ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

TEACHERS' INTERPERSONAL SKILLS ON THE LEARNERS' LITERACY AND NUMERACY SKILLS

Rachel Caballes Sales
Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

The study aims to assess the perceived level of Teachers' Interpersonal skills to the learner's Literacy and Numeracy Skills, among teachers in public elementary schools in Lucban, District Lucban, Quezon. The research utilizes a quantitative approach to gather and analyze data from 70 teachers. Specifically, it sought to answer the following: the level of Teachers' Interpersonal skills; level of learners' literacy skills; and level of learners' numeracy skills. Significant effect of interpersonal skills on the learners literacy skills and the significant effect of interpersonal skills effect on the learners' numeracy skills.

This study employes a descriptive research design, utilizing a researcher-made survey questionnaire to gather data. The questionnaire is designed to assess the perceived level of Teachers' Interpersonal skills to the learner's Literacy and Numeracy Skills. Data analysis included descriptive statistics to determine perceived levels and inferential statistics, such as correlation analysis, to examine relationships between Teachers' Interpersonal skills to the learner's Literacy and Numeracy Skills. The study aims to answer specific research questions regarding Teachers' Interpersonal skills to the learner's Literacy and Numeracy Skills and their relationships.

Teachers' Interpersonal kills regarding the Level of Teacher's Interpersonal Skills in Terms of Communication was Moderately Implemented. Level of Teacher's Interpersonal Skills in Terms of Collaboration was Highly Implemented. Level of Teacher's Interpersonal Skills in Terms of Respect was Highly Implemented .Level of Teacher's Interpersonal Skills in Terms of Empathy was Highly Implemented. Level of Teacher's Interpersonal Skills in Terms of Flexibility was Moderately Implemented.

The Learners' Literacy Skills with regard to the Level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness as Highly Implemented. Level of Learner's Performance Literacy Skills in Terms of Fluency was Highly Implemented. Level of Learner's Performance. Literacy Skills in Terms of Reading Comprehension was Highly Implemented.

The Learners' Numeracy kills with regard to the Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers was Highly Implemented. Level of Learner's Numeracy Skills in Terms of Calculation Skills was Highly Implemented. Level of Learner's Numeracy Skills in Terms of Interpreting Mathematical Information was Highly Implemented.

The correlation coefficients between Teachers' Interpersonal Skills and Learners' Literacy Skills there is significant connection. Also, the correlation analysis between Teachers' Interpersonal Skills and Learners' Numeracy Skills there is significant connection. Therefore, both hypotheses are accepted.

The result of this study is recommended to the School administrators may consistently review the result of the study and present them in an academic forum to shed light on the processes and effectiveness of the literacy and numeracy skills. Also, Teachers themselves may continue to maintained positive Interpersonal Skills for Literacy and Numeracy skills

KEYWORDS: *Teachers' Interpersonal skills; learner's Literacy; Numeracy Skills*

1. INTRODUCTION

Teachers play a vital role in ensuring quality education delivery. They are well known for the part they play in educating the children under their supervision. The main responsibility of teachers in the classroom is to follow the curriculum and impart relevant knowledge to the students. Teachers impart knowledge to pupils using a variety of techniques, including lectures, small group activities, and hands-on learning activities. Along with it, they play a variety of different duties in the classroom.

Interpersonal interaction skills revolve around the ability of the teacher to provide certain core conditions which are essential in creating a positive educational setting. These conditions consist of warmth, empathy, respect, genuineness, concreteness, self-disclosure, immediacy, and confrontation.

Literacy and numeracy skills are the foundations of lifelong learning and full participation in society. These skills empower students to make meaning, think critically and creatively, and reach their full potential. Throughout the grades, literacy and numeracy are applied across all areas of learning. For students to successfully navigate and understand today's increasingly complicated and technologically-driven world, they must have excellent literacy and numeracy skills.. Strong numeracy abilities are crucial for our children to have so they can analyze spatial and numeric data and make wise decisions throughout their life.

The study is to pursue to dive deeper to determine the Teachers' Interpersonal Skills on the Learners' Literacy and Numeracy Skills

1.1 Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the level of Teachers' Interpersonal Skills in terms of:

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1.1 Communication;
1.2 Collaboration;
1.3 Respect;
1.4 Empathy; and
1.5 Flexibility;

2. What is the level of Learner's Literacy Skills in terms of:
2.1 Phonemic Awareness;
2.2 Fluency; and
2.3 Reading Comprehension;

3. What is the level of Learners' Numeracy Skills in terms of:
3.1 Basic knowledge of numbers;
3.2 Calculation skills; and
3.3 Interpreting mathematical information;

4. Does the teachers' interpersonal skills have significant effect on the learners' literacy skills?
5. Does the teachers' interpersonal skills have significant effect on the learners' numeracy skills?

