



\*\*\*\*\*

## NUMERACY SKILLS AND STUDENT ENGAGEMENT: BASIS FOR AN INTERVENTION PROGRAM

**JAMAICA SHANE G. MATULAC**  
**Master of Arts in Education**  
**Major in Educational Administration**  
Rizal College of Taal, Inc.  
matulacjamaicashane@gmail.com

### ABSTRACT

This study addressed the continuing concern on low numeracy performance among Filipino learners, as reflected in international and regional assessment results. Despite the implementation of various national initiatives to improve numeracy instruction, gaps in learners' mathematical proficiency remain evident. This research was conducted within the San Nicolas Sub-Office to assess the current state of numeracy skills and student engagement in mathematics learning.

The study employed a descriptive-correlational research design to determine the level of numeracy skills and student engagement and to examine the relationship between these variables. Data were collected using numeracy assessment tools and student engagement questionnaires covering behavioral, emotional, and cognitive dimensions. Statistical analysis was utilized to identify the extent to which student engagement influences numeracy performance.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan  
**Managing Editor:** Raymart O. Basco

**Associate Editor:** Andro M. Bautista  
**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

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

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

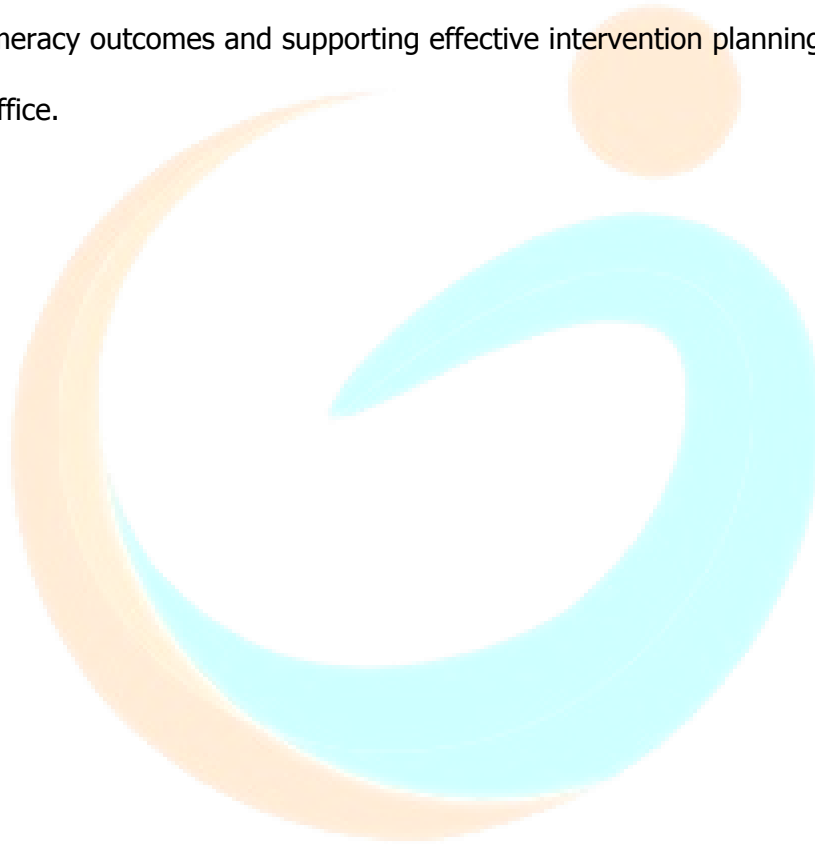
Volume VII, Issue IV

April 2026

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



Findings revealed a significant relationship between numeracy skills and student engagement, indicating that learners who are more engaged tend to demonstrate higher numeracy proficiency. Based on the results, a structured, school-based numeracy intervention program integrating learner-centered and engaging strategies was proposed. The study emphasizes the importance of strengthening student engagement as a foundation for improving numeracy outcomes and supporting effective intervention planning within the San Nicolas Sub-Office.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

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

\*\*\*\*\*