



Project NICE: A Remediation Digital Kit for Improving the least-mastered Mathematics Skills of Grade II Learners

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ABSTRACT

This quasi-experimental study investigates the effectiveness of Project Numeracy through Interactive and Creative Electronic (NICE) as an intervention tool for enhancing the least-mastered mathematics skills of Grade II learners. Using a pretest and posttest design, 42 participants were selected from 515 Grade 2 learners using non-probability purposive sampling. The researcher employed simple percentage, weighted mean, and T-test of mean difference for the data analysis. 2nd periodic test results identified these three least mastered mathematical skills: (a.) addition and subtraction within 1,000; (b.) reading and writing large numbers; and (c) solving word problems involving money. Pretest results showed addition and subtraction within 1000 as the least mastered skills, averaging 48.35 MPS. Posttest results demonstrated significant improvement, indicating Project NICE's as an effective remediation tool. The data revealed significant differences in the least mastered mathematics skills between the pretest and posttest results. Thus, this study confirms Project NICE as an effective remediation tool for improving the least-mastered mathematics skills of Grade 2 learners.

Keywords: *Interactive remediation tool, least-mastered skills, mathematics skills, Project NICE*

INTRODUCTION

Many learners perceive mathematics as a complex and challenging subject, resulting in low academic performance and failure to accomplish learning competencies in mathematics. The academic standing of mathematics among learners is notably low, as indicated by reports from the Department of Education (DepEd, 2019). Notably, the

Philippines ranked sixth lowest in mathematics according to the Program for International Student Assessment (PISA) 2022, with only 16% of Filipino learners demonstrating proficiency in the subject (OECD, 2023). This means that 84% of Filipino learners who took the test do not have sufficient mathematical skills. (OECD,2023)



According to Kurmaniak (2021), the set of skills required for a learner to execute mathematical operations is known as numeracy. It entails recognizing and understanding the mathematical processes that exist in the world. Learners' proficiency with number matching, familiarity, and critical thinking increases as they progress. These skills allow learners to solve difficulties and make educated decisions using arithmetic. In addition, Digital remediation tools have received a lot of attention as a way to improve learning outcomes globally. These tools use technology to deliver dynamic and personalized learning experiences that are tailored to the specific needs of the learners. Moreover, incorporating interactive technology into a play-based learning environment can also help learners succeed and have positive experiences (Miller, 2018). Several pieces of research have shown that digital remediation tools improve learners' academic performance and engagement (Smith et al., 2018; Johnson and Smith, 2020). Furthermore, a meta-analysis conducted by Johnson and Smith (2019) revealed positive effects of digital remediation on mathematics achievement. Overall, the research demonstrates that digital kit has the potential to significantly improve the least mastered skills on a global scale.

In the Philippines context, the quality of teaching is determined not only by the teacher's knowledge and skills but also by their innovation and creativity. Every teacher must continually innovate intervention materials and strategies to stay abreast of the learners needs and eventually enhance the quality of the teaching-learning process. Understanding the significance of implementing innovations in students' learning can lead to a well-delivered lesson for most learners

(Impas, 2021). In line with this, the Department of Education recommends materials to enhance learners' performance in science and mathematics subject this material is called, Strategic Intervention Material (SIM). According to Sinco et. al. (2020) on their research entitled, Strategic Intervention Materials: A Tool in Improving Students Academic Performance, the results validated the effectiveness of remediation with the use of Strategic Intervention Materials (SIMs) in uplifting the learning accomplishments of learners.

However, despite the efforts of the Department of Education, there is still a challenge. Based on PISA 2022 results, significant challenges exist within Philippine classrooms, with a substantial percentage of students reporting difficulties working well in lessons and listening to teachers (OECD, 2023). Addressing these challenges aligns with the mandate outlined in Republic Act No. 10533, which emphasizes the development and utilization of locally produced teaching materials to cater to the diverse needs of learners.

Moreover, In the Second quarter math results the selected Grade 2 students in Pasig City revealed that (a) 395 (49%) out of 555 learners, can't solved routine and non-routine problems involving subtraction of whole numbers, including money, with minimums up to 1000 using appropriate problem-solving strategies and tools. (M2NS-IIc-34.2), and (b) 413 (34%) out of 555 learners can't Solve multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers, including money, using appropriate problem-solving strategies and tools. (M2NS-IIe-34.4). The second quarter results found out that most of the Grade 2 learners had a hard time answering the routine and non-routine problems. This highlighted the significant gaps

in essential skills acquisition among learners. These skills encompass to a broad range, mastering addition and subtraction within 1,000, reading and writing large numbers, comparing three-digit numbers, solving word problems involving money (Gill, 2024, Pellissier, 2023). Magtolis, (2023) underscores the importance of numeracy, which encompasses learners' ability to perform mathematical operations and comprehend mathematical processes.

