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REVISITING THE IMPLEMENTATION OF THE NUMERACY ENHANCEMENT ACTIVITY PROGRAM (NEAP): RECOMMENDATIONS FOR PROGRAM ADJUSTMENT

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ABSTRACT RESEARCH ARTICLE

The true strength of a country is determined by its citizens' cognitive abilities rather than its natural resources. Literacy and numeracy, are not only as parts of the academics but also are the vital DNA that unlock individual potential and, collectively, the nation's destiny, serving as the non-negotiable prerequisite for a modern, democratic society. Programs that proactively address numeracy weaknesses fundamentally elevate the nation's human capital. The study specifically sought the assessment of teachers and parents in the Numeracy Enhancement Activity Program (NEAP) as an intervention initiative for grade two learners in terms of program delivery, instructional materials, facilities and parents'/guardians' support. This research showed that teachers and parents have a favorable perspective on the Numeracy Enhancement Assessment Program (NEAP), concurring on its good implementation, the sufficiency of instructional resources, and the learning environment of the program is considered favorable. Although teachers gave parental support a slightly lower rating than parents did, there is no discernible difference in how support is perceived. The success of the NEAP proves its capacity to significantly narrow the skills gap among children. NEAP intervention results for three school years (2022-2025) all indicated a positive impact on the learners. Overall, the NEAP intervention has greatly raised the competency levels of the students who lacked numeracy skills, and is highly effective at closing the numeracy skill disparity. The proposed program adjustment focuses on the overall effectiveness of NEAP initiative addressing key areas identified in the assessment- namely, program delivery, instructional materials, learning facilities, and parental support.

KEYWORDS: Numeracy Enhancement Activity Program (NEAP), program adjustment

INTRODUCTION

Mathematics requires continuous practice, logical reasoning, and problem-solving skills that are essential both in school and in everyday life. It plays a vital role in intellectual development and academic success, as it strengthens critical thinking, analytical reasoning, and mathematical literacy. Mathematical competence goes beyond performing calculations; it involves understanding concepts such as algebraic reasoning, geometric visualization,

statistical analysis, and logical thinking, and applying these skills to real-life situations (Ferrer et al., 2024). Because mathematics is fundamental in various fields including science, technology, engineering, and finance, improving learners' numeracy skills remains a priority in education.

Over the years, literacy and numeracy development have been emphasized as core competencies necessary for learners to become productive members of society (Joo et al., 2020; Lechner et al., 2021). However, the Philippines has consistently performed below international standards in mathematics. In the 2018 PISA results, the country scored 353 points, far below the global average of 489, ranking 78th out of 79 participating countries. Although there was a slight improvement in 2022 with a score of 355, Filipino learners continue to struggle with mathematical proficiency (Chi, 2023; Lapinid et al., 2022). Similarly, National Achievement Test results and previous TIMSS assessments reveal persistent gaps in mathematics performance, highlighting the need for effective and sustained interventions.

In response to these challenges, the Department of Education implemented initiatives such as the Enhanced Regional Unified Numeracy Test (ERUNT) under Regional Memorandum No. 827, s. 2022, to assess learners' numeracy levels and provide appropriate interventions. Results from ERUNT revealed that a significant number of students were classified as non-numerate, demonstrating difficulties in solving basic mathematical problems (DepEd, 2022). Research further suggests that early mathematical competence strongly predicts later academic achievement, emphasizing the importance of strengthening numeracy skills at the primary level (Siegler & Braithwaite, 2017). While various mathematics intervention programs have shown short-term benefits, studies note limited long-term follow-up and call for continuous evaluation and program refinement (Clemente, 2017).

Given this context, Doña Manuela Elementary School implemented the Numeracy Enhancement Activity Program (NEAP) to address numeracy gaps among learners. However, continuous assessment is necessary to determine its effectiveness and identify areas for improvement. Thus, this study revisits the implementation of NEAP by examining the assessments of teachers and parents regarding its impact on Grade Two learners. The findings will serve as the basis for recommendations for program adjustment to better support learners' mathematical development.

