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Learner's Well-being and Adjustment in Mathematics 9 under In-person Class

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Abstract: *Learners are transitioning from MDL to in-person class. With that transition, learners' well-being and adjustment are being looked at. This study generally aims to determine the relationship between well-being and adjustment. It utilized correlational quantitative research design. It used a researcher-made questionnaire that has a Cronbach alpha of .913 interpreted as excellent. The questionnaire undergone approval of the principal, parents, and learners. The statistical tools used are mean, standard deviation, and chi-square. The data gathered were then tabulated, sorted, and interpreted. It was found out that learners' physical well-being (PW), affective well-being (AW), cognitive well-being (CW), economic well-being (EW), and social well-being (SW) were at a moderate extent. On one hand, learners' emotional adjustment (EA) is of slight extent while their social adjustment (SA) and academic adjustment (AA) are of moderate extent. Significant relationships were found between PW and EA and SA; AW and EA and AA; CW and EA and SA; and EW and EA and SA. However, no significant relationship was found between PW and AA; AW and SA; CW and AA; EW and AA; and SW and the three kinds of adjustment. With these results, project SWAM was recommended.*

Keywords: ***Well-being, Adjustment, In-person Class, Mathematics***

1. INTRODUCTION

After two years of Distance Education, the Philippine Educational System's modality started to return to in-person classes through DepEd Order No. 34 s. 2022 entitled School Calendar and Activities for the School Year 2022-2023. The school year began through a blended learning modality which learners are given the time to transition from Modular Distance Learning (MDL) to in-person classes. Within that first grading period, learners' well-being is being checked through the Psychosocial Support System conducted by the SDRRM. This also includes the preparation for the adjustment of the learners from one modality to another. In that preparation, their well-being and adjustment is of utmost concern.

According to Merriam Webster (n.d.), well-being is the state of being happy, healthy, or prosperous. The American Heritage Dictionary (n.d.) defined it as the condition of being in good physical and mental health. For Centers for Disease Control and Prevention (2013), there is no consensus regarding a singular definition of well-being. Although there is no definite definition of well-being, it can be described as physical and mental health, as well as other elements or aspects of life. Internationally, the concept of well-being has been used to describe global health, quality of life, and overall sustainability. It is closely related to life satisfaction, happiness, and quality of life. It is often used to characterize people, environments, natural resources, communities, nations, and so on. Within an educational context, it is possible to define student well-being as a student's perception of their quality of life, success, and life satisfaction.

Meanwhile, adjustment is defined as the fundamental pillar for life in everyone. It is how a living organism maintains a proper balance between the needs and the circumstances (Ahmed & Godiyal, 2021). It can be both the process and the outcome in the shape of some achievement that the person can attain in their ambition or pride. In the school context, adjustment is seen on how learners deal with the things around and within the school.

On the study of Norcio & Catipan (2022), learners were found to have moderate difficulty in Mathematics under Modular Distance Learning. With the resumption of in-person class, learners faced Mathematics 9. Based on observations and their diary entries, learners have trouble with the lesson as they are tasked to recall concepts from previous years. Some reasoned out that they have not learned due to having no one to teach and guide them. Others admittedly said that they have other members of the households to answer their modules as they juggle from working and studying. With that, this paper was formulated.

2. LITERATURE REVIEW

In-person Class. DepEd Order No. 34 s. 2022 entitled School Calendar and Activities for the School Year 2022-2023 mandated that by 2nd day of November 2022, all learners must be adhering to in-person classes (DepEd, 2022). However, prior to the implementation of full-blast in-person classes, learners adhere to blended learning modality. Hence, they have seen most of what are coming into their way in the full implementation of in-person classes. This time also provided schools to prepare well for the necessities of the school for classrooms, chairs, and manpower.

Learner's Well-being. There is no consensus regarding a singular definition of well-being (Centers for Disease Control and Prevention, 2013). For Merriam Webster (n.d.), it is the state of being happy, healthy, or prosperous. American

Heritage Dictionary (n.d.) define it as the condition of being in good physical and mental health. Although there is no definite definition of well-being, it can be described as the overall health of a human being.

In an educational context, it is the student's perception of their quality of life, success, and life satisfaction. It consists of wellness, happiness, and satisfaction/success, which are elements of interpersonal/intrapersonal aspects, and internal and external systems. According to the PACES model (Nelson, et al., 2015), there are 5 domains that dictate the learner's well-being as presented in Figure 1.