Though the benefits of incorporating digital remediation tools in improving mathematics achievement and learners performance have been acknowledged, there is still a lack of empirical research examining the effects of using digital remediation tools in other subjects, and there is a gap focusing on the mathematical conceptual understanding. This study investigates the research gap by delving deeper into the efficacy of a researcher-made innovation called Project NICE: A Remediation Digital Kit for Improving the Least Mastered Mathematics Skills of Grade 2 Learners.

Therefore, this study aims to explore the effectiveness of Project NICE as a new remediation digital kit for enhancing the least-mastered mathematics skills of Grade II learners. The results of this research will not only provide insights for educators and school administrators but also contribute to ongoing efforts to improve mathematics education in the Philippines.

RESEARCH PROBLEMS/OBJECTIVES

This study generally aims to determine the effectiveness of Project NICE in improving the least mastered skills of the Grade II learners in Mathematics in Pasig City.

Specifically, this study seeks to answer the following questions:

1. What are the least mastered mathematics skills of Grade II Learners?
2. How Project NICE as the remediation digital kit can improve the least mastered mathematics skills of Grade II learners?

HYPOTHESIS

1. Null Hypothesis (Ho):

1.1. There is no significant difference in the learner's achievements between the pretest and the posttest.

2. Alternative Hypothesis (Ha)

2.1. There is a significant difference in the learner's achievements between the pretest and the posttest.

SIGNIFICANCE OF THE STUDY

This study is crucial because it focuses on the specific weaknesses, particularly the least mastered skills, among grade II learners, which can hinder their academic achievement. By targeting these areas, it aims to understand how Project NICE can assist learners struggling with math. Additionally, the results of this study will offer empirical evidence of the effectiveness of utilizing this researcher-made innovation, Project NICE: A Remediation Digital Kit, in bridging skill gaps and improving least mastered mathematics skills among young learners.

The results may inform educators, curriculum designers, and policymakers about the potential benefits of incorporating Project NICE, a teacher-made innovation, into classroom instructions to support struggling Grade II learners.

THEORETICAL FRAMEWORK

Constructivism is a learning

theory that emphasizes the active construction of knowledge by learners through their own experiences and interactions with the environment. According to constructivism, learners actively build their understanding of concepts and develop their own mental models through exploration, problem-solving, and reflection. In the context of mathematics education, constructivism can be applied by providing opportunities for students to engage in hands-on activities, problem-solving tasks, and collaborative learning experiences. In addition, the zone of proximal development (ZPD) introduced by Vygotsky (1980) refers to the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner.

Project NICE is a researcher-made technology-based remediation tool aimed at enhancing the least-mastered mathematics skills of Grade 2 learners through personalized learning. Aligned with Vygotsky's Zone Proximal Development (ZPD), teachers play a significant role in guiding learners to improve their least-mastered skills. Incorporating scaffolding techniques, learners engage in Project NICE remediation mathematics activities with the guidance of their teachers. The implementation of Project NICE as a remediation digital kit facilitates improvement in the least-mastered mathematics skills of the learners. Vygotsky (1980) referred to this learning phase as the "Zone of Proximal Development".

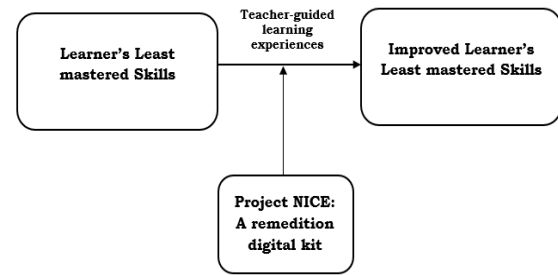


Figure 1: Theoretical Framework: Project NICE

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the relevant literature and studies that the researcher considered in strengthening the importance of the present study. It also presents the synthesis of the art to fully understand the research for better understanding of the study.

