



THE EMPOWERED ACHIEVERS AS MENTORS (TEAM) PROGRAM: LEADING THE WAY TO MASTERY OF FOUR FUNDAMENTAL SKILLS IN MATHEMATICS AMONG GRADE 4 LEARNERS

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INTRODUCTION

Mathematics is a fundamental component of education, playing a critical role in developing students' analytical thinking, problem solving abilities, and real-life application skills. However, at Kayam Elementary School, data from the 4th Quarterly Reports on Assessment of the learners during S.Y. 2024–2025, when they were in Grade 3, reveal that 17.85% of the 28 learners struggle with mastering the four fundamental mathematical skills. These students, classified as "Fairly Satisfactory" or those with failing grades, face significant challenges that negatively impact their academic performance, self-confidence, and motivation to learn. If unaddressed, these difficulties could create long-term learning gaps, making it harder for students to grasp more advanced mathematical concepts in higher grade levels and beyond.

To respond to this issue, this action research introduces The Empowered Achievers as Mentors (TEAM) Program, a structured peer-assisted learning initiative designed to support struggling students in developing proficiency in the four fundamental mathematical skills. The intervention strategically leverages academically accomplished students, referred to as "Achievers," as mentors. Achievers are identified as students who have obtained an average grade of 90 and above in mathematics during the 4th quarter. At Kayam Elementary School, five Achievers have been selected to serve as mentors, with a 1:1 mentor-mentee ratio, ensuring personalized support and effective intervention. Through structured mentoring sessions and interactive activities, this program aims to foster a collaborative and engaging learning environment where struggling learners receive targeted assistance to improve their mathematical competencies.

The theoretical foundation of this approach is rooted in the principles of cooperative learning and Vygotsky's Zone of

Proximal Development (ZPD), which emphasize that students learn more effectively when supported by more knowledgeable peers who provide guidance and scaffolding. High-achieving mentors can bridge the gap between instruction and comprehension by offering relatable explanations, reinforcing concepts, and encouraging struggling learners. Studies have consistently highlighted the benefits of peer-assisted learning in mathematics education. Cruz and Santiago (2023) demonstrated its effectiveness in addressing Filipino students' numeracy challenges, while Johnson and Lee (2020) emphasized its global impact in fostering collaboration, boosting engagement, and improving conceptual understanding in mathematics classrooms.

Despite the well-documented benefits of peer-assisted learning, limited empirical evidence exists regarding its systematic implementation in addressing the four fundamental mathematical skills among Grade 4 students at Kayam Elementary School. Furthermore, there has been insufficient exploration of how school administrators and teachers can support the sustainability and integration of peer mentoring programs into the existing curriculum.

Thus, this study seeks to evaluate the effectiveness of The Empowered Achievers as Mentors (TEAM) Program.

DISCUSSION OF RESULTS

The study employed a researcher developed 10 items test for each mathematical fundamental skill, designed to assess the effectiveness of the intervention. The test was used both as a pre-test and a post test. The data collected from the participants before and after the intervention is summarized in the following tables.

Pre-Test Results

Data in Table 1 presented the mean of the pre-test score of the 5 Grade 4 learners in



their 10-item pre-test for each mathematical skill before the implementation of the TEAM Program intervention. The results show that learners demonstrated developing proficiency in three of the four fundamental mathematical operations addition, subtraction, and multiplication with mean scores ranging from 7.4 to 7.6. These results indicate that while learners possess a moderate understanding of these basic skills, further reinforcement and practice are still necessary to achieve mastery. In contrast, the mean score for division is notably lower at 3.8, which falls under the struggling category. This suggests that division remains the most challenging operation for the learners, indicating significant gaps in comprehension and computational skills. The findings imply that learners may have difficulty applying their knowledge of multiplication facts and inverse operations when performing division.

Table 1
Pre-Test Results

Operation	Mean	Interpretation
Addition	7.4	Developing
Subtraction	7.6	Developing
Multiplication	7.4	Developing
Division	3.8	Struggling

This result underscores the need for targeted instructional help of the TEAM Program, particularly in strengthening learners' conceptual understanding of division through guided practice, mentorship and customized activities. Emphasizing mastery skills and the connection between multiplication and division is essential to ensure balanced of mastery of the four fundamental skills of mathematical operation.

