



**INTERNAL STAKEHOLDERS' PARTICIPATION IN THE MATHEMATICS
INTERVENTION FOR LEARNERS' ENHANCEMENT (MILE)
IMPLEMENTATION: BASIS FOR ENHANCED
NUMERACY PLAN**

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ABSTRACT

This study aimed to assess the internal stakeholders' participation in the Mathematics Intervention for Learners' Enhancement (MILE) program as a foundation for an enhanced numeracy plan at Burak National High School for the 2023-2024 school year. Results indicated that parental participation in MILE included communication with remedial teachers, monitoring homework and assignments, attending school meetings, and providing resources. Learners participated through consistent attendance and active class involvement. Facilitating factors for parents were clear communication from teachers and access to learning materials, while for learners, engaging instructional materials, supportive teachers, and motivation were key factors. Hindering factors for parents included limited time due to work, low educational background, and financial constraints. For learners, challenges included math anxiety, low motivation and interest, and poor study habits.

Keywords: *internal stakeholders, Mathematics Intervention for Learners' Enhancement (MILE), Enhanced Numeracy Plan*

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INTRODUCTION

Mathematics plays a role in all areas of life, from work to everyday tasks at home and elsewhere. Strong numeracy skills are vital for teachers to support their students' learning effectively. Many decisions in life are based on numerical data, so being numerate is essential for making informed choices. The involvement of internal stakeholders is key to the planning, execution, and success of a numeracy program.

In education, *internal stakeholders* typically include teachers, students, school administrators, and other personnel who are directly involved in or affected by program activities and outcomes. Their engagement is essential not only because they execute and experience educational processes firsthand, but also because their insights and contributions help shape program relevance, responsiveness, and effectiveness (Peng et al., 2024).

Thus, studying internal stakeholders' participation in numeracy programs is important for identifying how engagement practices contribute to—or hinder—the achievement of numeracy goals. By examining not only the presence but also the quality and depth of participation, educators and policymakers can better design strategies that foster collaboration and shared responsibility, ultimately strengthening program outcomes and enhancing student numeracy skills.

The growing concern over learners' low performance in mathematics has prompted schools to adopt various intervention programs aimed at strengthening foundational numeracy skills. In many basic education settings, assessment results - such as diagnostic tests, summative tests and quarterly examinations- consistently reveal learning gaps in key

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mathematical competencies. These gaps often begin in the early grades and widen when not addressed through targeted instructional support.

As observed, the researcher noticed that after two years of distance learning, students came back to in-person classes with low numeracy skills. The absence of physical presence in classroom setting leads them struggle and find mathematics more difficult because of low numeracy skill.

Based on the result of E-RUNT Pre-Test (Enhanced Regional Unified Numeracy Test) in Burak National High School SY 2023-2024, twenty-two (22) out of 128 learners, 18 males and 4 females are non-numerates.

To address the problem of school on numeracy skills, mathematics teachers of Burak National High School initiated a project MILE (Mathematics Intervention for Learners Improvement). This Project was implemented last School Year 2023-2024. Teachers exerted full effort and time in order to lessen the non-numerates in school but there is only a little improvement.

There are still students who find difficulties in solving the four-basic fundamental operations that is why the researcher conducted a study that aims to enhanced the said numeracy program. It is also helpful to her as a math teacher since the result of this study may serve as aid in her curricular instruction.

One of the best ways in order to help struggling students in numeracy is that stakeholders must harmoniously work together, which will have positive impact on the students. Stakeholders plays a different and significant role in supporting the education

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system. As the primary goal for students is learning and development, teachers must work collaboratively with stakeholders through open communication and by addressing their needs.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research method, design, participants, data collection procedures, research instrument, and data analysis. It focuses on exploring the experiences of internal stakeholders in the implementation of the MILE Program (Mathematics Intervention for Learners Enhancement) at Burak National High School during the 2023-2024 school year.

Research Method

The research technique employed in the study was qualitative research based on in depth interview.

The interviewer and interviewee during the interview process were free to sit in a distance and to reflect on a series of questions concerning a particular issue.

Research Design

Phenomenological research design was used in the study. Phenomenology is arguably a philosophical method of conducting qualitative research. The philosophy of phenomenology is to comprehend the way other individuals see the world and how this perception may differ with the generally accepted perceptions as emphasizing on the subjective interpretations that a person has of what she experiences. Phenomenology is accomplished through interviewing

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the subjects in order to hear what they have to say about the subjects and is commonly applied in the following areas; psychology, sociology and social work.

Participants of the Study

The study participants were the chosen seven non-numerates learners of junior high school and seven parents of non-numerates of Burak National High School of school year 2023-2024.

Sampling Design

The study utilized purposive sampling design. According to Nikolopoulou (2023), purposive sampling is one of the non-probability sampling methods whereby units are chosen due to their characteristics that are required in the sample. That is, purposive sampling makes a choice of units deliberately.

