater to learners who require additional support or extension activities, thereby challenging teachers to find suitable strategies for individualized instruction.

*Difficulty in maintaining students' engagement.* Student engagement is a crucial factor in the success of any educational endeavor, particularly in the realm of mathematics. When students are actively involved in the learning process, they are more likely to grasp concepts, apply their knowledge, and improve their mathematical skills. However, maintaining student engagement in math classes can be a challenging task for educators. The participants claimed that as concepts become more complex, some learners may struggle to see the relevance of mathematics in their lives, leading to disinterest and reduced engagement. Keeping these students engaged in the learning process can be an ongoing struggle for teachers.

These responses validate the findings of Subramainan, Mahmoud, Ahmad, and Yusoff (2017) who highlighted the reasons for poor students' engagement in classrooms by studying the attributes of environmental factors, such as the number of students, lecture length, type of subject, and the year of study. They also included emotional factors, such as the negative emotional states of students, including anger, or boredom, and the emotional states of teachers. Their findings showed that an experienced teacher may have ideas on new strategies and can inculcate them during lectures to promote student engagement. Consequently, student success was impacted by internal factors, such as their emotional well-being, and external factors, such as organizational and instructional support in the classroom.

Student engagement is a concept that can help teachers understand and improve the achievement of low-performing students. Past researchers have found that there is a significant relationship between students' behavioral engagement and academic achievement. For example, diligent students' academic achievement is affected because they practice well and submit assignments. This includes students' willingness to invest and strive in learning, while using the cognitive, metacognitive, and voluntary strategies needed to enhance their understanding (Gasevic, Jovanovic, Pardo & Dawson, 2017).

Findings of Wenglinisky (2000) revealed that when appropriately used, technology may serve to improve student mathematics achievement as well as enhance the overall learning environment of the school. Teachers who received training in the area of instructional technology were found more likely than those who had not to use computers in effective ways such as in simulations, applications, and math learning games. The powerful influence that instructional



technology might have on teaching and learning if utilized properly. Although research has suggested that the use of technology can improve student achievement and self-efficacy in mathematics, many reports demonstrate that teachers use technology minimally and many are unprepared to integrate technology into their classrooms. One way to prepare teachers to integrate technology into their classrooms is for teacher educators to work with teachers to improve their understanding of, and ability to utilize, technology in meaningful ways in the classroom.

The responses of the participants confirm the findings of Felipe (2013) that The Department of Education aims to ensure that every teacher is not only proficient but also effective in their role. To achieve this mission, numerous training sessions and seminars are organized to enhance the skills of educators. The Department acknowledges the pivotal role teachers play in fostering a conducive learning environment for students.

These training sessions cover various topics such as ICT integration, innovative teaching methods, orientation on the K-12 Curriculum, targeting least-learned, and more. The purpose of these seminars is to equip teachers with the knowledge and tools required to prepare students for the challenges of globalization. With these events, teachers can create more effective learning environments, enhance teaching practices, stay updated on modern instructional techniques, and gain inspiration to excel in the ever-evolving education landscape. Given that the Department offers these training opportunities free of charge, it is crucial for teachers to seize this chance for self-improvement and professional growth. Embracing these learning opportunities will empower teachers to become more effective educators in the modern world (Felipe, 2013).

Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. In the field of K-12 education administration, it is particularly important for school administrators to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work (Queens University of Charlotte, 2021).

### *Analysis*

The goal of this study was to investigate the teachers' intervention initiatives in improving basic numeracy skills of struggling learners in second grade and recovering academic gap in mathematics.

On the challenges of teachers in improving basic numeracy skills of struggling learners the emerging themes were poor mathematical motivation and confidence, dealing with diverse learning needs, and difficulty in maintaining students' engagement.

Struggling learners often develop negative attitudes towards mathematics due to repeated failures and misconceptions. Low confidence in their abilities can lead to math anxiety, causing these students to avoid math-related tasks altogether.

In any classroom, learners possess unique strengths, weaknesses, and learning styles. Meeting the diverse needs of struggling students requires tailored approaches and individualized attention.

Sustaining students' engagement is an ongoing challenge faced by teachers, especially in the context of mathematics, which can be perceived as abstract and challenging. In the digital age, students are exposed to various distractions, making it challenging for teachers to maintain their focus on math-related tasks. As concepts become more intricate, some struggling learners may find it difficult to stay engaged and comprehend advanced mathematical topics.

These implied that by fostering a growth mindset, providing individualized support, embracing differentiated instruction, and creating an engaging learning environment, teachers can pave the way for struggling learners to build a strong foundation in numeracy skills. Ultimately, the commitment and perseverance of teachers play a pivotal role in unlocking the potential of every student, regardless of their initial struggles.

The emerging themes on teachers coping with the challenges of improving basic numeracy skills of struggling learners were linking math to real life, applying differentiated instructions, and integrating technology. These themes provide valuable insights into effective strategies to overcome these challenges.