Post-Test Results

Data in Table 2 revealed a significant improvement in learners' performance across all four fundamental mathematical operations following the implementation of the TEAM Program. Learners achieved proficient levels in addition, subtraction, and multiplication, with mean scores of 9.4, 9.4, and 8.8, respectively. These results demonstrate that the mentoring sessions effectively strengthened the learners' computational fluency and conceptual understanding in these areas.

Although division remains the lowest among the four operations, the mean score of 6.6, categorized as developing, reflects a considerable increase compared to the pre-test mean of 3.8. The improvement suggests that the TEAM Program has positively contributed to learners' confidence and skill development, while also highlighting the need for continuous reinforcement and practice to attain mastery.

Table 2
Post-Test Results

Operation	Mean	Interpretation
Addition	9.4	Proficient
Subtraction	9.4	Proficient
Multiplication	8.8	Proficient
Division	6.6	Proficient

Comparative Results

Table 3 presents the comparison between the pre-test and post-test mean scores of learners in the four basic mathematical operations after the implementation of the TEAM Program.

Table 3
Comparative of Pre-test Mean and Post test Mean results with Mean Difference and Interpretation

Operation	Pre-Test Mean	Post-Test Mean	Mean Difference	Interpretation
Addition	7.4	9.4	2.0	Significant Improvement
Subtraction	7.6	9.4	1.8	Significant Improvement
Multiplication	7.4	8.8	1.4	Significant Improvement
Division	3.8	6.6	2.8	Significant Improvement

The results show an increase in post-test mean scores across all operations, indicating overall improvement in learners' mathematical performance. Addition and subtraction both demonstrated substantial gains, with mean differences of 2.0 and 1.8, respectively, reflecting strengthened foundational skills. Multiplication also showed notable improvement with a mean difference of 1.4, suggesting better recall and application of number facts. Most notably, division exhibited the largest mean difference of 2.8, indicating that the TEAM Program was particularly effective in addressing learners' difficulties in this operation. Overall, the findings suggest that peer-assisted learning through the TEAM



Program significantly enhanced learners' understanding and mastery of the four fundamental mathematical skills.

Analysis of Mentees' Response

Improved understanding of fundamental mathematical skills

"Mas nakasabot nako gamay maam kaysa sauna."

"Mas sayon lage sabton ug si Mentor nako ang magtudlo maam, lasbi na sa multiply naa siyay gitudlo nga kamot gamit ra lage maam"

Most of the mentees reported an improved understanding of basic mathematical operations after participating in the mentoring sessions. They shared that the guidance provided by their mentors enabled them to grasp the lessons more easily.

It helps them to understand the operation clearly in a way that can make the learners manage and solve with confidence.

Comfortable and Supportive Learning Environment

"Dili raman ko mauwaw mangotana ni Mentor maam kay buotan raman siya gud, di pod siya masuko nako bxta di ko kahibaw mo answer unya hinayhinayon raman niya pagstorya unsaon ni pagsolve maam"

"Malingaw ko bxta si Mentor magtudlo nako maam kay mag cge raman mi ug katawa unya magbinuang-binuang raman mi bxta gani lisod mokatawa ra gihapon mi unya hantod kadugayabn makahibaw nako"

Learners described feeling comfortable and happy during the mentoring sessions. They shared that the environment encouraged them to ask questions and participate more actively. The presence of laughter and light interactions, as shared by the learners, also suggests that the sessions promoted not only cognitive engagement but also emotional ease, contributing to a more effective and enjoyable learning experience.

Increased in Self-Confidence

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"Katong pag-una maam mahadlok ko mo answer lage kay basin makasab-an ko ni mentor, pero okay raman diay siya maam. Mangotana na jod ko bxta malibog ko ron."
"Usahay makabantay ko maam nga maka-answer rako usahay bisan ako ra pero kana ra di kayo lisod maam ug dili libog"
gihapon mi unya hantod kadugayabn makahibaw nako"

Many mentees mentioned that they developed greater confidence in solving mathematical problems, even without direct assistance.

I observed that as the mentoring sessions progressed, they became more willing to attempt answers independently, even when the tasks were slightly challenging. Their statements reflect a shift from fear of making mistakes to a readiness to try and seek clarification when needed.

Need for continued support

"Kanang dali ra man kaayo ta mahuman ug answer-asnwer ani maam, usahay kay di pa kaayo ko kasabot gani unya mahuman nata kay mo ana man ka oras na."

"Gamay gihapon akog score sa divide divide maam, mangotana pako ug balik ni Mentor ron kay wa pa kaayo ko kasabot maam"
gihapon mi unya hantod kadugayabn makahibaw nako"

Some learners expressed the need for additional time and further assistance to strengthen their mathematical skills, particularly in more difficult areas such as division.