This study is expected to benefit students, teachers, and school administrators. By identifying the strengths and weaknesses of NEAP, the school can refine its strategies, tailor instruction to learners' needs, and provide targeted support to improve foundational mathematical skills. Ultimately, enhancing the program may contribute to improved numeracy, stronger problem-solving abilities, and better academic outcomes among learners.

Statement of the Problem

This study sought to determine the assessment of teachers and parents in the Numeracy Enhancement Activity Program (NEAP) as an intervention for grade two learners in Doña Manuela Elementary School. This would be the basis to provide recommendations for program adjustment.

Specifically, it sought answers to the following questions:

1. What is the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP): as an intervention among grade two learners in terms of:
   1.1 program delivery

1.2 instructional materials
1.3 facilities
1.4 parents/guardians support

2. What is the significant difference between the assessment of teachers and parents on the use of NEAP as an intervention program?
3. What are the pretest and post-test scores after the implementation of the NEAP intervention program of Grade two learners from SY 2022-2023, SY 2023-2024, and SY 2024-2025?
4. What is the significant difference between the pretest and post-test scores of grade two learners for SY 2022-2023, SY 2023-2024 and SY 2024-2025?
5. Based on the results, what is the proposed program adjustment?

Methodology

This study employed a quantitative descriptive research design to assess the implementation of the Numeracy Enhancement Activity Program (NEAP). The study used purposive sampling. Participants included all eight Grade Two teachers and 260 Grade Two parents of Doña Manuela Elementary School for SY 2024–2025. Included in the study were teachers currently teaching Grade Two and parents of Grade Two learners during the said school year. Teachers not assigned to Grade Two and parents whose children were not enrolled in Grade Two were excluded. The researcher ensured fairness, voluntary participation, and safety of all respondents.

The main instrument was a modified survey questionnaire adapted from the 2023 NEAP monitoring tool developed by Mr. Ralph Emerson S. Pascua. The instrument consisted of 20 items covering program delivery, instructional materials, facilities, and parents/guardians' support. Responses were measured using a 4-point Likert scale ranging from 1 (Needs Improvement) to 4 (Very High). Reliability testing using Cronbach's alpha yielded a value of 0.967, interpreted as excellent, indicating that the instrument is highly reliable.

The researcher secured approval from the Division Superintendent and the school principal before conducting the study. An orientation was conducted for teachers and parents, and informed consent was obtained prior to survey distribution. The questionnaire took approximately 30 minutes to complete. After retrieval, the data were tallied and analyzed with the guidance of the research adviser. The results were used as basis for conclusions and recommendations for program adjustment, and copies of the findings were shared with school administrators and the Division Office.

Descriptive and inferential statistics were employed in analyzing the data. Mean was used to determine teachers' and parents' assessment of NEAP implementation. Percentage was utilized to describe the pretest and post-test proficiency levels of Grade Two learners across school years. The Chi-Square Test determined whether there were significant differences in learners' performance before and after NEAP implementation. Lastly, the Independent Samples t-test was used to examine significant differences between teachers' and parents' assessments.

Results and Discussion

Assessment of Teachers and Parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners

1.1 Program Delivery

The table shows the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners in terms of program delivery.

Table 2. *Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Program Delivery*

	Teachers		Parents	
Description	Mean	Interpretation	Mean	Interpretation
1. Teachers are well-trained in conducting NEAP.	3.88	very high	3.57	very high
2. Teachers follow a step-by-step by step procedure in conducting NEAP.	3.75	very high	3.58	very high
3. Teachers closely monitor the numeracy level of the learners.	4.00	very high	3.60	very high
4. Teachers are very eager and enthusiastic in teaching numeracy.	3.88	very high	3.62	very high
5. Teachers are monitored by the Mathematics Coordinator if they are implementing what has been taught to them.	3.75	very high	3.56	very high
Grand Mean	3.85	very high	3.59	very high

Legend: Very high 3.26-4.00; High 2.51-3.25; Average 1.76-2.50 Needs Improvement 1.00-1.75

The grand mean for teachers is 3.85 and 3.59 for parents, having both an interpretation of very high. All the statements for both teachers and parents are rated as very high. This means that teachers are very effective in the delivery of the NEAP program while the parents are very satisfied on its implementation. The NEAP program is delivered well and also supported very well by the parents.