Figure 1. PACES Model of Learner's Well-being

The first domain is physical, that is about health-related issues that directly influence a student's ability to engage in the learning environment. The second domain is the affective that is the learner's emotional sense of self. It characterizes those aspects involved with students' affect or feelings. The third domain is cognitive which is often referred to as intelligence. It is one's ability to think and create. It is about the ability to process information effectively and the capability to use information in a rational way to grow and to solve problems. It includes attributes such as thoughts, attitudes, beliefs, creativity, spontaneity, and openness of new ways of viewing situations. In addition, this domain includes the elements of beliefs, attitudes, and self-talk, the cognitive domain extends beyond what some might characterize as academic ability.

The fourth domain is the economic domain which is the access to monetary and material resources such as housing, employment, occupation, income, and other dimensions of socioeconomic status. The economic domain includes financial elements that influence the availability of resources that can influence a student's academic preparedness, social adjustment, food security, home security, academic planning, and post-secondary educational affordability.

The fifth domain is the social domain that pertains to the ability of the learners to function in relation to others in their environment at school, home, and other settings. This is often referred to as characteristics such as interpersonal skills, family composition and interactions, social networks and supports, school and classroom interactions, community involvement, and social behavior – such as lifestyle, risk-taking, and striving for significance within their peer groups.

These domains are distinct from one another, but they are integrated in the learner's well-being.

Adjustment. Adjustment is one's reaction to the demands and pressures of the social environment imposed upon him/herself. The demand to which the individual reacts may be external or internal (Sharma, 2016).

In this study three types of adjustment have been studied. These are emotional adjustment, social adjustment, and academic adjustment.

Emotional adjustment is the person's adaptation to emotional interactions with themselves and others, both inside and outside of the classroom, as shown by their attitudes and behavior (Bindhu & Mathew, 2019).

A person's attempt to fit in with the norms, values, and requirements of a society to be acceptable is called social adjustment. It is a psychological process that entails adjusting to new standards and values (Sasikumar, 2018; Bindhu & Mathew, 2019, Jayasree & Rani, 2021).

Educational adjustment is the learner's ability to cope with curricular and co-curricular activities of the school (Bindhu & Mathew, 2019; Ahmed & Godiyal, 2021). In addition, it can be referred to as academic adjustment or school adjustment. According to Ahmed & Godiyal (2021), it is the fundamental pillar for the development of the learner's career.

This study generally aims to determine the social, mental, and academic adjustments of learners in Mathematics in the in-person class.

Specifically, this study seeks to answer the following questions:

1. What is the learner's well-being in Mathematics in terms of:
   2.1. physical,
   2.2. affective,
   2.3. cognitive,
   2.4. economic, and
   2.5. social?
2. What is the extent of adjustment of learners in Mathematics under in-person class in terms of:
   2.1. emotional;
   2.2. social; and
   2.3. academic?
3. Is there a significant relationship between the learner's level of well-being and adjustments in Mathematics under the in-person class?
4. What output can be extracted from this study?

3. METHODS

The study covered 153 Grade 9 learners of Cuenca National High School for the school year 2022-2023. These learners are taken through simple random sampling.

This study utilized correlational quantitative research design. This design was deemed to be the most appropriate in this study as it provides more valid and reliable data which is based on the attempt to determine the relationship between two or more variables (Grand Canyon University, 2023). This method enabled the researcher to describe the relationship between well-being and adjustment of the learners in Mathematics 9 under in-person class environment.

Confidentiality of the respondents and their responses was primarily considered through informing the School Head about the conduct of the study. Upon granting permission, parents of the participants were asked to allow the learners to join the study. With the approval of the parents, participants were informed about the study and a link was given to them. The respondents and their responses were treated under the Data Privacy Act of 2012.

The study utilized a researcher-made questionnaire. The researcher used a two-part questionnaire as instrument for data gathering and was answered individually by the teacher-respondents. The first part deals with the well-being of the learners. Part II involves Likert-scale on the adjustment of the learners.

Construction. In constructing the questionnaire, various reading materials were consulted. These ideas are put into the questionnaire to come up with a questionnaire that is aligned with the research questions and are more contextualized.