I recognized that several of them continue to need sustained support and guidance, especially in more challenging operations such as division. Their comments made me aware that the allotted time for each session was sometimes insufficient for them to fully grasp the concepts before moving on to the next task.

Analysis of Mentors' Responses

Effectiveness of Peer Mentoring as a Teaching Approach

"Sayonon ra nako akong examples niya maam para dali siya kasabot. Makasabot raman pod siya maam."



“Malipay lage ko maam bxta makasolve siya ug sakto kay makaingon pod ko bah nga may nalang nakasabot na siya siya gamay”

Mentors found peer-assisted learning effective in helping mentees improve their skills. They emphasized the use of simple examples and engaging activities suited to the mentees' learning levels.

I observed that mentors were able to simplify examples and adjust explanations based on the mentees' level of understanding, which made learning more accessible. Hearing mentors' express pride and satisfaction when their mentees successfully solved problems showed me that the process was mutually beneficial. Mentees improved their skills while mentors strengthened their leadership and instructional abilities.

Active Participation of Mentees

“Excited lage na si Mentee 1 pirme maam, labi na naa ta assignment kay para daw inig kagabie maka.asnwer ra pod sya ug basta Friday pod maam excited lage kaayo mi maam kay naa man saging ug juice.”

“Daghan kaayo na sya ug pangotana nako maam pero okay ra maam kay iyang pangotana kay about man sa atong asa siya gilisuran pod.”

Mentors observed that their mentees became more engaged and motivated during the mentoring sessions.

I observed that many mentees attended the activities with excitement, especially when tasks or assignments were given, which showed their growing interest in the lessons.

Development of Mentors' Leadership and Teaching Skills

“Usahay maam kay kapoyon ko ug explain niya pero mangita nalang ko ug sayon-sayon ra nga explanation para makasabot siya dayon.”

“Karon maam ganahan nako magteacher-teacher niya kay pamati nako makamao raman diay ko mo explain gamay kay makasabot man si mentee 2 sa akoo.”

The mentoring experience also contributed to the mentors' personal growth. They reported improved patience, communication skills, and self-confidence in teaching.

I observed notable growth in the mentors' patience, communication skills, and self-confidence. They do not only develop practical teaching techniques but also enhanced their ability to lead and guide peers effectively.

Challenges Encountered During Mentoring

“Usahay maam ba kay lisoran ko mag.explain niya labi na di siya kasabot dayon sa akong giingon nga ingon anion gani nimo.”

“Kasagaran maam kay dili mi kahuman sa among activity kay dali kaayo mahuman imong oras man.”

Some mentors experienced difficulties related to time management and explaining certain mathematical concepts clearly.

Mentors learned to be more patient, to adjust their explanations, and to manage time more efficiently during teaching. These experiences not only tested their problem-solving skills but also strengthened their resilience and adaptability as emerging leaders and educators.

Parents' Feedback

Improved Academic Confidence and Interest

“Karon bitaw maam magstorya mi ni mentee 2 ganahan naman kuno siya mo answer ug math labi na usahay kay makasabot jod siya tarong ug makapangtana kuno siya sa iyang mentor maam.”

“Sauna daw maam maulaw siya mangotana ug motubag kay kahiabw kuno siya sayop iyang answer pero karon maam sakto na kuno iyan mga answer intawn.”

Most of the parents reported that the mentoring sessions helped their children develop a more positive attitude towards learning.

I observed these changes indicate that the mentoring program do not only support academic growth but also fostered a positive attitude towards learning. Learners became



more curious, and confident in expressing their ideas, which is essential for long term academic success.

Children became more responsible

"Inig kaabot ana sa balay maam manguha dayon na ug lalog kay para daw ighuman niya ug kuhag lalog mag-answer na siya sa gipa-answer ni maam niya nga assignment ug activity sa kani inyong program maam ay."

"Akong nabantayan niya karon maam sa kay bisan di siya storyaan or pangotan-on mag-answer-answer ra intawn na ug iyaha maam usahay magsamok sa ate kay naa siyay nalibgan sauna maam ig-abot ana magpunay ra jod na ug duwa bisan kasab-an pa na nimo."

Parents noticed that their children became more disciplined in managing their study time and completing activities.

I observed that the mentoring program helped children develop greater responsibility and self-discipline.