Linking math to real-life experiences is a powerful approach to engage struggling learners and make mathematical concepts more relatable. Integrating real-world scenarios and practical applications in math lessons can foster students' understanding and appreciation for the subject. This emerging theme of linking math to real life brings relevance to the subject, making it more enjoyable and less intimidating for struggling learners. Teachers who successfully incorporate real-life connections create a context for learning that resonates with their students.

Differentiated instruction acknowledges the diversity of learners in a classroom and tailors teaching methods to cater to their individual needs and learning styles. Struggling learners often have varying levels of comprehension and require personalized support to thrive in math. This fosters a sense of inclusivity in the classroom, as struggling learners no longer feel left behind or overwhelmed by the pace of the lessons. Teachers can create a positive and supportive learning environment that nurtures each student's mathematical growth.

The integration of technology in teaching mathematics offers a myriad of possibilities to engage struggling learners and enhance their numeracy skills. Educational apps, interactive simulations, and virtual manipulatives provide dynamic and immersive learning experiences. Technology enables students to visualize abstract concepts, access personalized learning

pathways, and receive immediate feedback, thus promoting active learning and problem-solving skills.

As teachers embrace these emerging themes, they become catalysts for transformative education, unlocking the potential of struggling learners in their mathematical journey. Teachers may create an inclusive and supportive learning environment that empowers every student to thrive and excel in their numeracy skills. Through their dedication and innovative approaches, teachers become agents of change, igniting a passion for math and building a solid foundation for the future success of their struggling learners.

Lastly, the emerging themes on the educational management insights gained by experiences of the teachers were improving teaching materials, scaffolding learners, and acquiring professional development.

Mathematics is a constantly evolving field, and teaching materials should reflect current trends and methodologies. Outdated materials can lead to misconceptions or overlook critical concepts that are now considered essential. By regularly updating teaching materials, educators ensure that students are equipped with the most accurate and relevant information, paving the way for a strong foundation in math.

The experiences of teachers in scaffolding learners have provided valuable educational management insights regarding differentiated instruction and individualized support. Teachers understand that students have varying learning abilities and require personalized assistance to reach their potential. With this support, struggling learners may build their skills and confidence incrementally. Teachers recognize that scaffolding fosters a positive and inclusive classroom culture, where students feel supported and empowered to take on challenges. Additionally, teachers learn the importance of gradually releasing responsibility to enable students to become independent and self-directed learners.

*Acquiring professional development.* Teachers realized the value of staying updated with the latest research, methodologies, and innovative practices. Engaging in professional development opportunities equips educators with new instructional techniques and strategies to cater to the evolving needs of their students. As they improve their skills and knowledge through training and workshops, teachers become better equipped to manage diverse classrooms effectively.

These themes implied that investing time and effort in finding or creating materials that align with the curriculum and cater to students' needs can create a more efficient and engaging learning environment. High-quality teaching materials and strategies play a crucial role in facilitating student understanding and motivation.

### *Discussion*

*For policy makers.* Policy makers may need to prioritize funding and resources for initiatives aimed at improving numeracy skills. This includes investing in professional development programs for teachers, acquiring updated teaching materials, and supporting the implementation of evidence-based interventions. Review and adapt the curriculum to incorporate research-backed strategies that cater to struggling learners. Foster an inclusive approach to teaching math that focuses on understanding rather than rote memorization, ensuring that all students have equal access to quality math education.

*For administrators.* Principals play a crucial role in fostering a positive and supportive school culture that values math education. Encourage collaboration among teachers, facilitate professional learning communities, and promote a growth mindset among students and staff. They may also provide opportunities for teachers to engage in relevant and effective professional development focused on improving math instruction. Principals can ensure that teachers have access to training that equips them with evidence-based strategies for supporting struggling learners. In addition, they may monitor the implementation of interventions and offer constructive feedback to teachers. Regularly assess the impact of interventions and provide ongoing support to teachers to ensure continuous improvement in numeracy instruction.

*For teachers.* Teachers may adopt differentiated instruction to address the diverse needs of struggling learners. Tailoring instruction to individual students' abilities and learning styles can significantly enhance their understanding and engagement in math. And to engage in collaborative planning with colleagues to share best practices and exchange ideas for improving math instruction. Participate in ongoing professional learning to stay updated with effective teaching strategies.

*For future researchers.* Further development on the similar and different contexts can be done in this study. Future researchers can conduct rigorous studies to identify evidence-based interventions that effectively improve numeracy skills in struggling students. This research can inform policy and practice and guide educators in making informed decisions.

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She got hired by the Department of Education as a teacher in a far-flung area last 2013, in Tapak Elementary School, Paquibato District Davao City, Philippines for almost six years. She was one of the teachers who taught with the sincere heart of the young minds of Ata Tribe learners.

With God's grace, she is now finishing her Master's Degree of Arts in Education major in Management at Rizal Memorial College of Davao City, Philippines.

Currently, she was assigned to Francisco Bustamante Central Elementary School, Tibungco District Davao City, Philippines. She was a Grade Two teacher for five years since she was transferred in late 2019. She is the GAD coordinator, OBE and ICT coordinator in their grade two level.