Validation. The questionnaire was validated through pilot testing. Its Cronbach alpha is .913 which is interpreted as excellent.

Administration. The questionnaires were administered through a google form. Permissions were sought from the school head, advisers, parents, and learners. Upon approval, links were provided. It was assured that all the data provided by the participants were treated with utmost confidentiality and in accordance with the Data Privacy Act of 2012.

Scoring of Responses. Responses are scored using the scale continuum that follows and corresponding verbal interpretations were used.

Table 1.
Interpretation of Results

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Great Extent
3	2.51 – 3.49	Moderate Extent
2	1.26 – 2.50	Slight Extent
1	1.00 – 1.25	Least Extent

The data gathered were sorted, tabulated, and summarized using tables. Statistical treatments applied were as follows.

Mean. This was used to identify the average responses of the respondents per criteria.

Standard Deviation. This was applied to determine the dispersion of the responses with respect to the mean score. This is used to show the distances of the responses from the mean.

Chi-square Test of Independence. This was used to determine the relationship between learners' well-being and adjustment in Mathematics 9 under in-person class set-up.

4. RESULTS AND DISCUSSION

4.1. Learners' Well-being

When asked about their well-being while attending in-person classes, they gave the following answers.

In Table 2, learners' overall physical well-being was at moderate extent with composite mean of 3.07. The standard deviation of 0.72 shows that learners' answers are near the mean which implies that their answers are converging at the moderate extent. It can be noted that learners attend class with full stomach or complete meal, which is good as Weaver, et al. (2020) had proven the association of food insecurity with learners' academic performance. However, as learners have 2.78 mean and interpreted as moderate extent, they are moderately energetic during Math class which can be attributed to their being sleepy. In the study of Sygaco (2021), it was found out that there is no correlation between sleep and academic performance.

Table 2.
Learners' Physical Well-being

In Mathematics class, I…	Mean	Std.	VI
1. attend with full stomach or complete meal	3.26	0.73	ME
2. attend in good shape	3.24	0.96	ME
3. am physically prepared	3.05	0.70	ME
4. am lively	2.78	0.81	ME
5. have enough energy to listen to Math lectures	3.03	0.72	ME
	3.07	**0.72**	**ME**

Legends: VI – verbal interpretation GE – great extent
ME – moderate extent SE – slight extent
LE – least extent

Meanwhile, Table 3 shows the affective well-being of the learners. They have a moderate extent of well-being under affective domain with 2.99 mean and a 0.75 standard deviation. The highest mean was on learners having a good mood during math class, however, according to Herrera (2019), there is no significant relationship between attitude and academic performance in Mathematics. Hence, even having lowest mean on their confidence to their answers, this does not affect their ability to perform well in Math.

Table 3.
Learners' Affective Well-being

	In Mathematics class, I…	Mean	Std.	VI
	am in a good mood	3.24	0.60	ME
1.	am confident to do well	2.99	0.76	ME
2.	feel no shame when my answer is incorrect	2.89	0.81	ME
3.	am confident with my answers	2.84	0.76	ME
4.	believe in my own mathematical capabilities	2.98	0.83	ME
		2.99	**0.75**	**ME**

Legends: VI – verbal interpretation GE – great extent
ME – moderate extent SE – slight extent
LE – least extent

On one hand, when asked about their cognitive well-being as shown in Table 4, learners are moderately well with a mean of 2.96. They graded themselves the highest on having the right knowledge in dealing with the lessons and are capable of accomplishing math tasks with both 3.00 mean. This means that they are perceived to be well-prepared academically to deal with the lessons in Mathematics and the tasks it entails. However, they think that they don't have the ability to think outside the box.

Table 4.
Learners' Cognitive Well-being

	In Mathematics class, I…	Mean	Std.	VI
1.	can think beyond what is expected of me	2.90	0.65	ME
2.	am mentally prepared when I enter the class	2.95	0.71	ME
3.	have the right knowledge in dealing with the lessons	3.00	0.67	ME
4.	am capable of accomplishing mathematics' tasks	3.00	0.73	ME
5.	have the prerequisite knowledge for the task at hand	2.94	0.62	ME
		2.96	**0.68**	**ME**

Legends: VI – verbal interpretation GE – great extent
ME – moderate extent SE – slight extent
LE – least extent

Table 5 presents the economic well-being of the learners. They can use alternatives when economically challenged as seen in the table with the mean of 3.13. This means that they can be creative and frugal when faced with Mathematics' financial needs. This is aligned with their lowest mean on having no problem with finances. This is in contradiction with Norazlan, et al. (2020) who have found a significant relationship between academic performance and financial stability. Generally, learners have moderate extent of cognitive well-being.