Increased parental engagement and awareness

"Karon maam mangotana na jod ko ana niya bitaw ug unsay gibuhay ninyo sa eskwelahan, unsay buhatonon ninyo nga gipadala ni maam."

"Mura pod ko ug nakahunahuna ron maam nga importante pod pagapangotan-on ang mga bata ug kumusta or unsay gibuat nilan diri sa eskwelahan para makahibaw pod oko unsay dagan sa ilang pag-eskwela."

Parents also shared that the program encouraged them to become more involved and aware of their children's behavior and progress. I observed that the mentoring program not only impacted the students but also encouraged greater parental involvement in their children's learning.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

From my perspective as a teacher and researcher, I can say that the mentoring

program through the TEAM Program had a positive impact on both mentors and mentees. I observed that the mentors developed their leadership and teaching skills. They became more patient, confident, and able to explain lessons in ways their mentees could understand. They also learned to face challenges, like managing time and explaining difficult concepts, which helped them grow as leaders.

I also saw that the mentees became more confident in their learning, more interested in participating, and more responsible in completing their assignments and managing their study time. Parents shared that they became more involved and aware of their children's progress, supporting them at home.

Overall, I believe that the mentoring program not only helped improve students' academic skills but also promoted personal growth, responsibility, and cooperation among mentors, mentees, and parents. This experience showed me the value of mentoring programs in supporting both learning and teaching in our school.

Based on the positive quantitative and qualitative findings of the study, the following recommendations are proposed to strengthen and sustain the implementation of the TEAM Program:

1. Continue and expand the mentoring program to help more students improve their basic mathematical skills, confidence, and engagement.
2. Increase the duration of the sessions to allow more time for learners to fully understand lessons and complete activities, especially for challenging concepts like division.
3. Provide additional support for challenging concepts, especially in operations like division, to ensure learners fully understand the lessons.
4. Offer ongoing mentor training and guidance to strengthen teaching, time management, and leadership skills.
5. Encourage parental involvement by providing guidance on supporting their children's learning at home.
6. Maintain a supportive and engaging learning environment where learners feel comfortable asking questions and participating actively.
7. Monitor and evaluate program effectiveness using tests, observations, and feedback to adjust strategies and meet students' needs.



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05 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** The Empowered Achievers as Mentors (TEAM) Program: Leading the Way to Mastery of Four Fundamental Skills in Mathematics Among Grade 4 Learners
- **Researcher:** Pretty Mae R. Peñaroya (2025)
- **Station:** Kayam Elementary School, SDO Carcar City
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality) & Outcome 1 (Teacher Quality)
- **Monitoring Date:** May 20, 2026

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the TEAM Program included in the school's Mathematics Improvement Plan or AIP?	X		Approved SIP/AIP / Math Project Proposal
2. Technical Assistance: Does the teacher provide structured "Mentor Training" sessions for the Empowered Achievers?	X		Attendance Sheets / Training Logs
3. Utilization of Tools: Are the Weekly Progress Tracking Logs and Math Activity Sheets still being updated by mentors?	X		Mentor Logbooks / Activity Folders
4. Peer-Learning Culture: Is there a designated "TEAM Time" or "Math Buddy" corner visible in the classroom?	X		Classroom Observation / Schedule
5. Resource Support: Are funds allocated for the reproduction of fundamental operations drill sheets (TEAM Materials)?	X		School MOOE / Inventory



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III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Mean Score (Mastery)	8.55 (Post-test)	9.0	Slightly Increase
Mastery Increase (%)	20% increase	24.5% increase	Stronger Learning Gain
Peer Engagement Level	High (Qualitative)	Very High	Stronger Collaboration

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): Our school principal and I, as the school math coordinator, have expanded the TEAM structure beyond Grade 4 to include other grade levels such as Grade 3 and Grade 5. This was done to help address learners' difficulties in multiplication and division. Teachers from these grade levels were guided on how to identify "achiever-mentors" within their classes who can assist their classmates during practice and remediation activities. Through this approach, each grade level is able to adjust the TEAM strategy based on the needs of their learners and their lessons. Because of this, improving numeracy skills is now a shared responsibility among teachers, and it has helped promote teamwork and collaboration across the school.