The highest mean for teachers is in statement 4 with 4.00. Teachers closely monitor the numeracy level of the learners. The teachers keep track of the progress and development while always try to address the individual needs of learners. The lowest mean is 3.75 found in statements 2 and 5, Teachers follow a step-by-step procedure in conducting NEAP and also monitored by the Mathematics Coordinator. There is a need to further improve this aspect especially in monitoring the progress of the students.

For the parents, the highest mean is 3.62 found n statement 4. The teachers are very eager to teaching Mathematics. This means that parents can see the dedication of the teachers in teaching the lessons in NEAP. The lowest mean is 3.56 which is in statement 5. Teachers are monitored by the Mathematics Coordinator. Parents may not have any idea on what goes on in terms of monitoring done by the Math coordinator. This is the reason why parents rated it as the lowest.

1.2 Instructional Materials

The table shows the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners in terms of instructional materials.

Table 3. *Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Instructional Materials*

	Teachers		Parents	
Description	Mean	Interpretation	Mean	Interpretation
6. Letters and numbers are readable.	3.88	very high	3.53	very high
7. There are enough copies for every learner.	3.63	very high	3.48	very high
8. Pictures and illustrations are clear.	3.63	very high	3.48	very high
9. Content is suitable to the level of the learners in numeracy.	4.00	very high	3.48	very high
10. Activities are arranged based on the level of difficulty.	3.88	very high	3.50	very high
Grand Mean	3.80	very high	3.49	very high

Legend: Very high 3.26-4.00; High 2.51-3.25; Average 1.76-2.50 Needs Improvement 1.00-1.75

The grand mean for teachers is 3.80 and 3.49 for parents, both indicate very high in terms of provision of instructional materials. This means that the teachers are satisfied in terms of the suitability of the instructional materials to implement NEAP. The parents see the materials as beneficial to the learners.

The highest mean for the teachers is 4.00 found in statement 9. The content of the materials is suitable to the level of the learners. Teachers are very satisfied in terms of the alignment of the materials to the learners' comprehension and needs according to their grade level. The lowest mean is 3.63 which is found in statements 7 and 8. While still considered as both 'very high' in terms of interpretation, there may be concerns in terms of adequacy of materials and the visual clarity such as pictures. Some copies may have blurred pictures or images while some learners may experience delay in getting the materials. These may occur once in a while. There is a need to address these concerns which may occur occasionally.

For parents, the highest mean is found in statement 6 with 3.53. Letters and numbers are readable. This means that parents are satisfied with the readability of the materials which help them to reinforce learning at home. The lowest mean is 3.48 found in statements 7, 8 and 9 respectively. These include the numbers of copies reproduced, the clarity of pictures and illustrations and the suitability of content to the level of the learners. Just like the teachers, there are still instances when parents see occasional shortages and blurred illustrations which often occur during reproduction of the materials.

1.3 Facilities

The table shows the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners in terms of facilities.

Table 4. *Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Facilities*

	Teachers		Parents	
Description	Mean	Interpretation	Mean	Interpretation
11. Desks/armchairs/tables/chairs are usable and in good condition.	3.50	very high	3.50	very high
12. Rooms are well-ventilated.	3.50	very high	3.45	very high
13. Rooms are well-lighted.	3.63	very high	3.61	very high
14. Room are conducive to learning.	3.50	very high	3.56	very high
15. Provision of hygiene kit is available in every room.	3.13	high	3.40	very high
Grand Mean	3.45	very high	3.50	very high

Legend: Very high 3.26-4.00; High 2.51-3.25; Average 1.76-2.50 Needs Improvement 1.00-1.75

The grand mean for teachers is 3.45 and 3.50 for parents, both interpreted as very high. This means that both teachers and parents are very happy and satisfied with the school's facilities as supportive of the program. The school environment is conducive to the implementation of the program.

