



**CONTEXTUALIZED LITERACY AND NUMERACY PROGRAM IN
TERMS OF DESCRIPTION AND EFFECTIVENESS:
BASES FOR ENHANCEMENT PROGRAM**

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ABSTRACT

This mixed method study determined the contextualized Literacy and Numeracy (LAN) program in terms of description and effectiveness as bases for enhancement program at the Schools District of Santa Barbara for the school year 2023-2024. It was found out that the 29 schools have their own contextualized Literacy and Numeracy (LAN) program implemented in their school. The name of the program is a combination of literacy and numeracy. The LAN program was implemented with encouraged collaboration, categorized the learners, provided differentiated instruction, conducted regular assessments, integration of literacy and numeracy, exposed to different materials and activities, used of technology, and done regularly. There is a significant difference in the pre-test and post-test in literacy performance of the learners exposed to the contextualized LAN program and also significant difference in the result between the pretest and post-test in Numeracy. There is a significant relationship between the pre-test and post-test in literacy performance and also in numeracy.

Keywords: *Contextualized Literacy and Numeracy (LAN) Program, Description and Effectiveness, Enhancement Program*

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INTRODUCTION

Literacy and numeracy are fundamental skills that serve as the foundation for lifelong learning and academic success. However, recent assessments indicate a decline in students' reading comprehension and numeracy skills, with many struggling to read simple texts and solve basic arithmetic problems (PISA, 2018). Learning during the times of pandemic was in great loss due to long disruption of school classes.

To address with the challenges, the Department of Education (DepEd) implemented the Contextualized Literacy and Numeracy Program, aligned with DepEd Order No. 12, s. 2015, which emphasizes the development of early language, literacy, and numeracy.

This initiative was designed to enhance reading proficiency and mathematical skills by integrating contextualized teaching strategies suited to learners' needs. Schools have since developed localized literacy and numeracy programs to support student improvement and address the growing learning gaps.

The Schools District of Santa Barbara, within the DepEd Division of Iloilo, supervises numerous public elementary and secondary educational institutions serving thousands of students.

The district is committed to providing quality and inclusive education, ensuring that students receive essential literacy and numeracy skills. However, like many other areas, Santa Barbara faces educational challenges, particularly in addressing learning gaps caused by the pandemic and improving students' reading comprehension and mathematical proficiency (Department of Education [DepEd] Region VI, 2021).

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The Province of Iloilo, located in the Western Visayas region, is known for its rich cultural heritage, economic growth, and strong education system. It is home to some of the top-performing schools and universities in the country. Despite this, many learners in the province struggle with foundational skills in reading and numeracy. National and international assessments, such as PISA 2022, have emphasized the necessity of enhanced intervention programs to help learner improve their academic achievement.

This research study discovered that literacy and numeracy were inseparable in developing a life-long learners.

The screening test, and PHIL-IRI were utilized to reveal the level of literacy, while E-RUNT were utilized to expose the level of numeracy skills of the learners. Consolidated result of pre-test and post-test are compared to evidently identify the relationship of contextualized literacy and numeracy programs.

To support learners in improving their academic performance, teachers should create innovative teaching methods and strategies, and updated learning resources.

Furthermore, the study underscores the importance of collaborative efforts among schools, teachers, parents, and communities in fostering academic success. Strengthening literacy and numeracy skills remain a priority to equip students with essential competencies for future learning and real-world applications.

This study can be a great help to teachers, parents and especially to the learners of Schools District of Santa Barbara as it become a bases for enhancement program.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis. The study aimed to determine the contextualized literacy and numeracy program in terms of description and effectiveness as bases for enhancement program at the Schools District of Santa Barbara for the school year 2023-2024.

Research Method

Mixed method was used in the study. Open-ended questions were used in the qualitative technique, whereas a descriptive-correlational study design was used in the quantitative method. Siedlecki (2020) stated that a descriptive design was used as it enables researchers to methodically investigate, analyze, and identify occurrences, facilitating the discovery of areas for enhancement in practices and procedures. The gathered data determined the description and effectiveness of Contextualized Literacy and Numeracy (LAN) Program.

