

Early Language Literacy and Numeracy (ELLN) and the National Achievement Test (NAT) Performance of Learners in MIMAROPA

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ABSTRACT

This study aims to determine the contribution of the ELLN program to the academic performance of learners in the MIMAROPA region, as measured by the National Achievement Test (NAT) scores. Specifically, it seeks to ascertain the extent of this contribution. Quantitative data was collected through questionnaires and historical records, complemented by qualitative insights from focused-group discussions. Thematic and statistical analyses were employed to examine the data. The study revealed significant improvements in learners' skills across the seven school divisions in the MIMAROPA region, particularly in language literacy and numeracy. Despite variations in implementation effectiveness, the ELLN program consistently fostered skills development among learners, indicating its positive impact on academic achievement. Moreover, the ELLN program has contributed positively to the academic performance of learners in the MIMAROPA region. However, ongoing efforts are needed to address challenges and ensure sustained program effectiveness. This research offers valuable insights for policymakers and educators to enhance early childhood education initiatives and promote educational equity and inclusivity.

Keywords: Early Language Literacy and Numeracy (ELLN), numeracy, literacy, elementary education, mixed-methods research, Philippines

INTRODUCTION

Strong foundational skills in language, literacy, and numeracy are essential building blocks for children's success in school and life (Bangayan-Manera, 2019). Studies have consistently demonstrated the pivotal role of these foundational competencies in shaping academic achievement, cognitive development, and socio-emotional well-being (Andres, 2019). Moreover, international initiatives, such as the United Nations Children's Fund (UNICEF) Early Childhood Development (ECD) program, echo the global recognition of early literacy and numeracy development as a cornerstone of educational equity and social progress (Andres, 2022).

Within the Philippine context, the Department of Education (DepEd) addresses these through the Early Language, Literacy, and Numeracy (ELLN) program, implemented in Kindergarten to Grade 3 (DepEd Order No. 12, s. 2015). According to the similar reference, the ELLN program encompasses a spectrum of activities tailored to enhance early literacy and numeracy skills, representing a concerted endeavor to equip children with the tools they need to thrive academically and beyond (Bangayan-Manera, 2019).

However, amidst the commendable strides made in advancing early childhood education, certain regions face formidable challenges in ensuring equitable access to quality educational opportunities. Within the MIMAROPA region, socioeconomic constraints, including entrenched

poverty and limited access to high-quality educational programs, have posed significant barriers to the educational attainment of young learners (Bangayan-Manera et.al, 2020). Consequently, concerns have arisen regarding the persistently low levels of literacy and numeracy skills among elementary school students in the region (Gatchalian, 2020).

This research determined the contribution of ELLN in developing the academic performance of the learners in MIMAROPA, as measured by the National Achievement Test (NAT) scores. Specifically, it aims to determine the contribution of ELLN in developing the academic performance of the learners and determine the extent of the contribution of elln in developing the academic performance of the learners (Andres, 2023)

By elucidating the extent of the contribution of elln in developing the academic performance of the learners within the unique context of MIMAROPA, this research endeavor offered insights that transcend the confines of academia, catalyzing actionable change in policy and practice. Through a synthesis of empirical evidence and theoretical frameworks, this study sought to illuminate pathways for optimizing the delivery and impact of early childhood education initiatives, thereby fostering a more equitable and inclusive educational landscape. In doing so, it is poised to contribute substantively to the ongoing discourse surrounding early childhood education and to pave the way for transformative interventions that empower learners to realize their full potential.

METHODOLOGY

The study determine the contribution of elln in developing the academic performance of the learners in the MIMAROPA region. Quantitative data is collected through validated questionnaires and historical performance records, while qualitative insights are obtained from focused-group discussions with stakeholders. Thematic analysis and statistical methods such as descriptive statistics and inferential statistics are utilized to analyze the data.

RESULTS AND DISCUSSION

Across various divisions within the MIMAROPA region, the ELLN program has been associated with a high level of skills development among learners. Through its comprehensive approach to language, literacy, and numeracy, the program equips learners with the foundational competencies essential for academic success.