Table 5.
Learners' Economic Well-being

	In Mathematics class, I…	Mean	Std.	VI
1.	have no problem with materials for activities and projects	3.05	0.71	ME
2.	can accomplish my projects properly even without many finances	3.10	0.65	ME
3.	have no problem with money for buying materials	2.82	0.73	ME
4.	use alternative materials to compensate for those that I cannot buy	3.13	0.60	ME
5.	money is not a problem	2.95	0.89	ME
		3.01	**0.72**	**ME**

Legends: VI – verbal interpretation GE – great extent
ME – moderate extent SE – slight extent
LE – least extent

Under social well-being, leaners have overall moderate extent which was seen in table 6. It is notable that learners see their "teacher to be approachable" has the highest mean. According to Awoniyi (2021), student-teacher academic relationship is helpful in the academic performance of the learners. As they see they have approachable teachers, they still have moderate extent of difficulty in voicing out their questions. However, this has the least mean in the criteria. This can be attributed to their belief in having an approachable teacher.

Table 6.
Learners' Social Well-being

	In Mathematics class, I…	Mean	Std.	VI
1.	have friends and acquaintances that can help me	3.25	0.75	ME
2.	can voice out to my teacher my questions without fear of judgment	2.88	0.79	ME
3.	feel that I am in a safe place with everyone	3.08	0.70	ME
4.	have a teacher that is approachable	3.46	0.56	ME
5.	have classmates that support me whenever I feel wrong	3.11	0.72	ME
		3.16	**0.70**	**ME**

Legends: VI – verbal interpretation GE – great extent

ME – moderate extent *SE – slight extent*

LE – least extent

With all the domains of students' well-being, learners perceived to be at moderate extent in all of them as can be gleaned from table 7. Highest mean is on their social well-being which means that they are well with the company that they have during math classes. Least mean is on cognitive well-being that implies their no confidence to face Math.

Table 7.
Learners' Overall Well-being

	Domains	Mean	Std.	Verbal Interpretation
1.	Physical	3.07	0.72	Moderate Extent
2.	Affective	2.99	0.75	Moderate Extent
3.	Cognitive	2.96	0.68	Moderate Extent
4.	Economic	3.01	0.72	Moderate Extent
5.	Social	3.16	0.70	Moderate Extent

4.2 Learners' Adjustment

As learners transition from modular distance learning (MDL) to in-person class, their adjustment is being measured and checked. Various activities were done such as psychosocial support system and the use of psychological first aid.

In Mathematics, their adjustment was measured too. Learner's emotional adjustment was of slight extent with a mean of 2.45 as seen in table 8. Highest mean is on their ability to rationalize their mistakes on the subject. Lowest mean is on their resentment towards their teacher when receiving low scores and the feeling of being neglected. These lowest means are interconnected with the learners' answer on their feeling to their teacher being approachable.

Table 8.
Learners' Emotional Adjustment

	In Mathematics class, I…	Mean	Std.	VI
1.	am always afraid of something in Mathematics class	2.72	0.93	ME
2.	am jealous of my friends whom my math teacher appreciates very much	2.24	1.01	SE
3.	am often dissatisfied with my math class	2.36	0.93	SE
4.	am often sad and distressed in my math class	2.47	0.91	SE
5.	develop resentful feelings towards my math teacher when I get low scores	2.13	0.96	SE
6.	envy those classmates whom I think are better than me	2.40	0.98	SE
7.	feel my math teacher neglects me	2.13	1.07	SE
8.	resent it when my math teacher asks me questions in the class	2.50	0.87	SE
9.	try to rationalize my mistake	2.91	0.82	ME
10.	worry my teacher scolding me for my mistakes	2.67	1.00	ME
		2.45	**0.95**	**SE**

Legends: VI – verbal interpretation *GE – great extent*

ME – moderate extent *SE – slight extent*

LE – least extent

As presented in Table 9, learners' social adjustment is at moderate extent. The highest mean was received by the learners' ability to easily lend notebooks when asked by classmates. This shows how they can easily interact with their peers enough to lend their personal notes. It is good to note that they have slight extent of adjustment into finding friends and acquaintances as they perceived that they have no friend in Math class.