Research Design

This study used both quantitative and qualitative approaches to provide a comprehensive evaluation of the contextualized Literacy and Numeracy (LAN) program. The quantitative component utilized a descriptive-correlational design, which according to Thomas and Zubkov (2023) gathers data from multiple variables and assesses the strength of the correlation between them. It was effective in analyzing secondary data, specifically pre-test

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and post-test results, to figure out the program's impact on students' literacy and numeracy skills. Descriptive statistics were used to summarize the outcomes of the study, while correlation analysis examined relationships between variables, such as improvements in literacy and numeracy scores.

The qualitative component of the study employed a phenomenological method, elucidating "what" the respondents experienced and "how" they encountered it (Hossain, 2024). In this study, phenomenology was applied to explore how the contextualized LAN program influenced student learning, based on insights provided by school heads and teachers who implemented the program. Phenomenology is a methodological approach that aims to comprehend, articulate, and explain human behavior and the significance individuals attribute to their experiences, rendering it an effective tool in educational research.

Respondents of the Study

The respondents of the study were the principals, school heads, and teachers-in-charge from the 29 elementary schools in the Schools District of Santa Barbara.

They were tasked with providing pre-test and post-test assessment results from PHIL-IRI, and E-RUNT, as well as participating in interviews and shared insights on the program's description, and implementation.

Sampling Design

The researcher identified these respondents using purposive sampling, a technique that selects participants based on their direct involvement and expertise in the implementation

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of the Contextualized Literacy and Numeracy (LAN) Program. Since these school leaders oversee the teaching strategies, assessments, and overall execution of the LAN program.

Purposive sampling according to Berg and Lune (2021) is a non-probability sampling technique commonly used in qualitative research. This method includes the deliberate selection of participants based on particular features, expertise, prior experience, or additional parameters applicable to the research desired outcomes. The goal is to gather information-rich cases that can provide deeper insights into the phenomenon being studied.

Research Instrument

The research instrument utilized to conduct this study was the combination of structured interviews and secondary data analysis to gather relevant information on the effectiveness of the Contextualized Literacy and Numeracy (LAN) Program. A validated interview guide was used to gather insights from the school heads and teachers regarding the program's description and implementation. Additionally, pre-test and post-test results from standardized literacy and numeracy assessments, PHIL-IRI English for grades 4 to 6 and E-RUNT for grades 2 to 6 were analyzed to measure student progress.

Validity of the Research Instrument

A panel of experts, reviewed the researcher-interview guide to ensure that it effectively measured the key aspects of the Contextualized Literacy and Numeracy (LAN) Program. Experts evaluated the relevance, lucidity, and suitability of every component concerning the study's targets. Adjustments were made to enhance the instrument based on their feedback.

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This jury validation process ensured that the questionnaire accurately captured the data needed for the study and was suitable for the participants involved.

Data-Gathering Procedure

The researcher addressed a formal letter to the necessary authorities, including the adviser, dean of the graduate school, Office of the Schools Division Superintendent, District supervisors, and the heads of school, permission was requested and the study was conducted. Upon receiving approval, the researcher scheduled a visit to each of the 29 schools in the District of Santa Barbara. During these visits, the researcher articulated the objective and methodology of the study to the respondents, where it included the school heads, principals, and teacher-in-charge. Answers were ensured to be accurate and reliable; the researcher oriented the respondents before answering the interview questions. The researcher emphasized that the collected information would remain confidential. Upon retrieval of the questionnaire, responses were tallied and tabulated.

Data Analyses

The data retrieved from the comprehensive interviews were evaluated by thematic analysis, a technique for identifying and comprehending topic themes in qualitative data. This approach helps uncover key findings to the contextualized literacy and numeracy (LAN) program, its description and how it is being implemented. Thematic analysis involves the identification of recurring themes or trends within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data obtained from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

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The objective of thematic analysis was to recognize significant or intriguing themes, that include patterns within the collected information, and utilize these themes to answer the research question or provide insights on a particular subject. This involved summarizing, analyzing, and interpreting the collected data to derive meaning from it.

All statistical data were organized, computed, and tabulated. The findings were processed, analyzed, and interpreted.

Statistical Tools

To interpret descriptive statistics, the frequency count, percentage, and mean were used. The inferential statistics used in this study were Wilcoxon signed-rank test and Spearman's rho set at .05 level of significance.

Frequency Count. To present the demographic characteristics of the respondents who implemented the contextualized literacy and numeracy program.

Percentage. This was used to find out the percentage of learners that belong in a specific level of literacy and numeracy.

Mean. This was used to summarize and measure the central tendency and variability of the pre-test and post-test results for both literacy (PHIL-IRI and CRLA) and numeracy (E-RUNT) assessments.