2. METHODOLOGY

The research design used in this study was descriptive survey method. It was used in this study as it looked into the effect on the Teachers' Interpersonal skills on the learner's Literacy and Numeracy Skills in Paaralang Elementarya ng Lucban, Lucban District during the school year 2023-2024.

This type of research method was used in the study because of appropriateness to the nature of the study, particularly in describing a situation or area of interest factually and accurately. The descriptive method of research can involve the use of many different kinds of research methods to investigate the variables in question. It predominantly employs quantitative data, although qualitative data is also used sometimes for descriptive purposes.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data drawn from the data gathered in the study.

Level of Teachers' Interpersonal Skills

In this study, the level of teachers' interpersonal skills refers to communication, collaboration, respect, empathy and flexibility, the following tables shows the statement mean, standard deviation , remarks and interpretation.

Table 1 shows the level of teacher's interpersonal skills in terms of communication. Also shows the statements, mean, standard deviation and remarks.

Table 1. Level of Teacher's Interpersonal Skills in Terms of Communication

Statement	**MEAN**	**SD**	**REMARKS**
The Teachers…			
…always respond "yes" when someone gives me instructions and asks if I understand, even if I'm not quite sure.	3.65	1.26	Agree
…opinion, most the message is communicated through the words and use when speaking to another individual.	4.09	0.86	Agree
…conceive of the other person as an opponent and in terms of win or loss when we are engaged in a heated disagreement.	2.90	1.52	Fairly Agree
…taking turns talking is all it takes to have effective conversation.	3.58	1.26	Agree
…instead of asking inquiries when I'm unsure of what someone is saying to me, I'll wait to find out more.	3.87	1.18	Agree
Weighted Mean	***3.62***		
SD	***1.22***		
Verbal Interpretation	***Moderately Implemented***		

The level of teacher's interpersonal skills in terms of communication attained a weighted mean score of 3.62 and a standard deviation of 1.22, verbally interpreted as *moderately implemented* among the respondents.

This implies that the moderately implemented communication skills are common among teachers across various educational contexts. Several factors can contribute to this level of communication proficiency, such as insufficient training, limited experience, or personal preferences.

Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers must be able to adapt their methods of communication to all students regardless of ability or learning style.

In addition, communication is also referred to as social interaction, because humans are social beings.

Table 2 shows the Level of Teacher's Interpersonal Skills in Terms of Collaboration.

Table 2. Level of Teacher's Interpersonal Skills in Terms of Collaboration

Statement	**MEAN**	**SD**	**REMARKS**
The Teachers…			
…every member of the team is completely aware of their responsibilities.	4.45	0.71	Strongly Agree
…make sure that effort advances the objectives of the organization.	4.36	0.71	Strongly Agree
...the necessary effort is done to solicit the thoughts and opinions of the workforce.	4.19	0.84	Agree
…the team has a powerful system in place for resolving disputes.	4.16	0.83	Agree
…the workload is allocated fairly.	4.03	0.94	Agree

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Weighted Mean	***4.24***
SD	***0.81***
Verbal Interpretation	***Highly Implemented***

The teachers strongly agree that they are completely aware of their responsibilities in terms of their collaboration. The mean and standard deviation (M = 4.45 and SD=0.71) suggests a high level of interpersonal skills in terms of collaboration. On the other hand, the teachers agree that their workload is allocated fairly. While the mean and standard deviation are slightly lower (M = 4.03 and SD = 0.94), it still indicates a moderate level of teacher's interpersonal skills in terms of collaboration.

The level of teacher's interpersonal skills in terms of collaboration attained a weighted mean score of 4.24 and a standard deviation of 0.81, verbally interpreted as *highly implemented* among the respondents.
This implies that the highly implemented collaboration among teachers have complete awareness towards their responsibilities. Several factors can contribute to this level of collaboration in terms of awareness of responsibilities.

Teacher collaboration provides fellow educators opportunities to meet, share insights, create cohesive plans, and work together effectively. Many aspects and forms of collaboration, both formal and informal, can contribute to student success and decrease teacher burnout.