Table 9.
Learners' Social Adjustment

	In Mathematics class, I…	Mean	Std.	VI
1.	can get friendly with everyone easily	2.97	0.91	ME
2.	am always ready to help my classmates in every way	3.06	0.76	ME
3.	am of shy nature	2.83	0.86	ME
4.	am shy of talking in front of the mathematics class	2.75	0.86	ME
5.	feel sometimes, as if I have no friend	2.47	1.06	SE
6.	have some intimate friends in math class	2.60	0.94	ME
7.	hesitate in asking questions when I don't understand something in math class	2.84	0.85	ME
8.	lend my notebooks gladly when my classmates ask for it	3.11	0.76	ME
9.	like to sit in the front seats in the math class	2.58	0.92	ME
10.	try to attract the attention of my math teacher to myself in class	2.36	1.09	SE
		2.76	**0.90**	**ME**

Legends: VI – verbal interpretation *GE – great extent*

ME – moderate extent *SE – slight extent*

LE – least extent

When it comes to educational adjustment, learners are at moderate extent as seen in table 10. They have respect for their teacher and choose not to yawn in Math class. Several studies found that better school adjustment is significantly related to reduced risk of depression and anxiety disorders (Chui & Chan, 2017), reduced risk of attention problems (Seo, 2015), and better self-concept and empathy (Veiga et al., 2015).

Table 10.

Learners' Educational Adjustment				
	In Mathematics class, I…	**Mean**	**Std.**	**VI**
1.	I am afraid of math examinations	2.91	0.90	ME
2.	I am interested in the things regarding mathematics education	2.89	0.76	ME
3.	I am satisfied with the method of teaching of my math teacher	3.17	0.76	ME
4.	I am satisfied with the progress in my studies	3.11	0.83	ME
5.	I can note down the lessons taught in my math class correctly	3.00	0.79	ME
6.	I look at my math teacher respectfully	3.35	0.80	ME
7.	I often get low scores in math examination	2.84	0.76	ME
8.	I pay attention to the lesson being taught in math class	3.12	0.81	ME
9.	I yawn during math time	2.79	0.95	ME
10.	I have a difficulty in understanding the lessons taught in math class	2.91	0.86	ME
		2.93	**0.82**	**ME**

Legends: VI – verbal interpretation GE – great extent
ME – moderate extent SE – slight extent
LE – least extent

In general, learners have moderate extent of adjustment in the domains of social and educational but slight extent at emotional adjustment. This implies that learners can adjust both in terms of acquaintances even if they came from two years of no face-to-face interaction. In addition, they can learn the context of education in high school which differs largely from elementary. These grade 9 learners are the last batch of grade 6 and had their entry in high school under MDL.

Table 11.
Learners' Adjustment

	Domains	**Mean**	**Std.**	**VI**
1.	Emotional	2.45	0.95	SE
2.	Social	2.76	0.90	ME
3.	Educational	2.93	0.86	ME

4.3. Relationship between learners' well-being and adjustment under in-person class

Table 3 shows the relationship between learners' well-being and adjustment under in-person class. It was found out that physical well-being has a significant relationship with emotional and social adjustment of the learners. This implies that a great extent of well-being will result in a great extent of emotional and social adjustment. As learners become more physically fit and healthy, they can easily adjust their emotions and socialization process. However, physical well-being has no significant relationship with the learner's academic adjustment. This means that health has nothing to do with their ability to accomplish and learn tasks in Mathematics.

Table 12.
Relationship between Well-being and Adjustment

	Emotional				Social				Academic			
Domain	X^2	df	p-value	VI	X^2	df	p-value	VI	X^2	df	p-value	VI
Physical	18.473	6	.005	S	17.666	4	.001	S	2.647	4	.619	NS
Affective	22.608	9	.007	S	12.297	6	.056	NS	13.157	6	.041	S
Cognitive	27.247	6	.000	S	11.909	4	.018	S	4.338	4	.362	NS
Economic	12.918	6	.044	S	10.741	4	.030	S	8.514	4	.074	NS
Social	9.001	6	.174	NS	6.732	4	.151	NS	5.468	4	.243	NS

On one hand, the affective well-being of learners is significantly related to their emotional and academic adjustment. It means that learners with healthy affective domain can easily adjust in situations prompted with emotions and academic needs. This means that being emotionally stable will help learners to adjust with their adjustments emotionally and academically. Although, no significant relationship was found between affective domain and the social domain. This means that emotions are not hampering their way to adapt to their social circle.