For the teachers, the highest mean is found in statement 13 with 3.63. The rooms are well lighted. Teachers are very appreciative in the provision for lighting, making it easy for learners to recognize number or figures easily. Lighting is very important for learners to recognize numerical figures easily. The lowest mean is found in statement 15, with 3.13. The availability of a hygiene kit in every classroom is only rated high. This means that teachers see that hygiene kits are not consistently supplied Teachers express this concern to maintain cleanliness in the classroom and to inculcate to the learners the value of sanitation and good hygiene.

For the parents, the highest mean is 3.61 found in statement 13. The rooms are well lighted. This also collaborates with the highest mean among teachers. Good lighting enhances learning and teachers and parents appreciate this very much. Learners are more comfortable and attentive given that the room is well lighted. The lowest mean is found in statement 15 with 3.40. This is also the same concern of teachers. Parents want to ensure that their children are provided with hygiene kits to maintain cleanliness.

1.4 Parents/Guardians' Support

The table shows the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners in terms of parents/guardians' support.

Table 5. *Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Parents/Guardians Support*

	Teachers		Parents	
Description	Mean	Interpretation	Mean	Interpretation
16. Parents/guardians cooperate in the delivery of the program by monitoring their children's progress.	3.13	high	3.57	very high
17. Parents/guardians are positive that their children's numeracy level will improve through the program.	3.38	very high	3.62	very high
18. Parents/guardians regularly visit the teachers to follow-up their children's progress.	3.00	high	3.50	very high
19. Parents/guardians assist in the program's delivery through home activities that are used in the program.	3.00	high	3.59	very high
20. Parents/guardians are very much willing to assist in the delivery of the program at home	2.88	high	3.60	very high
Grand Mean	3.08	high	3.58	very high

Legend: Very high 3.26-4.00; High 2.51-3.25; Average 1.76-2.50 Needs Improvement 1.00-1.75

The grand mean for teachers is 3.08 interpreted as high while the grand mean for parents is 3.58 interpreted as very high. Teachers only see a moderate level of engagement among parents. Parents see themselves as very much engaged, showing a great amount of support in the implementation of the NEAP program.

The highest mean is 3.38 found in statement 17. Teachers see that parents believe that the learners numeracy level will improve through the NEAP program. The lowest mean of 2.88 is found in statement 20. Teachers see that parents are not that willing to cooperate in the program implementation at home. While parents express their cooperation, however, actual implementation at home is limited due to many factors which can be attributed to lack of time, or the confidence to do the teaching to their children.

For the parents, the highest mean is 3.62 found in statement 17. Parents believe in impact of the program to their children. While the lowest mean is 3.50 found in statement 18. Regular visits to teachers for follow-up may not always be possible for parents who have other responsibilities.

The table shows the summary of the assessment of teachers and parents on the Numeracy Enhancement Activity Program (NEAP) as an intervention among grade two learners.

Table 6. *Summary of the Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners*

	Teachers		Parents	
Indicators	Mean	Interpretation	Mean	Interpretation
Instructional Materials	3.80	very high	3.49	very high
Facilities	3.45	very high	3.50	very high
Parents Support	3.08	high	3.58	very high
Overall Mean	3.54	very high	3.54	very high

Legend: Very high 3.26-4.00; High 2.51-3.25; Average 1.76-2.50 Needs Improvement 1.00-1.75

The overall mean for both teachers and parents is 3.54 interpreted as very high. This means that the NEAP intervention program is a highly effective program for struggling learners in mathematics.

For the teachers, the highest mean is program delivery with 3.85 which means that the teachers can effectively implement the NEAP activities. The lowest mean is found in parents' support which shows that teachers believe that involvement of parents is generally to a moderate degree only. This means that parents still need to be more involved in the implementation especially at home where parents have the chance to match classroom time effort initiated by their teachers.

For the parents, the highest mean is also found in program delivery with 3.59 interpreted as very high. Parents therefore are satisfied with the way the program is conducted. This greatly improves their children's learning. The lowest mean is in instructional materials with 3.49. This means that here is still a need to improve especially in the adequacy of instructional materials. The school must continuously monitor the effective delivery of instructional materials to avoid lapses in delivery.