Mathematics Education in Early Grades and the Project NICE

Young learners' early experiences offer numerous learning opportunities that create the framework for numeracy (Pisaras, 2020). Before formal education begins, fundamental numeracy concepts and abilities arise naturally. It is critical to promote the development of numeracy skills in young learners and find the most effective learning interventions, as these skills are critical to their future success. In addition, Pisaras also added that, upon entering school, children already possess fundamental numeracy skills, with the variance lying in the manner and pace of information acquisition. Those who attend school arrive with basic numeracy skills, which serve as the foundation for their eventual mathematical accomplishments and mastery.

Magtolis (2023) stated in his research entitled, Effectiveness of Project Renrich in Improving the Numeracy Skills of Grade 5 Learners. Numeracy skills are very important for later academic success. This

includes achievement not only in mathematics but also in other subjects such as science and reading. In addition, learning basic numeracy creates the necessary foundation for future mathematical concepts and possible career opportunities.

Furthermore, developing a strong foundation in basic skills such as counting, comparing, and classifying, thinking skills, and other skills will create a necessary foundation for future math skills and success later in school. These skills are important and cannot be skipped. The learners should master the first basic numeracy skills before they can learn more complex math lessons. Developing these math skills will help teachers, parents, and administrators prepare the learners for a strong academic career (Ghul, 2019)

This stated that mathematics education in the early grades plays a crucial role in developing students' foundational skills and shaping their attitudes towards the subject. Research has shown that early intervention and targeted support can significantly improve mathematics achievement among young learners (Fuchs et al., 2018). However, some Grade II students may struggle with specific mathematical concepts, leading to gaps in their understanding and hindering their progress. This also leads to a lack of mastery in mathematical competencies. Using Project NICE as a remediation digital kit will help the learners relearn all the least-mastered competencies in mathematics, which will help the learners improve their least-mastered skills and increase their performance in mathematics.

The Strategic Intervention Materials (SIM) and the Project NICE

The Program for International Student Assessment (PISA) 2022

reported that the Philippines ranked sixth lowest in mathematics. In addition, based on the PISA test results, only 16% of Filipino students attained at least the basic or baseline level of proficiency in mathematics. This means that 84% of Filipino students who took the test do not have sufficient mathematical skills. In addition, as stated on the Support and discipline in mathematics lessons, about 26% of students in the Philippines reported that they cannot work well in most or all lessons (OECD average: 23%) (OECD, 2023)

Furthermore, the Department of Education has issued Department Order 08.S.2015, or the Classroom Assessment Policy Guidelines. The policy guidelines stated that there must be sufficient and appropriate instructional intervention through remediation and extra lessons from the subject teacher who receives a grade lower than 75 in any subject in any quarter. The aim of this program is to ensure all the learners are fully equipped before the summative tests and prevent academic underachievement by giving the learners adequate education and emphasizing inclusive education, following the mandate that no student will be left behind as appropriate instructions and interventions are provided to address individual requirements.

Moreover, the Department of Education (DepEd) conducted a training workshop on Strategic Intervention Materials (SIM). This training workshop opens the door for all teachers to develop and utilize SIM in their classrooms. The aim of this workshop is to remediate the learners to increase the academic accomplishment of low-performing students by addressing the individual's needs through instructions and interventions. In addition, the implementation of an intervention that will help the

learners become competent, active, and responsible citizens is included in the proposed MATATAG curriculum launched in January 2023.

In line with the stated topic, SIM, Impas, (2021) stated in his study that interactive strategic intervention materials are an effective instructional tool to supplement the modules to improve the performance of the Grade IV pupils in English. According to Rosal, et al. (2022), SIM as a remediation tool has a significant impact on the learner's performance in general chemistry. Furthermore, according to Bunagan, (2012), SIM, or strategic intervention materials, are meant to re-teach the concepts and skills (least mastered skills). Bunagan also emphasizes that the SIM is the materials that the learners use in order to master the competency-based skills that they were not able to develop during regular classroom teaching. These studies also showed that learners who are exposed to intervention materials have a better chance of increasing or enhancing their performance in the subject. According to De Jesus, (2019) revealed in his study that the use of SIM, or strategic intervention materials, has a significant effect on the learner's performance on the least-mastered topics in science Grade 9. Bastida and Bastida, (2022) emphasized that the utilization of SIM can help the learners increase their learning outcomes compared to using conventional or traditional ways of teaching.

On the other hand, Project NICE is a researcher-made new remediation tool. The Strategic Interactive Materials and Project NICE have similarities in terms of reteaching lessons and improving the least-mastered skills of the learners. Project NICE integrates the use of digital remediation to improve the least-mastered skills of the learners and create a personalized learning

environment.