Based on the findings, specifically on the Focused-Group Discussion (FGD), divisions such as Calapan City, Oriental Mindoro, Marinduque, Puerto Princesa City, Palawan, Occidental Mindoro, and Romblon have demonstrated significant strides in academic achievement, owing to the effective implementation of the ELLN program. Learners enrolled in schools where the ELLN program is robustly implemented exhibit high levels of proficiency in language and numeracy, thereby translating into improved academic outcomes.

The findings resonate with the overarching objectives of the Department of Education, affirming that the ELLN program is specifically tailored to meet the diverse needs of children in the Philippines. This alignment highlights the program's efficacy in addressing the multifaceted challenges inherent in early childhood education, thereby laying a robust foundation for academic success (Bangayan- Manera, 2020).

Furthermore, the study accentuated the critical role of prior knowledge in fostering robust reading and speaking vocabularies among children, a prerequisite for compelling reading and writing (Wasik and Farrington, 2020). By emphasizing the importance of foundational literacy <https://ijase.org>

skills, the research underlined the holistic approach embodied by the ELLN program in nurturing well-rounded learners equipped with essential competencies, such as confidence, for success in school and life.

Moreover, the study elucidates that regardless of the specific strategies employed across school divisions within the MIMAROPA region, the ELLN program uniformly fosters skills development among learners. By equipping them with proficiency in language and numeracy, the program actively engages learners in the learning process, thus fostering a conducive environment for academic growth.

Generally, the ELLN program emerges as a significant enabler of academic achievement, confidence building, and social-emotional development among learners. Supported by empirical evidence and informed by best practices, the program stands as a beacon of hope, offering all children in the Philippines the opportunity to realize their full potential in the field of academics and beyond (Abad and Serna, 2021).

1.1.NAT Results for the MIMAROPA Region in terms of Numeracy of Grade 6 Learners

Table 1 illustrates the results of the Mathematics section of the 21st-century skills by subject area and overall national achievement test for grade 6 students in the MIMAROPA region during the 2021-2022 school year. The data indicates that the K-3 learners have shown significant improvement in their critical thinking skills since implementing the ELLN Program. Specifically, the problem-solving skills of K-3 learners in the MIMAROPA region have significantly improved in the Mathematics area. This is evident by all the divisions scoring "above" in problem-solving except for Calapan City, which scored "below." Marinduque ranked first, with a score of 66.00, followed by Romblon (59.17), Occidental Mindoro (52.43), Oriental Mindoro (51.03), Puerto Princesa City (47.89), Palawan (46.32), and Calapan City (33.56). The average score for the MIMAROPA region is 50.42, which is higher than the national average of 45.16. These results suggest that the ELLN program has had a positive impact on the students' problem-solving skills.

Looking at other areas assessed by the ELLN program, Information Literacy accentuated a diverse set of data. Marinduque ranked first with a score of 54.48, followed by Romblon (52.87), Occidental Mindoro (46.07), Oriental Mindoro (43.30), Puerto Princesa City (39.27), Palawan (39.18), and Calapan City (28.09). The average score for the MIMAROPA region is 42.98. It is higher than the national average of 39.22. It suggests a positive impact of the ELLN program.

Similarly, Critical Thinking skill area conveys a diverse set of data. Marinduque ranked first, with a score of 55.44, followed by Occidental Mindoro (44.93), Romblon (44.06), Puerto Princesa City (42.12), Oriental Mindoro (41.09), Palawan (38.22), and Calapan City (31.36). The average score for the MIMAROPA region is 41.57. It is higher than the national average of 38.91.

Furthermore, the MIMAROPA region scored higher than the National MPS (Means Per Score) in all three categories: Problem-Solving, Information Literacy, and Critical Thinking.