Significant Difference between the Assessment of Teachers and Parents on the Use of NEAP as an Intervention Program

The table shows the significant difference between the assessment of teachers and parents on the NEAP intervention program.

Table 7. *Significant Difference Between the Assessment of Teachers and Parents on the NEAP Intervention Program*

Indicators	t	df	Sig.	Decision H0	Interpretation
Program Delivery	1.268	266	0.206	accept H0	not significant
Instructional Materials	1.400	266	0.163	accept H0	not significant
Facilities	-0.220	7.353	0.832	accept H0	not significant
Parents Support	-2.071	7.328	0.075	accept H0	not significant
Overall	0.028	7.875	0.979	accept H0	not significant

The t-value of 1.268 (not sig. at 0206 >0.05) for program delivery; 1.400 (not sig. at 0.163 > 0.05) for instructional materials; -0.220 (not sig. at 0.832 > 0.05) fir facilities; -2.071 (not sig. at 0.075 > 0.05) for parents' support; and 0.028 (not sig. at 0.979 > 0.05) for overall

difference show that there is no significant difference in the assessment of teachers and parents in the NEAP intervention program. The null hypothesis is accepted.

Overall, both teachers and parents have a positive view about the Numeracy Enhancement Assessment Program (NEAP). Both believe in the effective and smooth delivery of the program. Instructional materials are also appropriate and adequate for the program's implementation. The environment is also conducive the learning through the program. In terms of parents' support, the teachers rated it lower than parents themselves. However, this is not enough to say that there a significant difference in terms of parental support.

1. What are the pretest and post-test scores after the implementation of the NEAP intervention program of Grade two learners from SY 2022-2023, SY 2023-2024, and SY 2024-2025?

This table shows the pretest and post-test scores after the implementation of the NEAP intervention program of Grade two learners for SY 2022-2023.

Table 8. *Pretest and Post-test Scores after the Implementation of the NEAP Intervention Program of Grade Two Learners for SY 2022-2023*

		Scores				Total
		Not proficient (0-4)	Low Proficient (5-9)	Proficient (10-14)	Average Proficient (15-17)	
Pretest	Frequency	30	0	0	0	30
	Percentage	100.00%	0.00%	0.00%	0.00%	100.00%
Post-Test	Frequency	4	10	15	1	30
	Percentage	13.33%	33.33%	50.00%	3.34%	100.00%

For SY 2022-2023, the 30 learners were considered as 'not proficient' with scores between 0-4 before the intervention. This indicates a need to undergo in an intervention program. After the NEAP intervention, there is a significant improvement. Under the not proficient, it decreased from 100% to 13.33%. There are now learners under low proficient with 33.33%; proficient with 50% and average proficient learners with 3.34%. This confirms the positive impact of the NEAP intervention with 86.6% of the learner having proficiency levels above the not proficient category.

This table shows the pretest and post-test scores after the implementation of the NEAP intervention program of Grade two learners for SY 2023-2024.

Table 9. *Pretest and Post-test Scores after the Implementation of the NEAP Intervention Program of Grade Two Learners for SY 2023-2024*

		Scores				Total
		Not proficient (0-4)	Low Proficient (5-9)	Proficient (10-14)	Average Proficient (15-17)	
Pretest	Frequency	40	0	0	0	40
	Percentage	100.00%	0.00%	0.00%	0.00%	100.00%
Post-Test	Frequency	2	2	15	21	40
	Percentage	5.00%	5.00%	37.50%	52.50%	100.00%

In this table, all the 40 learners were not proficient before the intervention. After the intervention, the percentage of learners who are not proficient dropped significantly to 5%. There were learners in low proficient category with 5%; proficient with 37.50% and average proficient with 52.50%. This means that 95% of the learners have risen above the not proficient level after the NEAP program.

There is a substantial improvement from 2022-2023 wherein majority of the learners in SY 2023-2024 shifted to the second highest mastery level of average proficiency.