On the other hand, cognitive well-being has a significant relationship to their emotional and social adjustment. This denotes that as learners become knowledgeable, they can adjust emotionally and socially in their new environment. However, no significant relationship was found between cognitive well-being and academic adjustment. These variables both tackle the ability of the learner to think, process and act, yet it has no relationship. It means that no matter how knowledgeable the learner is, he/she still struggles to adjust in Mathematics or is perceived to adjust improperly.

Meanwhile, the economic well-being of the learners is found to have significant relationship with their emotional and social adjustment. Learners tend to adjust better when they are economically stable and capable. Although, no significant relationship was found between economic well-being and academic adjustment. This implies that finances are unrelated to the learners' ability to cope with the subject.

Furthermore, no significant relationship was found between social well-being and the three domains of adjustment. This means that no matter how sociable a learner is, he/she perceived him/herself to be unable to adjust in those areas.

5. CONLUSION AND RECOMMENDATION

Conclusion

Considering the foregoing results, the following conclusions were drawn:

1. Learners' physical well-being, affective well-being, cognitive well-being, economic well-being, and social well-being were at a moderate extent.

2. Learners' emotional adjustment is of slight extent while their social adjustment and educational adjustment are of moderate extent.

3. Physical well-being has a significant relationship with emotional and social adjustment of the learners but not with academic adjustment. On one hand, their affective well-being is significantly related to their emotional and academic adjustment but not with social adjustment. On the other hand, their cognitive well-being has a significant relationship with their emotional and social adjustment but not in their academic adjustment. Meanwhile, the economic well-being of the learners is found to have significant relationship with their emotional and social adjustment but not in their academic adjustment. Furthermore, no significant relationship was found between social well-being and the three domains of adjustment.

Recommendation

Considering the foregoing results, the following are hereby recommended:

1. As learners have moderate well-being under the 5 domains, there is a need for projects that help them in maintaining or elevating their well-being as they continue with their studies.

2. The moderate extent of social and academic adjustment needs a project that maintains or promotes adjustment under these areas. With emotional adjustment having slight extent, project will give more focus to their emotional state.

3. Domains of well-being with significant relationship with the domains of adjustment is needed to be put into a project that is aligned with the first two recommendations and the activities of the SDRRM-CNHS and Guidance Counseling.

4. A project is being proposed:

As Grade 9 Mathematics is more than just being a subject for knowledge, learners' well-being and adjustment is one of its concerns too. Hence, this project SWAM (Stimulating Well-being and Adjustment in Mathematics) was formulated.

KRA	Target	Procedure	Persons Involved	Timetable	Criteria for Outcome Evaluation
Physical Well-being	Promotes healthy lifestyle in Mathematics	1. Conduct seminars or provide infographics about healthy lifestyle. 2. Use examples or situations about healthy living.	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Affective Well-being	Create healthy emotional space in the classroom	1. Give a room for everyone to speak up what they feel about the lesson	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Cognitive Well-being	Provide trainings and drills in Mathematics	1. Conduct sessions in trainings for learners for remediation, intervention, and enrichment activities	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Economic Well-being	Encourage resourcefulness and frugality in Mathematics Class	1. Maximize the use of indigenous and recyclable materials in projects, activities and performance tasks in Mathematics.	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Social Well-being	Creating a space for socialization in Mathematics	1. Craft an easy-to-follow feedback mechanism in Mathematics. 2. Maximize groupings and other collaborative activities.	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets

Emotional Adjustment	Conducting activities that promotes healthy emotions	1. Conduct seminar or activities on emotional adjustment in Math	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Social Adjustment	Craft activities that provide social adjustment to learners	1. Conduct seminar or activities on social adjustment in Math	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets
Academic Adjustment	Provide time for adjusting with the lesson	1. Conduct seminar or activities on academic adjustment in Math	Personnel and staff, Families, Learners, and Community	August 2023 to June 2024	Posting Photo Documentation DLL Activity sheets

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