Table 1. NAT Results for the MIMAROPA Region in terms of Numeracy of Grade 6 Learners

DIVISION PERFORMANCE IN 21 ST CENTURY SKILLS BY SUBJECT AREA AND OVERALL TEST NATIONAL ACHIEVEMENT TEST FOR GRADE 6, SCHOOL YEAR 2021-2022									
DIVISION	MATHEMATICS								
	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	66.00	Above	1 st	54.48	Above	1 st	55.44	Above	1 st
Occidental Mindoro	52.43	Above	3 rd	46.07	Above	3 rd	44.93	Above	2 nd
Oriental Mindoro	51.03	Above	4 th	43.30	Above	4 th	41.09	Above	5 th
Palawan	46.32	Above	5 th	39.18	Below	6 th	38.22	Below	
Romblon	59.17	Above	2 nd	52.87	Above	2 nd	44.06	Above	3 rd
Puerto Princesa City	47.89	Above	6 th	39.27	Above	5 th	42.12	Above	4 th
Calapan City	33.56	Below		28.09	Below		31.36	Below	
MIMAROPA MPS	50.42			42.98			41.57		

Source: Online Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

The result shows that the ELLN program had a positive impact on the development of information literacy, critical thinking, and problem-solving skills of K-3 learners in the MIMAROPA region. Marinduque ranked first in all three categories. Calapan City is the only division that was lagging behind the others. Calapan City's scores warrant further investigation to understand their specific situation.

Similarly, Geary (2023) suggests that strong language skills can support the development of mathematical skills such as problem-solving, showing an impact of the ELLN program on math proficiency.

1.2. NAT Results for the MIMAROPA Region in terms of Language Literacy (English) of Grade 6 Learners

Table 2 presents the results of the English section of the 21st-century skills by subject area and overall national achievement test for grade 6, the school year 2021-2022 in the MIMAROPA region. It can be interpreted that the K-3 learners have improved their critical thinking skills after implementing the ELLN Program. Based on the table, the problem-solving skill of K-3 learners in the MIMAROPA region have improved after implementing the ELLN Program in the English area. It is evident by all the divisions scoring "above" in problem-solving except for Occidental Mindoro, Palawan, and Calapan City, which scored "below." Romblon ranked first with a score of 56.14, followed by Marinduque (54.56), Puerto Princesa City (53.76), Oriental Mindoro (50.96), Occidental Mindoro (50.39), Calapan City (49.89), and Palawan (48.39). The average score for the MIMAROPA region is 51.03. It is higher than the national average of 50.59. It suggests a positive impact of the ELLN program.

Looking at other areas assessed by the ELLN program, Information Literacy accentuated diverse data. Marinduque ranked first with a score of 63.40, followed by Romblon (58.18), Oriental Mindoro (47.63), Puerto Princesa City (46.27), Occidental Mindoro (45.57), Palawan (43.33), and Calapan City (37.63). The average score for the MIMAROPA region is 47.07. It is higher than the national average of 44.49. It suggests a positive impact of the ELLN program.

Similarly, Critical Thinking skill area conveyed diverse data. Romblon ranked first, with a score of 43.78, followed by Occidental Mindoro (39.41), Marinduque (37.90), Oriental Mindoro (36.78), Puerto Princesa City (37.06), Palawan (32.89), and Calapan City (30.27). The average score for the MIMAROPA region is 37.71. It is higher than the national average of 35.72.

Furthermore, the MIMAROPA region scored higher than the National MPS (Means Per Score) in all three categories: Problem-Solving, Information Literacy, and Critical Thinking.

Table 2. NAT Results for the MIMAROPA Region in terms of Language Literacy (English) of Grade 6 Learners

**DIVISION PERFORMANCE IN 21ST CENTURY SKILLS BY SUBJECT AREA AND OVERALL TEST
NATIONAL ACHIEVEMENT TEST FOR GRADE 6, SCHOOL YEAR 2021-2022**

DIVISION	ENGLISH								
	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	54.56	Above	2 nd	63.40	Above	1 st	37.90	Above	3 rd
Occidental Mindoro	50.39	Below		45.57	Above	5 th	39.41	Above	2 nd
Oriental Mindoro	50.96	Above	4 th	47.63	Above	3 rd	36.78	Above	4 th
Palawan	48.39	Below		43.33	Below		32.89	Below	
Romblon	56.14	Above	1 st	58.18	Above	2 nd	43.78	Above	1 st
Puerto Princesa City	53.76	Above	3 rd	46.27	Above	4 th	37.06	Above	5 th
Calapan City	49.89	Below		37.63	Below		30.27	Below	
MIMAROPA MPS	51.03			47.07			37.71		
NATIONAL MPS	50.59			44.49			35.72		

Source: Online Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

Overall, the table suggests that the ELLN Program positively impacted the skills of K-3 learners in the MIMAROPA region. This resonates with Abad and Serna (2021), which highlighted the program's effectiveness in fostering foundational skills in reading comprehension and vocabulary development, which are crucial for these higher-order thinking skills such as critical thinking and problem solving.