This table shows the pretest and post-test scores after the implementation of the NEAP intervention program of Grade two learners for SY 2024-2025.

Table 10. *Pretest and Post-test Scores of Grade Two Learners for SY 2024-2025 after the Implementation of the NEAP Intervention Program*

		Scores				Total
		Not proficient (0-4)	Low Proficient (5-9)	Proficient (10-14)	Average Proficient (15-17)	
Pretest	Frequency	99	0	0	0	99
	Percentage	100.00%	0.00%	0.00%	0.00%	100.00%
Post-Test	Frequency	16	2	58	23	99
	Percentage	16.20%	2.00%	58.60%	23.20%	100.00%

For SY 2024-2025, there were 99 learners who were in the not proficient level. After the intervention, the not proficient level decreased to 16.20%. There were learners in the low proficient level with 2%; proficient with 58.60% and average proficient with 23.20%. A total of 83.80% were able to attain proficiency above the not proficient level.

There is a slight increase in the proficiency level as compared to SY 2023-2024 but still majority of the level have moved to a higher proficiency coming from the not proficient level.

Overall, the NEAP intervention have significantly increased the proficiency levels of the learners who were not proficient in numeracy skills.

Significant Difference between the Pretest and Post-test scores of Grade Two Learners for SY 2022-2023, SY 2023-2024 and SY 2024-2025

The table presents the significant difference between the pretest and post-test scores of grade two learners for SY 2022-2023, SY 2023-2024 and SY 2024-2025.

Table 11. *Significant Difference between the Pretest and Post-test Scores of Grade Two Learners after the Implementation of NEAP Intervention Program for SY 2022-2023, SY 2023-2024 and SY 2024-2025*

School Year	Chi Square	df	Sig.	Decision H0	Interpretation
SY 2022-2023	45.882	3	0.000	reject Ho	significant
SY 2023-2024	72.381	3	0.000	reject Ho	significant
SY 2024-2025	142.904	3	0.000	reject Ho	significant

The Chi square values of 45.882 (sig. at 0.000<0.05) for SY 2022-2023; 72.381 (sig. at 0.000<0.05) for SY 2023-2024; and 142.904 (sig. at 0.000<0.05) for SY 2024-2025 means that there is a significant difference in the pretest and post-test scores of learners before and after the NEAP intervention. The null hypothesis is rejected.

There is a consistent improvement in the proficiency levels of learners across three school years. This means that the NEAP intervention is effective in addressing the problem on numeracy of grade two learners.

This confirms several studies that numeracy intervention programs can address numeracy problems among learners. A number of systematic reviews have examined math interventions in a variety of educational contexts, such as kindergarten, elementary school, and middle school (Lein et al., 2020; Ran et al., 2021; Dennis et al., 2022), elementary school and secondary (Aspiranti & Larwin, 2021; Peltier et al., 2021), or middle and high school (Jitendra et al., 2018; Zhang et al., 2022). According to these reviews, interventions created and carried out by the researchers had greater effects for elementary school students than for students in higher grades (Lein et al., 2020).

Project KaISIPnayan boosts math confidence and attitudes. To ensure sustainability, program design, trained tutors, financial placement, and collaborative partnerships are crucial. The assessment helps produce evidence-based numeracy tutorial service improvements and sustain Project KaISIPnayan's extension efforts. This study can help organizations and schools create effective and sustainable tutorial programs that empower kids for lifelong success by promoting numeracy (Ferrer et al., 2024). Project NUMERO, a local initiative under Pasay City Mayor Emi Calixto-Rubiano, Dr. Rogelio S. Junio, and the Schools Division, aims to reinforce the mathematics curriculum by teaching critical thinking, logical reasoning, and problem-solving skills necessary for academic success and real-world applications. Project NUMERO aims to assess Grades 1-10 students' numeracy proficiency, identify areas for improvement, gain insights into each learner's mathematical understanding to provide targeted support, and implement activities to improve students' numeracy skills (Canonoy, 2023).