Several studies have investigated the effectiveness of digital remediation tools in improving students' mathematics skills. For instance, a study by Anderson et al. (2017) found that learners who used a digital remediation tool showed significant improvement in mathematical reasoning compared to those who received traditional instruction. Similarly, a meta-analysis conducted by Johnson and Smith (2019) revealed positive effects of digital interventions on mathematics achievement. In addition, in recent years, digital remediation tools have received a lot of attention as a way to improve learning outcomes across a wide range of courses. These tools use technology to deliver dynamic and personalized learning experiences that are tailored to the specific needs of pupils. Several studies have shown that digital remedial tools improve students' academic performance and engagement (Smith et al., 2018; Johnson and Smith, 2020).

Personalized learning approaches have been recognized as effective strategies to address individual learning needs and promote student engagement. Digital remediation tools, such as Project NICE, offer opportunities for personalized learning by tailoring content and activities to students' specific areas of difficulty (Clark et al., 2019). This individualized approach has been shown to enhance students' motivation, self-efficacy, and overall learning outcomes.

This new innovation introduced by the researcher, Project NICE, the Learning Numeracy through Interactive and Creative Electronic Presentations, refers to a teaching aid introduced into the teaching methods to stimulate the activity of the learners and thereby increase their level of understanding. It tends to

reteach lessons that are not clear to learners and help them gain mastery of the skills. The objectives of Project NICE are to (a) provide remediation to learners, with a focus on the least mastered competencies; (b) include learners in a variety of engaging tasks; and (c) capture learners' interest by allowing them to access and manipulate resources through a laptop. (d) Motivate learners to accomplish more, think more, and study more.

Project NICE is an electronic interactive presentation meant to re-teach concepts and topics that are considered least learned by the learners in mathematics. It is a teaching-learning tool for the benefit of both teachers and learners. As stated by Impas (2021), the objectives of interactive materials are to pique students' curiosity, impart mathematical knowledge and abilities, and enable them to apply what they have learned to practical contexts. It is thought that Project NICE is a useful strategic teaching tool that helps educators accomplish the objectives of least-mastered lessons. In conclusion, the review of related literature highlights the importance of digital remediation tools in education, particularly in the context of mathematics education for young learners. Existing research indicates a positive correlation between digital interventions and improved mathematics achievement among students, highlighting the least-mastered skills.

In conclusions, scholars advocate for further exploration, particularly in employing strategic interactive materials and integrating information and communication technology (ICT) across various subject areas, including mathematics. In this context, examining new innovations such as Project NICE will align with the needs and behaviors of current learners. This Project NICE aimed to

improve the least-mastered skills of Grade II learners. This initiative aligns with the objective of nurturing a strong conceptual understanding among learners and holds promise for advancing educational methodologies in the early grades. Through its focus on addressing the least-mastered mathematics skills, Project NICE embodies the potential to elevate educational practices and foster academic success among young learner

METHODOLOGY

This chapter presents the methods and procedures employed in this study which includes the research design, sampling technique and collection of data.

Research Design.

This study aims to employ quasi-experimental research employing the pretest and posttest design to assess the effectiveness of Project NICE as a new remediation tool towards the improvement of least mastered skills among the Grade II learners in mathematics. It is quantitative in nature because the data will be collected and interpreted before and after using Project NICE.

Population and Sampling Technique

The participants of the study are the selected Grade 2 students of the selected school in Pasig City who got lower than 15 points (73%) out of 30 items in their 2nd periodic test. The sampling technique of the study was non-probability purposive sampling with 42 participants (9%) from 515 Grade 2 students.

Data Gathering

The research process was categorized into three phases: 1.)

Identification of Least Mastered Topics in Mathematics 2 2.) Development, validation, and implementation of project NICE 3.) Final Phase: Presentation of the results of the post-test that illustrates the improvement of the learner's least mastered skills.

Phase 1: Identification of Least Mastered Skills based on the results of Second Quarter Examination. The researcher identified the following competencies with the least mastered skills.

A. Learning Competencies: (DepEd MELC, S.Y. 2023-2024)

(a) 395 (49%) Solve routine and non-routine problems involving subtraction of whole numbers, including money, with minimums up to 1000 using appropriate problem-solving strategies and tools. (M2NS-IIc-34.2),

(b) 413 (34%) Solve multi-step routine and non-routine problems involving addition and subtraction of 2- to 3-digit numbers, including money, using appropriate problem-solving strategies and tools. (M2NS-IIe-34.4).