Wilcoxon's signed rank test. This non-parametric test was employed to figure out the significant differences between the means of two variables. This was made used to verify the significant differences between the pre-test and post-test of PHIL-IRI and E-RUNT. Also, to find out if there was a significant difference to the level of literacy and numeracy before

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and after the implementation of Contextualized Literacy and Numeracy (LAN) Program according to school and grade level.

Spearman's rho. The Spearman's rho was utilized to understand the significant relationship between before and after the implementation of contextualized literacy and numeracy (LAN) program.

Results and Discussion

The study intends to offer insightful analysis on the description and effectiveness of the **Contextualized Literacy and Numeracy (LAN) Program** in the schools district of Santa Barbara, Iloilo for school year 2023-2024.

This study employed a mixed-methods approach, combining both quantitative and qualitative methods. A descriptive-correlational research design was utilized for quantitative method, while a phenomenological approach was adopted, with thematic analysis used to interpret the data for qualitative method.

Specifically, the study focused on the **29 elementary schools** within the **Schools District of Santa Barbara, Iloilo**, with the **principals, school heads, or teacher-in-charge** serving as the primary participants.

In-depth individual interviews were conducted with participants to gather required information for the research. The researcher's in-depth interview guide had undergone content validation by a panel of jurors using the Fraenkel and Wallen Content-Related Criteria tool.

The data gathered from the in-depth interviews were analyzed using thematic analysis, a method for identifying and interpreting pattern's themes in qualitative data. This approach

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helped uncover key findings to the contextualized literacy and numeracy (LAN) program, its description and how it is being implemented. The secondary data collected on the result of pre-test and post-test of the PHIL-IRI and E-RUNT was tabulated. To interpret descriptive statistics, the frequency count, percentage, and mean were used. The inferential statistics used in this study are Wilcoxon's signed rank test and Spearman's rho set at .05 level of significance.

The following are the findings of the study:

The 29 schools have their own contextualized literacy and numeracy (LAN) program implemented in their school. Others have one name for literacy program and another for numeracy, and there are also school that their name of program is a combination of literacy and numeracy.

The LAN program was implemented with encouraged collaboration, categorized the learners, provided differentiated instruction, conducted regular assessments, integration of literacy and numeracy, exposed to different materials and activities, used of technology, and done regularly.

There is a significant difference in the pre-test and post-test Literacy performance of the learners exposed to the contextualized LAN program. These results imply that the learners' post-test scores were significantly higher than their scores in the pretest.

There is significant difference in the result between the pretest and post-test Numeracy performance of the learners exposed to the contextualized LAN program. According to these findings, the students' post-test scores were noticeably higher than their pretest results.

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Additionally, this outcome demonstrated the effectiveness of the contextualized LAN program and how it improves learners' numeracy proficiency level.

There is a significant relationship between the pre-test and post-test in literacy performance. These results imply that as the pre-test increases the post-test also increases in terms of Literacy performance for each school in the district of Sta. Barbara, Iloilo.

There is a significant relationship on the learners' pretest and post-test Numeracy performance. The results show strong relationship between the number of learners before and after exposure to the contextualized LAN program in terms of Numeracy performance level.

Furthermore, this result showed that the contextualized LAN program is effective and enhances the literacy performance of the learners.

CONCLUSIONS

The conclusion derived from the study's results are the following:

The contextualized literacy and numeracy program of every school in the schools district of Santa Barbara has its own name and description.

The implementation of the program was done by collaborative learning and categorized the learners depending on their literacy and numeracy proficiency. Teachers provided differentiated instruction for every set or group of individuals to meet their needs and conducted regular assessments to check the progress of the learner. The integration of literacy and numeracy across all subject areas are observed and learners were exposed to