Particularly, there is some variation in the program's impact across different divisions. Romblon and Marinduque appear to have benefited the most from the program. In contrast, Calapan City benefited the least as it was ranked the lowest overall, with average scores below the benchmark in all three skill areas.

1.3. NAT Results for the MIMAROPA Region in terms of Language Literacy (Filipino) of Grade 6 Learners

Table 3 shows the results of the Filipino section of the 21st-century skills by subject area and overall national achievement test for grade 6, the school year 2021-2022 in the MIMAROPA region. It was drawn that the K-3 learners have improved their problem-solving skills after implementing the ELLN Program. Based on the table, the problem-solving skill of K-3 learners in the MIMAROPA region have improved after implementing the ELLN Program in the Filipino area, apart from Calapan City. It is evident by all the divisions scoring "above" in problem-solving except for Calapan City, which scored "below." Marinduque ranked first with a score of 63.55, followed by Romblon (60.92), Oriental Mindoro (60.82), Puerto Princesa City (57.87), Palawan (57.37), Occidental Mindoro (57.30), and Calapan City (55.47). The average score for the MIMAROPA region is 59.36. It is higher than the national average of 56.61. It suggests a positive impact of the ELLN program.

Looking at other areas assessed by the ELLN program, Information Literacy depicts a much diverse data. Romblon ranked first, with a score of 68.97, followed by Marinduque (68.34), Oriental Mindoro (61.62), Occidental Mindoro (56.41), Palawan (55.94), Calapan City (55.47),

Puerto Princesa City (55.38). The average score for the MIMAROPA region is 49.31. This is higher than the national average of 48.16. It suggests a positive impact of the ELLN program.

Similarly, Critical thinking accentuated a diverse set of data. Romblon ranked first, with a score of 57.75, followed by Marinduque (56.48), Occidental Mindoro (49.08), Oriental Mindoro (50.36), Puerto Princesa City (45.92), Calapan City (45.73), Palawan (45.40). The average score for the MIMAROPA region is 49.31. It is higher than the national average of 48.16. It suggests a positive impact of the ELLN program.

Furthermore, the MIMAROPA region scored higher than the National MPS (Means Per Score) in all three categories: Problem-Solving, Information Literacy, and Critical Thinking.

Table 3. NAT Results for the MIMAROPA Region in terms of Language Literacy (Filipino) of Grade 6 Learners

**DIVISION PERFORMANCE IN 21ST CENTURY SKILLS BY SUBJECT AREA AND OVERALL TEST
NATIONAL ACHIEVEMENT TEST FOR GRADE 6, SCHOOL YEAR 2021-2022**

DIVISION	FILIPINO								
	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	63.55	Above	1 st	68.34	Above	2 nd	56.48	Above	2 nd
Occidental Mindoro	57.30	Above	6 th	56.41	Below	-	49.08	Above	3 rd
Oriental Mindoro	60.82	Above	3 rd	61.62	Above	3 rd	50.36	Above	4 th
Palawan	57.37	Above	5 th	55.94	Below	-	45.40	Below	-
Romblon	60.92	Above	2 nd	68.97	Above	1 st	57.75	Above	1 st
Puerto Princesa City	57.87	Above	4 th	55.38	Below	-	45.92	Below	-
Calapan City	55.47	Below	-	55.47	Below	-	45.73	Below	-
MIMAROPA MPS	59.36			59.58			49.31		
NATIONAL MPS	56.61			57.30			48.16		

Source: Online Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

Overall, the table suggests that the ELLN program positively impacted the development of information literacy, critical thinking, and problem-solving skills of K-3 learners in the MIMAROPA region. This resonates with DepEd (2022), accentuating that one of the focuses of the program is fostering early language development and literacy skills in Filipino, the national language.