B. Least Mastered Skills: (Gill, 2024, Pellissier, 2023)

(a) addition and subtraction within 1,000

(b) reading and writing large numbers

(c) solving word problems involving money

Phase 2: Development, Validation, and Implementation Phase. The researcher made the Project NICE following all the parts and has it validated by the experts in the field of Mathematics. After the validation

process, revisions and suggestions from the experts were made to improve the effectiveness of Project NICE. Then the researcher made a 20-item researcher-made test for the pre-test. Then selected Grade 2 students will utilize the Project NICE as a remediation tool.

Phase 3: Final Phase, after completing the 3-day remediation, the selected learners will answer the same 20-item teacher made test (posttest) to determine whether there was an improvement or none in the learner's least mastered skills.

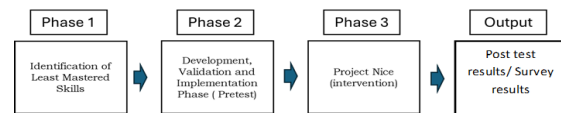


Figure 2: Research Methodology Process Flow

Research Instruments

The research instrument used in gathering the data is the research made pre-test/post-test.

1. Pre-test/ Post-Test

It is a 20-item test which covers the 2nd quarter skills in the MELC. It was designed to measure the mastery level of the learners. Furthermore, the validated test was finalized before the experiments. This strategy would strongly help for the pre-post-test's accuracy and reliability.

Treatment of Data

The researcher conducted a weighted mean to assess the pretest and posttest achievement of the Grade 2 learners. In addition, the researcher also used the T-test of mean difference using Wilcoxon signed-rank test (*paired sample test*) to analyze the data and determine the significant difference between the pretest and posttest.

Ethical Considerations.

*Average MPS Score Range: 0-49 (Least Mastered Skills),
50-74 (Nearly Mastered Skills), 75-100 (Mastered)

The following procedures and ethical considerations shall be observed in the process of data collection:

1. **Informed Consent.** A letter of invitation shall be sent to the school principals before conducting the study. This is to gain their approval for allowing their Grade 2 learners to participate in experimental research. Both the principals and the participants shall be informed of the nature of the study, then proceed to visit the selected sample students on Friday to establish rapport and seek permission from the adviser to collect data from their students.

2. **Instrument Validation.** A letter requesting assistance from professionals in test validation (master teacher in charge of mathematics, school math coordinator, grade level math coordinator, language validator (Filipino))

3. **Beneficence.** The research study will be conducted for the benefit of educators who implement numeracy remediation programs in public schools. Thus, the research shall benefit the participants by leading them to improve their least-mastered mathematics skills and ensuring they get long-term benefits from the research.

All the data collected is kept confidential in compliance with Republic Act 10173, Data Privacy Act 2012.

RESULTS AND DISCUSSIONS

Table 1: Pretest Results (N=42)

2ND QUARTER TEST-LEAST MASTERED SKILLS	ITEM NO. (LEAST MASTERED SKILLS)	TOTAL NO. OF CORRECT RESPONSE	TOTAL NO. OF MISTAKES	AVERAGE MPS
addition and subtraction within 1,000	3,5,6,7,8,10,11,12,13,16,17,18,20	264	282	48.35164835
reading and writing large numbers	4, 9	43	40	51.19047619
solving word problems involving money	1,2 , 14, 15, 19	113	98	53.80952381

Table 1 presents the pretest results of Grade 2 learners before intervention. It includes the item number with the least mastered skills based on percentage scores, total correct responses, and weighted mean percentage scores (MPS) from item analysis.

Addition and subtraction within 1000 emerged as the least mastered skills, with 264 correct responses and an average MPS of 48.35. Item analysis revealed 8 out of 13 items fell under this category, indicating a need for intervention to enhance proficiency.

Similarly, the table illustrates pretest results for reading and writing large numbers and solving word problems involving money. Reading and writing numbers showed a total of 43 correct responses, averaging 51.19 MPS, nearly mastered based on the score range. In item analysis, one out of two items was identified as the least mastered.

Solving word problems involving money also displayed a nearly mastered skill level, with an average MPS of 53.81 from 113 correct responses. However, two out of five items were identified as least mastered.

These skills indicate that they also require intervention for improvement.