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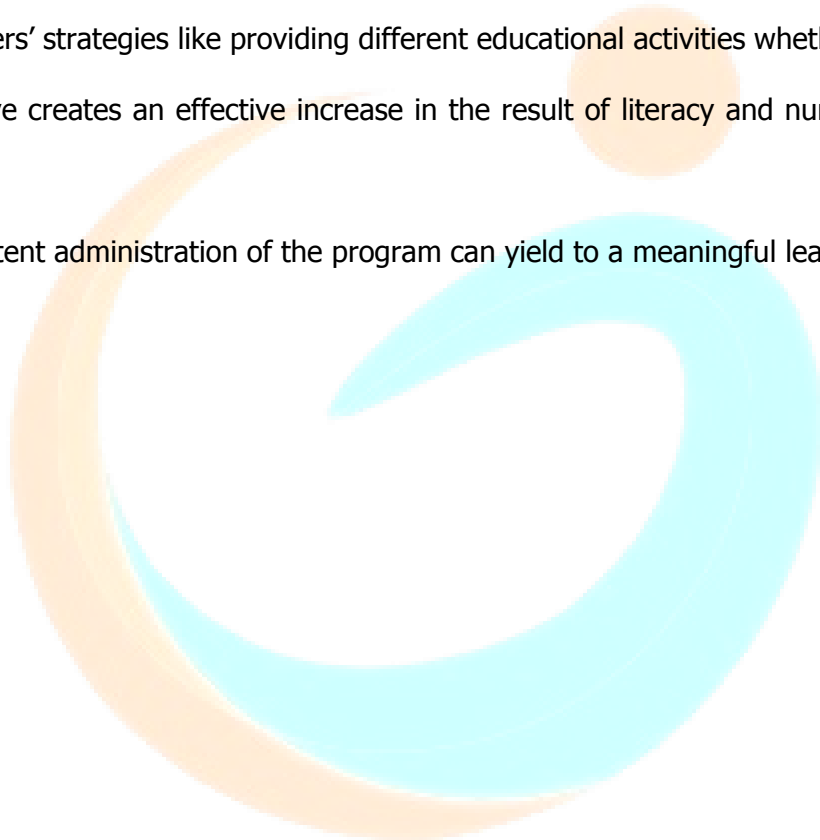


different materials and activities. Furthermore, consistent program implementation and the use of technology to support literacy and numeracy development aid instructions.

Learners who have undergone in this contextualized literacy and numeracy (LAN) program regularly have improved and increase their level of proficiency in literacy and numeracy.

Teachers' strategies like providing different educational activities whether it is booklet or manipulative creates an effective increase in the result of literacy and numeracy level of the learner.

Consistent administration of the program can yield to a meaningful learning outcome.



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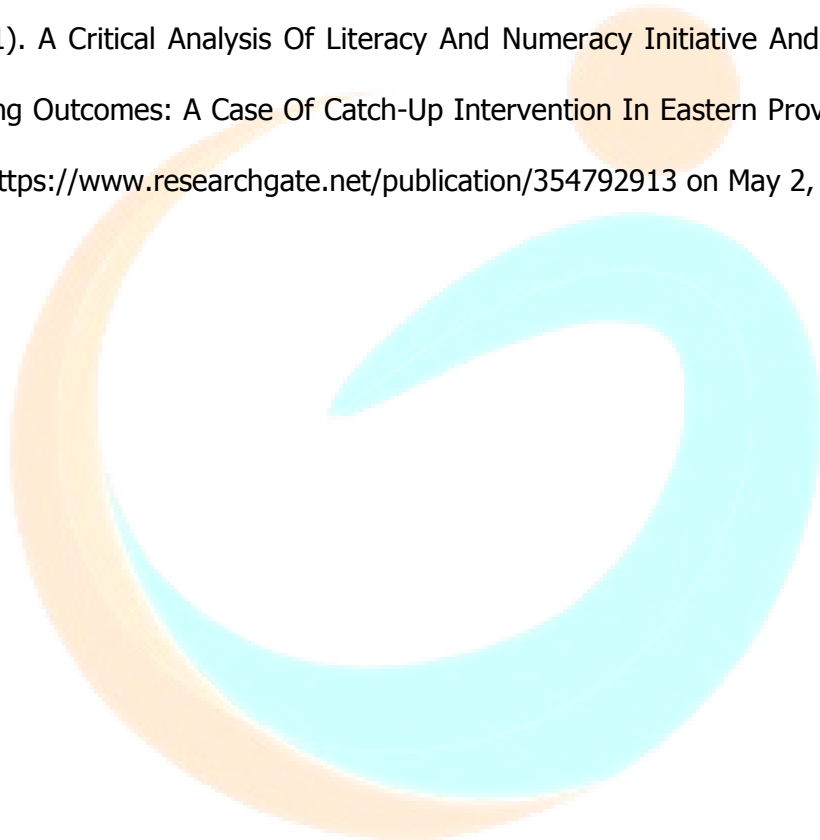
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