2. DIGITALIZATION (Data-Driven):

To support data-driven instruction, I used a simple Excel-based digital tracker to record learners' mastery levels in different math operations. This tool helps me quickly identify which learners are still at the developing or beginning levels and need targeted intervention. It also helps me track their progress over time, showing improvements after peer assisted learning sessions under the TEAM Program. Through this system, instruction becomes more responsive within the TEAM Program, as teachers can closely monitor each learner's progress and provide appropriate one-on-one support, including individualized remediation and assigning suitable peer mentors based on updated mastery data

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Learners still showing difficulty in mastering basic operations, especially division	Continue and expand the TEAM mentoring program to further strengthen learners' basic mathematical skills, confidence, and engagement	Math Teacher/ Proponent
Limited time for mentoring sessions, affecting full understanding of lessons	Increase the duration of TEAM sessions to allow learners more time to understand difficult concepts and complete activities	School Head / Class Teachers

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Difficulty in understanding complex concepts such as division	Provide additional focused support and enrichment activities specifically for challenging operations like division	Math Teacher
Need to strengthen mentors' teaching, patience, and coaching skills	Conduct ongoing mentor training and guidance sessions to improve mentoring skills, time management, and leadership abilities	Math Coordinator / Proponent
Limited support from home affecting learners' practice and reinforcement	Encourage parental involvement by providing simple guidance and strategies to support children's learning at home	Class Advisers / School Head
Need for continuous monitoring of program effectiveness	Regularly monitor and evaluate the TEAM Program using test results, classroom observations, and feedback from teachers and learners to guide improvements	School Head / Math Coordinator / Researcher

VI. OVERALL RATING & STATUS

[] **SUSTAINED:** TEAM Program is the primary numeracy intervention; mastery levels are stable.

[] **THREATENED:** Mentoring sessions are irregular due to lack of time or lack of trained mentors.

[] **INACTIVE:** Peer-mentoring has ceased; the teacher has returned to traditional one-way instruction.

Prepared by: _____

Research Manager/ M&E Personnel

Conforme: PRETTY MAE R. PEÑAROYA
Lead Researcher/ Proponent



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PRP-BERF on Track: *Mapping the Impact of the TEAM Program on Foundational Numeracy, Strategic Levers, and Learner Mathematics Performance*

Research Title	Research Theme	Q-BEDP Reform Outcome (SPT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
The Empowered Achievers as Mentors (TEAM) Program: Leading the Way to Mastery of Four Fundamental Skills in Mathematics Among Grade 4 Learners	Teaching and Learning. The study targets numeracy improvement by addressing learning gaps in the four fundamental operations (addition, subtraction, multiplication, and division) through peer-assisted learning.	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. This intervention directly tackles the numeracy gap (quality) by utilizing a "TEAM" mentoring structure as a localized curriculum adjustment.	First Lever: Decentralization The school implemented a localized peer-mentoring framework (TEAM) that empowers "Empowered Achievers" (student mentors) to assist the teacher in the classroom, reflecting school-level autonomy in instructional management. Third Lever: Digitalization Use of data-driven monitoring tools to track the weekly progress of mentees and the effectiveness of mentor sessions.	1. Instructional Innovation: Implementation of the TEAM (Empowered Achievers as Mentors) Program , which pairs proficient learners with struggling peers. 2. Resource Development: Utilization of targeted Math Activity Sheets and Progress Tracking Logs for mentors. 3. Program Sustainability: Integration of peer-mentoring into the regular Mathematics Remediation Plan and sharing the model during school-based LAC sessions for adoption in other grade levels.	Learner Performance: Significant increase in mastery; the post-test mean score rose to 16.63 compared to a pre-test mean of 7.63. Numerical Literacy: Students demonstrated higher speed and accuracy in solving basic mathematical computations. Behavioral Impact: Improved student confidence and a more positive attitude toward Mathematics through peer social interaction.	Peer-Led Technical Assistance: The study proves that decentralization isn't just for teachers; it extends to students. By training "Achievers" as mentors, the teacher successfully multiplied the "Technical Assistance" available in a large or diverse classroom. Confidence Building: Qualitative feedback in the report indicates that struggling learners felt less intimidated asking questions to their peers than to the teacher, which accelerated their learning curve in division and multiplication. Sustainability Recommendation: As a Research Manager, you can monitor if this "TEAM" structure is included in the School Annual Implementation Plan (AIP) to ensure that student mentors are recognized and the program receives material support (printing of activity sheets).



CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **THE EMPOWERED ACHIEVERS AS MENTORS (TEAM) PROGRAM: LEADING THE WAY TO MASTERY OF FOUR FUNDAMENTAL SKILLS IN MATHEMATICS AMONG GRADE 4 LEARNERS OF KAYAM ELEMENTARY SCHOOL** submitted by **Pretty Mae R. Peñaroya**, of **Kayam Elementary School, Carcar City Division** was **SUCCESSFULLY UTILIZED** in **Kayam Elementary School** where the Research was utilized to identify gaps in students' basic mathematical skills, implement a peer-guided learning program with student achievers as mentors, and evaluate the effectiveness of peer-guided learning in enhancing basic mathematical skills, which resulted to improved learner performance in the four fundamental mathematical skills, increased learner participation and confidence in mathematics activities, strengthened collaboration among learners through peer mentoring, and enhanced teacher support in providing targeted numeracy intervention.

Issued and signed this 22nd day of May, 2026 in SDO-Carcar City, Cebu, Philippines.

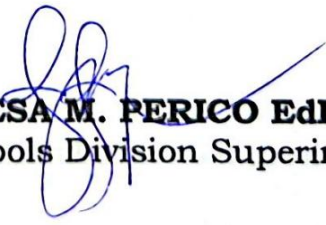

CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent



CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **THE EMPOWERED ACHIEVERS AS MENTORS (TEAM) PROGRAM: LEADING THE WAY TO MASTERY OF FOUR FUNDAMENTAL SKILLS IN MATHEMATICS AMONG GRADE 4 LEARNERS OF KAYAM ELEMENTARY SCHOOL** submitted by **Pretty Mae R. Peñaroya**, of ***Kayam Elementary School, Carcar City Division*** was **SUCCESSFULLY ADOPTED** in Kayam Elementary School and extended to Grade 3 and Grade 5 classes within the same school to identify gaps in students' basic mathematical skills, implement a peer-guided learning program with student achievers as mentors, and evaluate the effectiveness of peer-guided learning in enhancing basic mathematical skills from December 2025-March 2026.

Issued and signed this 22nd day of May, 2026 in SDO-Carcar City, Cebu, Philippines.


CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent



DISSEMINATION AND UTILIZATION ADVOCACIES

As the researcher, I disseminated the findings of my study titled “THE EMPOWERED ACHIEVERS AS MENTORS (TEAM) PROGRAM: Leading the Way to Mastery of Four Fundamental Skills in Mathematics among Grade 4 Learners of Kayam Elementary School” through orientation meetings, mentoring sessions, and school-based sharing activities conducted in coordination with the school head, other grade level teachers, and other stakeholders of Kayam Elementary School. At the beginning of the implementation, I conducted an orientation among the achiever-mentors, struggling learners (mentees), teachers, and school administrators to explain the objectives, procedures, and expected outcomes of the TEAM Program. Throughout the implementation, I facilitated regular discussions and feedback sessions with the mentors to monitor learners’ progress, address challenges encountered during the mentoring sessions, and improve strategies used in the intervention. Attendance sheets, photographs, progress reports, monitoring forms, and mentoring documentation served as means of verification of the dissemination activities.

In advocating the research, I promoted the TEAM Program as a learner-centered and peer-guided intervention that helps improve learners’ mastery of the four fundamental mathematical skills, namely addition, subtraction, multiplication, and division. I encouraged teachers to adopt the TEAM structure by utilizing achiever-learners as peer mentors for struggling learners through one-on-one mentoring sessions. I also shared the positive outcomes of the intervention, particularly the improvement in learners’ mathematical performance, confidence, participation, and engagement during Mathematics activities. Through school meetings and professional discussions with teachers, the TEAM Program was recognized as a practical and collaborative strategy that promotes leadership, teamwork, and inclusive learning within the school.

I utilized the findings of the study through the continuous implementation of the TEAM Program in Kayam Elementary School. The intervention enabled me to identify learners who experienced difficulties in mastering the four fundamental mathematical skills and provide them with individualized peer-assisted support through structured mentoring sessions. I also utilized a simple Excel-based digital tracker to record learners’ mastery levels, monitor improvements, and provide appropriate remediation activities based on their needs. Furthermore, the results of the study became a basis for strengthening school numeracy interventions and expanding the TEAM program to other grade levels experiencing similar learning gaps in Mathematics. Means of verification for utilization included pre-test and post-test results, progress charts, attendance sheets, monitoring forms, questionnaires, photographs, and mentoring records.