Proposed Program Adjustment

Based on the results of the study, the proposed program adjustment is the implementation of the NEAP-SUCCESS (Numeracy Enhancement Activity Program- Strategic Upgrading of Competencies, Collaboration, and Educational Support System). This adjustment focuses on enhancing the overall effectiveness of the NEAP intervention by addressing key areas identified in the assessment- namely, program delivery, instructional materials, learning facilities, and parental support.

Table *12*

Proposed NEAP-SUCCESS (Numeracy Enhancement Activity Program-Strategic Upgrading of Competencies, Collaboration, and Educational Support Systems)

Areas of Concerns	Specific Competencies	Objectives (Performance Indicator)	Target Time Frame	Resources	Delivery Mode/ Strategies	Number of Participants	Budget	Success Indicator
Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Instructional Materials (Adequacy & Appropriateness of Instructional Resources) *(1. There are enough copies for every learner.* *2. Pictures and illustrations are clear.* *3. Content is suitable to the level of the learners in numeracy.)*	Resource Customization and Integration	Teachers successfully integrate, at least, 5 (five) new low-cost/ no-cost manipulative aids (local materials) into NEAP activities and document their use	6 (six) weeks	Inventory forms, local craft materials (recycled items), Math manipulative templates	Resource Development Workshop: focus on creating localized, cost-effective manipulatives; display and sharing session	All teachers concerned	P50,000 (for basic crafting materials)	85-95% of teachers submit documentation (photos/ video) of new manipulative use; survey shows 85-95% satisfaction with resource appropriate-ness

Proposed NEAP-SUCCESS (Numeracy Enhancement Activity Program-Strategic Upgrading of Competencies, Collaboration, and Educational Support Systems)

Areas of Concerns	Specific Competencies	Objectives (Performance Indicator)	Target Time Frame	Resources	Delivery Mode/ Strategies	Number of Participants	Budget	Success Indicator
Assessment of Teachers and Parents on NEAP as an Intervention among Grade Two Learners in terms of Parents/Guardians Support (Active Parental Involvement & Home-School Collaboration) *(1. Parents/guardians cooperate in the delivery of the program by monitoring their children's progress.* *2. Parents/guardians regularly visit the teachers to follow-up their children's progress.* *3. Parents/guardians assist in the program's delivery through home activities that are used in the program.* *4. Parents/guardians are very much willing to assist in the delivery of the program at home.)*	Bridging the Support Perception Gap	Teachers and parents align their perceived support roles, resulting in the teacher perception mean for parental support increasing from "High to "Very High"	8 (eight) weeks	Home-Learning Activity Packets, communication log templates, training modules on parent engagement	"Parent Engagement Protocols" Training: focus on setting clear expectations ; Parent-Teacher Collaborative Workshop to co-develop simple home activities	All teachers, administrative staff and all parents concerned	P50,000 (for training fees, communica-tion and training materials and supplies)	Teacher perception mean for parental support reaches "very high" in the post-program survey

Conclusion and Recommendation

1. The findings show that NEAP is very effective in program delivery, instructional materials, and facilities; however, a perception gap exists between teachers and parents regarding parental support. Thus, the school should conduct Parent-Teacher Collaborative Workshops at the start of each NEAP cycle to align expectations and strengthen home–school support.
2. Parents and teachers share a common positive assessment of NEAP, confirming its overall quality and successful implementation. Therefore, the school should institutionalize NEAP as the standard numeracy intervention for Grade Two learners to ensure sustainability, proper funding, and continuous teacher development.
3. The pretest and post-test results across three school years demonstrate that NEAP consistently and significantly improves Grade Two learners' numeracy skills. Hence, the school should continue implementing the program while regularly updating instructional materials based on teacher feedback and curriculum standards.
4. Strong evidence confirms that NEAP achieved its primary objective of significantly enhancing learners' mathematics proficiency over three consecutive school years. In line with this, the school should further enhance the program by integrating diagnostic tools and exploring its possible expansion to other grade levels or subject areas.
5. Overall, NEAP has proven to be an effective numeracy intervention that supports both teachers and learners in improving mathematical skills. Therefore, the proposed NEAP enhancement program is strongly recommended for continued implementation and refinement.

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