Table 2: Posttest Results (N=42)

2ND QUARTER TEST-LEAST MASTERED SKILLS	ITEM NO. (LEAST MASTERED SKILLS)	TOTAL NO. OF CORRECT RESPONSE	TOTAL NO. OF MISTAKES	AVERAGE MPS
addition and subtraction within 1,000	3,5,6,7,8,10,11,12,13,16,17,18,20	301	245	55.12820513
reading and writing large numbers	4, 9	56	27	66.66666667
solving word problems involving money	1,2 , 14, 15, 19	122	89	57.61904762

*Average MPS Score Range: 0-49 (Least Mastered Skills),
50-74 (Nearly Mastered Skills), 75-100 (Mastered)

Table 2 displays the posttest results of Grade 2 learners after

intervention, detailing item numbers with least mastered skills based on percentage scores, total correct responses, and weighted mean percentage scores (MPS) from item analysis.

Addition and subtraction within 1000 showed nearly mastered, with 301 correct responses and an average MPS of 55.12. Only 3 out of 13 items were identified as least mastered, suggesting intervention for proficiency enhancement.

Similarly, the table highlights posttest results for reading and writing large numbers and solving

word problems involving money. Reading and writing numbers had 56 correct responses, averaging 66.67 MPS, with no items identified as least mastered.

Solving money-related word problems also demonstrated near mastery, with an average MPS of 57.62 from 122 correct responses, and no items identified as least mastered.

These outcomes suggest that Project NICE effectively improves reading and writing large numbers and solving word problems involving money.

Table 3: Test of Differences (N=42)
(Paired-sample T-test)

2nd Quarter Test (Least Mastered Skills)		M	SD	t	df	p-value	Decision	Interpretation
Addition and subtraction within 1,000	Pretest	6.29	2.27	-4.7	41	<.001	Reject Ho	significant
	Posttest	7.17	2.01					
Reading and writing large numbers	Pretest	1.02	0.75	-4.29	41	<.001	Reject Ho	significant
	Posttest	1.33	0.69					
Solving word problems involving money	Pretest	2.69	1.05	-3.11	41	0.003	Reject Ho	significant
	Posttest	2.88	1.04					

*df=41, tabulated value=2.021, significance level= 0.05

Table 3 presents the comparison of pretest and posttest scores for selected Grade 2 learners, focusing on the least mastered skills in the second quarter before and after using the Project NICE remediation digital kit. The analysis reveals significant improvements in these skills. For "Addition and Subtraction within 1,000," the pretest mean was 6.29 with a standard deviation (SD) of 2.27, while the posttest mean was 7.17 with an SD of 2.01. The computed T-value was -4.7 with a p-value of <0.001, indicating a significant improvement and rejecting the null hypothesis. Similarly, for "Reading and Writing Large Numbers," the pretest mean was 1.02 with an SD of 1.33, and the posttest mean was 1.33 with an SD of 0.69. The T-value was -4.29 with a p-value of <0.001, also showing significant

improvement. Finally, for "Solving Word Problems Involving Money," the pretest mean was 2.69 with an SD of 1.05, and the posttest mean was 2.88 with an SD of 1.04. The T-value of -3.11 with a p-value of 0.003 further supports a significant improvement. A p-value of less than 0.05 indicates a statistically significant difference, implying that the intervention was effective in strengthening these critical skills.

CONCLUSIONS

The pretest data highlighted addition and subtraction within 1000 as the least mastered skills among Grade 2 learners. Following intervention, posttest results showed improvement across these least mastered skills. This research demonstrates a notable difference in

mathematics proficiency before and after intervention, indicating the effectiveness of Project NICE as a remediation digital kit for improving the least-mastered mathematics skills of Grade 2 learners.

RECOMMENDATIONS

1. Extend the use of the Project NICE remediation digital kit to more classrooms and grade levels to help a larger number of learners improve their least-mastered skills.
2. Implement regular assessment and monitoring to track the development of the learners using Project NICE. This will help the researchers make a timely adjustment to the intervention strategies to ensure sustained improvement.
3. Conduct comprehensive teacher's training sessions on how to effectively integrate the Project NICE digital kit into their daily teaching practices. This will enhance the delivery and effectiveness of the intervention.
4. Provide technical support to teachers.
5. Expand the content of the Project NICE digital kit to include other challenging areas in the curriculum beyond mathematics, such as reading comprehension and science, to provide a more holistic support system for learners.
6. Establish feedback mechanisms where teachers, learners, and parents can share their experiences and suggestions for improving the Project NICE digital kit. This will help in refining the tool based on practical insights and needs.
7. Conduct further research to explore the long-term impact of the Project NICE digital kit on the learners' performance and to identify any additional factors

that could enhance its effectiveness.

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