However, Calapan City is the only division that appears to be lagging behind the others. Calapan City's scores warrant further investigation to understand their specific situation.

1.4. NAT Results for the MIMAROPA Region in terms of Numeracy of Grade 10 Learners

Table 4 illustrates the results of the Mathematics section of the 21st century skills by subject area and overall national achievement test for grade 10, the school year 2022-2023 in MIMAROPA region. It further implies that the ELLN Program had a mixed impact on the critical thinking skills of K-3 learners in the MIMAROPA region. Marinduque ranked first, with a score of 43.71, followed by Calapan City (37.61), Romblon (37.17), Puerto Princesa City (34.66), Oriental Mindoro (34.03), Palawan (33.85), and Oriental Mindoro (32.72). The average score for the MIMAROPA region is 35.22. It is lower than the national average of 36.06.

Looking at other area assessed by the ELLN program, Information Literacy depicted diverse data. Marinduque ranked first, with a score of 42.46, followed by Calapan City (37.83), Romblon (36.71), Puerto Princesa City (34.94), Oriental Mindoro (34.02), Palawan (33.32), and Occidental Mindoro (32.96). The average score for the MIMAROPA region is 34.92. It is lower than the national average of 36.05.

Similarly, Critical Thinking skill area conveyed diverse data. Marinduque ranked first, with a score of 45.62, followed by Calapan City (37.94), Romblon (37.80), Puerto Princesa City (35.07), Oriental Mindoro (34.57), Occidental Mindoro (33.30), and Palawan (32.81). The average score for the MIMAROPA region is 35.34. It is lower than the national average of 36.03.

Furthermore, the MIMAROPA region scored lower than the National MPS (Means Per Score) in all three categories: Problem-Solving, Information Literacy, and Critical Thinking. The average scores of the K-3 learners in the MIMAROPA region in all three areas (Mathematics, Information Literacy, and Critical Thinking) are Below or Above the National Mean Proficiency Scores (MPS). It is noticeable that two out of the four provinces (Oriental Mindoro and Palawan) and both cities (Puerto Princesa City and Calapan City) scored below the MPS in all three skill areas.

Table 4. NAT Results for the MIMAROPA Region in terms of Numeracy of Grade 10 Learners

**DIVISION PERFORMANCE IN 21ST CENTURY SKILLS BY SUBJECT AREAS AND OVERALL TEST
NATIONAL ACHIEVEMENT TEST (NAT) FOR GRADE 10
SCHOOL YEAR 2022-2023**

DIVISION	MATHEMATICS								
	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	43.71	Above		42.46	Above	1 st	45.62	Above	1 st
Occidental Mindoro	32.72	Below		32.96	Below		33.30	Below	
Oriental Mindoro	34.03	Below		34.02	Below		34.57	Below	
Palawan	33.85	Below		33.32	Below		32.81	Below	
Romblon	37.17	Above		36.71	Above	3 rd	37.80	Above	3 rd
Puerto Princesa City	34.66	Below		34.94	Below		35.07	Below	
Calapan City	37.61	Above		37.83	Above	2 nd	37.94	Above	2 nd
MIMAROPA MPS	35.22			34.92			35.34		
NATIONAL MPS	36.06			36.05			36.03		

Source: Online

Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

Overall, while implementing the ELLN program has had impacted the skills of K-3 learners in the MIMAROPA region, there is still room for improvement. Mendoza and Villafuerte (2020) strengthen this finding, highlighting regional disparities in educational attainment within the Philippines, even with programs like ELLN.

Moreover, Marinduque is the only province that is consistently scoring Above the MPS in all three areas. Further investigation is needed to determine the factors contributing to the Marinduque's success and how these factors can be replicated in other areas in the region.