PHOTO DOCUMENTATION

PRE-IMPLEMENTATION OF THE TEAM PROGRAM

ORIENTATION OF THE MENTEES TOGETHER WITH THEIR MENTORS (July 5, 2025)



These photos were taken during the orientation of the mentors together with their mentees in preparation for the implementation of the TEAM Program. During the orientation, the researcher explained the objectives of the program, as well as the roles and responsibilities of both mentors and mentees. The mentors were guided on how to assist their peers effectively, while the mentees were oriented on how to actively participate and engage in the peer-assisted learning process. Sample activity sheets and instructional materials were presented to help them understand how the sessions would be conducted. This activity helped both mentors and mentees gain a clear understanding of how the TEAM Program will be implemented to support the improvement of learners' basic mathematical skills.

TRAINING OF THE MENTORS (July 6, 2025)



This photo was taken during the training of mentors in preparation for the implementation of the TEAM Program. During the training, the researcher discussed the roles and responsibilities of the mentors, including the tasks they were expected to perform and the materials they needed to prepare to become effective peer mentors. The mentors were also given sample activity sheets to help them better understand and visualize how the mentoring sessions would be conducted. In addition, short informational flyers were distributed to further strengthen their understanding of their role in the program. After the training, snacks were provided to the participants as a simple token of appreciation for their active participation.

CONDUCT OF PRETEST (July 7, 2025)



This photo was taken during the administration of the pre-test to the mentees in preparation for the implementation of the TEAM Program. The pre-test was conducted to identify the learners' difficulties and mastery levels in the four fundamental mathematical skills. The results served as the basis for preparing individualized activities and appropriate interventions for each learner during the implementation of the program.

IMPLEMENTATION OF THE TEAM PROGRAM







These photos were taken during the actual implementation of the TEAM Program conducted every after lunch at exactly 12:30 PM. During the intervention sessions, peer-assisted learning activities were carried out to help improve the learners' mastery of the four fundamental mathematical skills. One-on-one mentoring sessions were facilitated by the achiever-mentors, wherein guidance and assistance were provided to their assigned mentees in understanding lessons and practicing mathematical operations in a supportive learning environment.

Individualized activity sheets and learning tasks were provided to each mentee based on their specific needs, difficulties, and mastery levels in Mathematics. The intervention materials were carefully prepared to ensure that the activities matched the learners' abilities and targeted areas for improvement. Through the regular implementation of the TEAM Program sessions, increased participation, confidence, and engagement in learning Mathematics were observed among the learners, while leadership, responsibility, and cooperation were also demonstrated by the mentors throughout the intervention process. In addition, every after class on Fridays, the mentors and mentees were gathered for free snacks as a simple way of encouraging participation, strengthening camaraderie, and appreciating their active involvement in the program.

POST IMPLEMENTATION OF THE TEAM PROGRAM

Individual Interview of Mentors and Mentees



These photos were taken during the post-implementation phase of the TEAM Program, specifically during the individual interviews conducted with both mentors and mentees. The interviews were carried out by the researcher to gather qualitative feedback regarding the effectiveness of the intervention in improving learners' mastery of the four fundamental mathematical skills. Mentors shared their experiences in guiding their peers, including the challenges encountered and the strategies they found effective during the mentoring sessions. Likewise, mentees expressed their learning experiences, level of understanding, and perceived improvement in their mathematical skills after participating in the program. The data gathered from these interviews served as important qualitative evidence in evaluating the overall impact of the TEAM Program.



RESEARCH BULLETIN

MODE OF VERIFICATION

ATTENDANCE SHEETS

TEAM Program S.Y 2025-2026 Attendance Date: <u>July 4, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>July 7, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>July 11, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>July 21, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>August 1, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>August 8, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>August 15, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance Date: <u>August 22, 2025</u>	
Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>



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TEAM Program S.Y 2025-2026 Attendance

Date: September 12, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance

Date: September 19, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance

Date: September 26, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance

Date: October 7, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
6. Arkhein Fritch C. Embalzado	<i>Arkhein</i>
7. Mark Tristan D. Valiente	<i>Mark</i>
8. Precious Jheya Yllana C. Agustin	<i>Precious</i>
9. Melanie E. Rama	<i>Melanie</i>
10. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance

Date: October 9, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

TEAM Program S.Y 2025-2026 Attendance

Date: October 20, 2025

Mentees	Signature
1. Arnaiz, Nico John	<i>Arnaiz</i>
2. Echavez, Prince Gabriel	<i>Prince Gabriel</i>
3. Hortezano, Zhan Zhey	<i>Zhan</i>
4. Taguines, Harvey James	<i>Harvey</i>
5. Gea, Lei	<i>Gea</i>
Mentors	
Arkhein Fritch C. Embalzado	<i>Arkhein</i>
6. Mark Tristan D. Valiente	<i>Mark</i>
7. Precious Jheya Yllana C. Agustin	<i>Precious</i>
8. Melanie E. Rama	<i>Melanie</i>
9. Layka Shane M. Tantano	<i>Layka</i>

PROGRESS TRACKER

LEARNERS' NAMES (Mentees)		Achievers (Mentors)	Initial Rating Grade 3 Q4	FOUR FUNDAMENTAL OPERATION																																							
				ADDITION										SUBTRACTION										MULTIPLICATION										DIVISION									
				PRE	ACTIVITIES					POST	PRE	ACTIVITIES					POST	PRE	ACTIVITIES					POST	PRE	ACTIVITIES					POST	PRE	ACTIVITIES					POST					
HIGHEST POSSIBLE SCORE				10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10				
MALE																																											
1	ARNAIZ, NICO JOHN		78	8	7	9	8	8	8	10	10	8	8	8	7	8	8	9	10	8	7	7	8	7	10	9	9	5	4	5	5	7	7	8	7								
2	ECHAVEZ, PRINCE GABRIEL		77	7	6	7	6	8	8	8	10	6	6	7	7	6	7	8	9	7	7	6	7	7	6	8	8	1	5	3	5	4	6	5	6								
3	HORTEZANO, ZHAN ZHEY T.		75	6	5	5	7	6	7	7	7	7	7	6	6	7	7	8	8	5	6	6	7	6	8	7	8	2	1	2	2	5	4	5	5								
4	TAGUINES, HARVEY JAMES		76	7	8	8	9	8	10	10	10	9	9	8	8	7	9	10	10	8	8	7	10	8	9	10	9	5	5	6	6	8	7	8	7								
FEMALE																																											
1	ABADILLA, GEA LEI C.		79	9	8	9	9	9	9	10	10	8	9	9	8	9	8	10	10	9	9	8	8	9	10	10	10	6	6	5	6	7	7	8	8								
P	boys	Category		Category			Description															Range																					
	girls			S - Struggling			Learner demonstrates limited understanding and frequent errors.															1-4																					
D	boys			D - Developing			Learner shows partial understanding but still needs guidance.															5-7																					
	girls																																										
S	boys	Struggling Developing Proficient	1-4 5-7 8-10	P - Proficient			Learner demonstrates mastery and can perform operations independently.															8-10																					
	girls																																										



RESEARCH BULLETIN

LEARNERS' NAMES (Mentees)	Achievers (Mentors)	Initial Rating Grade 3 Q4	FOUR FUNDAMENTAL OPERATION																																																																									
			ADDITION										SUBTRACTION										MULTIPLICATION										DIVISION																																											
			PRE	ACTIVITIES						POST	PRE	ACTIVITIES						POST	PRE	ACTIVITIES						POST	PRE	ACTIVITIES						POST	PRE	ACTIVITIES						POST																																		
HIGHEST POSSIBLE SCORE			10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10																																	
MALE																																																																												
1	ARNAIZ, NICO JOHN	78	8							10	8							10	8							10	5															9																																		
2	ECHAVEZ, PRINCE GABRIEL	77	7							9	6							10	7							8	1															7																																		
3	HORTEZANO, ZHAN ZHEY T.	75	6							8	7							9	5							8	2															5																																		
4	TAGUINES, HARVEY JAMES	76	7							10	9							10	8							10	5															8																																		
FEMALE																																																																												
1	ABADILLA, GEA LEI C.	79	9							10	8							10	9							10	6															9																																		
			9.4						9.8						9.2						7.6																																																							
P	boys	Category	Struggling 1-4 Developing 5-7 Proficient 8-10		Category		Description		Range																																																																			
D	boys				S - Struggling		Learner demonstrates limited understanding and frequent errors.		1-4																																																																			
S	girls				D - Developing		Learner shows partial understanding but still needs guidance.		5-7																																																																			
					P - Proficient		Learner demonstrates mastery and can perform operations independently.		8-10																																																																			

This is an Excel tracker used to monitor the progress of the mentees. It contains records of their scores from various learning activities completed during the implementation of the TEAM Program. The tracker also includes score categories that make it easier to identify each learner's level of mastery and to monitor their progress over time.