This sampling technique is also referred to as judgmental sampling and in this case the researcher bases his judgment on the individuals, cases, or events that can offer the most effective information to meet the targets of the study.

The qualitative research and mixed methods research are the common ones that purposive sampling is applied. Its application is especially helpful when you want to locate information-rich cases or get the most of limited resources, but is a high-risk situation when it comes to research biases such as the observer bias.

Research Instrument

The research instrument used in the research was a self-administered interview schedule. There were four questions in the interview schedule, which addressed the purpose of study.

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Voice recorders and pictures were used to collect and document data at the discretion of the participants.

Validity of the Research Instrument

Before determining the validity of the interview schedule developed by the researcher, it must first be reviewed by a panel of jurors. This panel, which includes the adviser and the Dean of the Graduate School at the time, evaluate each question. Their task is to validate the questions based on their expertise and knowledge in the areas of research, testing and assessment, and English. If necessary, the questions would be amended to meet the standards and requirements of these fields.

The panel of validators gave comments, corrections and suggestions on the interview schedule which were taken into consideration using the proper form of Good and Scates (Appendix A).

Data Gathering Procedures

The researcher sought approval from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, the School Heads, and the participants to proceed with the study. The researcher personally visited the schools, communities, or locations that were most convenient for the participants to conduct the interviews.

Before the interviews, the researcher obtained consent from the participants by having them sign a waiver or permission form outlining the details of the research process. The

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interviews were conducted using voice and video recorders to ensure a complete record of the participants' responses.

After the series of interviews, the researcher condensed all the collected data for further analysis.

Data Analyses

The collected data was analyzed using a thematic approach. Thematic analysis involves identifying patterns or themes within qualitative data.

As described by Maguire and Delahunt (2017), the goal of thematic analysis is to uncover significant themes or trends in the data that are meaningful and relevant, using these themes to address the research question or provide insights into the issue at hand. Essentially, it is the process of summarizing, analyzing, and interpreting the gathered information to derive meaningful conclusions.

RESULTS AND DISCUSSIONS

The study was conducted to determine the Participation of Internal Stakeholders in the Mathematics Intervention for Learners Enhancement (MILE) Implementation: Basis for Enhanced Numeracy Plan at Burak National High School, District of Maasin during the School Year 2023-2024.

The approach to the research employed in the study was the qualitative method of research through in-depth interview. The study method was Thematic Analysis based on the narrative approach.

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The seven (7) parents and seven (7) learners in Burak National High school were the participants of the study.

The researcher designed research questionnaires and they were verified with the experts. The interview was arranged at the free time of the parents and learners. Formal letters were personally sent to the school heads, of whom, gave consent and appointed the participants to the said interview.

Personally, the in-depth interview was carried out by the researcher. The data were collected by using voice recorder and notes with the consent of the participants and recording photos as well.

The researcher consolidated all the gathered data following the successive interviews. The stories were collected and transcribed, analyzed, and interpreted by employing thematic approach.

According to the reactions provided by the in-depth interview, the parental involvement in the implementation of the MILE program were communication with remedial teachers, checking homework and assignments, school meetings and provision of resources and materials.

The next ones were the involvement of the learners in the implementation of MILE program which included the following: regular attendance and practical participation in the classroom.

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The enabling factors that had been faced by parents depending on the outcome of the in-depth interview were excellent communication between teachers and access to learning resources.

And the facilitating factors as perceived by the learners' during implementation of MILE program were engaging and friendly instructional materials, help and supportive teachers, and motivation and rewards.

During the conduct of the in-depth interview with the respondents, it was identified that the hindering factors that the parents encountered in carrying out MILE was the lack of time due to work commitments, lack of education and financial constraints. The learners were the sources of anxiety about mathematics, low motivation and interest, and poor study habit.

CONCLUSION

Based on the results and the impressions reached in this paper, the following recommendations can be outlined:

School should provide teacher training and capacity building to ensure that teachers are equipped pedagogical skills, effective instructional strategies and sufficient knowledge to address learner's diverse needs. Through continuous professional development, teachers can enhance their competence in delivering quality instruction and implementing programs such as the MILE program successfully.

Performing regular diagnostic and formative assessment is essential in ensuring that

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the MILE program is of a high quality. With the use of these, it enables teachers to determine the strengths and weaknesses of the learners, track the progress of the learners in numeracy and offer remedies to them where there are gaps in learning. Through continuous evaluation, instructions become more responsive to the needs of learners and support their overall academic development.

Strengthening parental involvement also recommended in the implementation of the MILE program. When parents are engaged, learners receive consistent guide both at home and in school, which significantly improves their numeracy skills and overall academic performance.

Active participation from parents, combined with regular communication and training, enhances the effectiveness of the program by ensuring the learners receive guidance both in school and at home. By fostering a strong partnership between parents and teachers, the MILE program can achieve its goal of improving learners' numeracy skills and promoting holistic academic performance.

In order to prove the findings of the current research, parallel studies should be carried out on a broader basis and take into account other variables that are not mentioned in this research.

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