1.5. NAT Results for the MIMAROPA Region in terms of Language Literacy (English) of Grade 10 Learners

Table 5 indicates the results of the English section of the 21st century skills by subject area and overall national achievement test for grade 10, the school year 2022-2023 in the MIMAROPA region. It further accentuated that the ELLN Program appears to have had a mixed impact on the critical thinking skills of K-3 learners in the MIMAROPA region. Marinduque ranked first with a score of 59.92, followed by Calapan City (53.35), Romblon (53.22), Puerto Princesa City (51.70), Oriental Mindoro (48.24), Palawan (47.75), and Occidental Mindoro (45.79). The average score for the MIMAROPA region is 49.82. It is lower than the national average of 51.60.

Looking at other area assessed by the ELLN program, Information Literacy conveyed diverse data. Marinduque ranked first, with a score of 52.25, followed by Calapan City (48.33), Romblon (47.42), Puerto Princesa City (45.21), Oriental Mindoro (43.20), Palawan (42.51), and Occidental Mindoro (40.75). The average score for the MIMAROPA region is 44.26. It is lower than the national average of 45.52.

Similarly, Critical Thinking skill area conveyed diverse data. Marinduque ranked first, with a score of 47.22, followed by Calapan City (43.19), Palawan (42.22), Puerto Princesa City (40.04), Oriental Mindoro (38.03), Palawan (36.82), and Occidental Mindoro (35.95). The average score for the MIMAROPA region is 38.97. It is lower than the national average of 41.62.

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Furthermore, the MIMAROPA region scored lower than the National MPS (Means Per Score) in all three categories: Problem-Solving, Information Literacy, and Critical Thinking. It is noticeable that Occidental Mindoro, Palawan, and Oriental Mindoro scored below the Regional and National MPS in all three areas. Further investigation is needed to identify the reasons behind this and to determine what strategies can be implemented to improve the effectiveness of the program in these provinces.

Table 5. NAT Results for the MIMAROPA Region in terms of Language Literacy (English) of Grade 10 Learners

**DIVISION PERFORMANCE IN 21ST CENTURY SKILLS BY SUBJECT AREAS AND OVERALL TEST
NATIONAL ACHIEVEMENT TEST (NAT) FOR GRADE 10
SCHOOL YEAR 2022-2023**

DIVISION	ENGLISH								
	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	59.92	Above	1 st	52.25	Above	1 st	47.22	Above	1 st
Occidental Mindoro	45.79	Below		40.75	Below		35.95	Below	
Oriental Mindoro	48.24	Below		43.20	Below		38.03	Below	
Palawan	47.75	Below		42.51	Below		36.82	Below	
Romblon	53.22	Above	3 rd	47.42	Above	3 rd	42.22	Above	3 rd
Puerto Princesa City	51.70	Above	4 th	45.21	Below		40.04	Below	
Calapan City	53.35	Above	2 nd	48.33	Above	2 nd	43.19	Above	2 nd
MIMAROPA MPS	49.82			44.26			38.97		
NATIONAL MPS	51.60			45.52			41.62		

Source: Online Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

Overall, the ELLN program appears to be successful in improving the foundational skills of K-3 learners in the MIMAROPA region. Building on this point, Abad and Serna (2021) highlight the ELLN program's effectiveness in fostering foundational skills in reading comprehension and vocabulary development, which are crucial building blocks for higher-order thinking skills like critical thinking and problem-solving.

However, there is a need to address the gaps between high-performing areas and low-performing ones.

1.6. NAT Results for the MIMAROPA Region in terms of Language Literacy (Filipino) of Grade 10 Learners

Table 6 conveys the results of the Filipino section of the 21st-century skills by subject area and overall national achievement test for grade 10, the school year 2022-2023 in the MIMAROPA region. It can be interpreted that the K-3 learners have improved their problem-solving skills after implementing the ELLN Program. Based on the table, the problem-solving skill of K-3 learners in the MIMAROPA region have improved after implementing the ELLN Program in the Filipino area, apart from Occidental Mindoro and Palawan. It is evident by all the divisions scoring “above” in problem-solving except Occidental Mindoro and Palawan, which scored “below.” Marinduque ranked first, with a score of 53.72, followed by Calapan City (51.70), Romblon (51.18), Puerto

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Princesa City (50.87), Oriental Mindoro (48.89), Occidental Mindoro (47.35), and Palawan (47.16). The average score for the MIMAROPA region is 49.03. It is higher than the national average of 48.00. It suggests a positive impact of the ELLN program.

Looking at other area assessed by the ELLN program, Information Literacy indicates a much diverse data. Marinduque ranked first, with a score of 56.52, followed by Calapan City (54.81), Romblon (53.32), Puerto Princesa City (52.32), Oriental Mindoro (49.95), Occidental Mindoro (47.50), and Palawan (47.31). The average score for the MIMAROPA region is 49.99. It is slightly higher than the national average of 49.96. It suggests a positive impact of the ELLN program.

Similarly, Critical thinking depicted a diverse set of data. Marinduque ranked first, with a score of 55.21, followed by Calapan City (54.61), Puerto Princesa City (51.81), Romblon (49.23), Oriental Mindoro (49.21), Occidental Mindoro (49.03), and Palawan (46.92). The average score for the MIMAROPA region is 49.35. It is lower than the national average of 50.19.

Furthermore, the MIMAROPA region scored higher than the National MPS (Means Per Score) in all categories: Problem-solving, Information Literacy, except Critical Thinking.

Table 6. NAT Results for the MIMAROPA Region in terms of Language Literacy (Filipino) of Grade 10 Learners

**DIVISION PERFORMANCE IN 21ST CENTURY SKILLS BY SUBJECT AREAS AND OVERALL TEST
NATIONAL ACHIEVEMENT TEST (NAT) FOR GRADE 10
SCHOOL YEAR 2022-2023**

FILIPINO									
DIVISION	Problem-Solving	REMARKS	RANK	Information Literacy	REMARKS	RANK	Critical Thinking	REMARKS	RANK
Marinduque	53.72	Above	1 st	56.52	Above	1 st	55.21	Above	1 st
Occidental Mindoro	47.35	Below		47.50	Below		49.03	Below	
Oriental Mindoro	48.89	Above	4 th	49.95	Below		49.21	Below	
Palawan	47.16	Below		47.31	Below		46.92	Below	
Romblon	51.18	Above	3 rd	53.32	Above	3 rd	49.23	Below	
Puerto Princesa City	50.87	Above		52.32	Above	4 th	51.81	Above	3 rd
Calapan City	51.70	Above	2 nd	54.81	Above	2 nd	54.61	Above	2 nd
MIMAROPA MPS	49.03			49.99			49.35		
NATIONAL MPS	48.00			49.96			50.19		

Source: Online Meeting with SDO Education Program Supervisors in Mathematics (2021-2022)

Overall, implementing the ELLN program benefited the K-3 learners in the MIMAROPA region. Their scores on all three skill areas improved, with some provinces exceeding the national average. The Department of Education (DepEd, 2022) emphasizes that a core focus of the ELLN program is nurturing early language development and literacy skills in Filipino, the national language.

However, there is still room for improvement in all three skill areas, particularly for Oriental Mindoro, Occidental Mindoro, and Palawan, which scored “Below” in these areas.

Based on the findings, it is concluded that the Early Language Literacy and Numeracy (ELLN) program in the MIMAROPA Region contributed to the academic performance of the learners. Particularly, the contribution of the ELLN program on the development of learners' skills has been observed positively across different areas, indicating the effectiveness of the program itself. Sustaining and consistently implementing the program are crucial for its continued success (DepEd, 2022).

Nevertheless, while the program has made strides in enhancing the academic performance of the learners, it is evident that the exerted efforts alone are insufficient for long-term success. Additional enhancements and interventions are necessary to effectively address the multifaceted challenges that hinder the program's effectiveness and sustainability over time. Building on this point, Lucero and Aprecio (2022) discuss the multifaceted challenges hindering the ELLN program's effectiveness, suggesting the need for enhancements beyond current efforts.

The impact of the ELLN program on the development of learners' skills has been observed positively across different areas, specifically on NAT results, indicating the effectiveness of the strategies employed and the program itself. Given their proven efficacy in upholding the program's success, it is imperative to perpetuate and consistently utilize these strategies. Similarly, the Department of Education (2022) acknowledges the importance of long-term success strategies, potentially outlining plans for enhancements and interventions in their ELLN program sustainability plans.

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