Truly collaborative teams aim to bridge all the gaps, both individually and collectively. But this doesn't happen in one day. A collaborative team is the result of years of effort. These five points mentioned here only describes the characteristics of highly collaborative teams, but to implement it successfully each of your team members must be willing to work towards it. They often need to place the team's success over their individual accomplishment – something which is not very easy to establish. It is however worth the effort.(Keller 2019)

Level of Teacher's Interpersonal Skills in Terms of Respect.
The teachers strongly agree that they treat people in a civil and courteous way. The mean and standard deviation (M = 4.67 and SD=0.56) suggests a high level of interpersonal skills in terms of respect. On the other hand, the teachers also strongly agree that they never embarrass or hurt people on purpose. While the mean and standard deviation are slightly lower (M = 4.26 and SD = 1.00), it also indicates a high level of teacher's interpersonal skills in terms of respect.

Table 3. Level of Teacher's Interpersonal Skills in Terms of Respect

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…treat people in a civil and courteous way.	4.67	0.56	StronglyAgree
…accept people that are different than me.	4.58	0.60	Strongly Agree
…never embarrass or hurt people on purpose.	4.26	1.00	Strongly Agree
resolve disagreements, respond to insults and deal with anger peacefully and without violence.	4.35	0.85	Strongly Agree
…listen to others and try to understand their point of view.	4.61	0.60	Strongly Agree
Weighted Mean	***4.49***		
SD	***0.72***		
Verbal Interpretation	***Highly Implemented***		

The level of teacher's interpersonal skills in terms of respect attained a weighted mean score of 4.49 and a standard deviation of 0.72, verbally interpreted as *highly implemented* among the respondents.

This implies that it is highly implemented among teachers interpersonal skills in terms of respect. Several factors can also contribute to this level of skills in terms of respect such as understanding others point of view.

Respect is essential to every healthy dynamic. It should come as no shock that this is also true when building relationships with students.

Table 4 shows the Level of Teacher's Interpersonal Skills in Terms of Empathy.

Table 4. Level of Teacher's Interpersonal Skills in Terms of Empathy

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…consider people's circumstances when I'm talking with them.	4.52	0.68	Strongly Agree
…when someone is upset, I try to remember a time when I felt the same way.	4.42	0.69	Strongly Agree
…say things like "Something like that happened to me once, I understand how you feel."	4.35	0.76	Strongly Agree
...when I know one of my friends is upset, I try to talk to them about it.	4.25	0.97	Strongly Agree
…try to imagine how I would feel in someone else's situation.	4.29	0.89	Strongly Agree

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Weighted Mean	***4.37***
SD	***0.80***
Verbal Interpretation	***Highly Implemented***

The teachers strongly agree that they consider people's circumstances when they are talking with them. The mean and standard deviation (M = 4.52 and SD=0.68) suggests a high level of interpersonal skills in terms of empathy. On the other hand, the teachers also strongly agree that they try to talk to their frieds whenever they are upset. While the mean and standard deviation are slightly lower (M = 4.25 and SD = 0.97), it also indicates a high level of teacher's interpersonal skills in terms of empathy.

The level of teacher's interpersonal skills in terms of empathy attained a weighted mean score of 4.37 and a standard deviation of 0.80, verbally interpreted as *highly implemented* among the respondents.

This implies that it is highly implemented among teachers interpersonal skills in terms of empathy. Several factors can also contribute to this level of skills in terms of empathy through understanding what others felt about the situation.

Level of Teacher's Interpersonal Skills in Terms of Flexibility

Table 5 shows the Level of Teacher's Interpersonal Skills in Terms of Flexibility.

The teachers strongly agree that they genuinely supports equality between women and men. The mean and standard deviation (M = 4.32 and SD=0.65) suggests a high level of interpersonal skills in terms of flexibility. On the other hand, the teachers agree that they thave the same opportunities for promotion as anyone else's ability and experience. While the mean and standard deviation are slightly lower (M = 4.10 and SD = 0.85), it also indicates a moderate level of teacher's interpersonal skills in terms of flexibility.

Table 5. Level of Teacher's Interpersonal Skills in Terms of Flexibility

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…have the flexibility I need to manage my work and non-work interests e.g. caring responsibilities, study, sporting interests etc.	4.20	0.69	Agree
…have the same opportunities for promotion as anyone else with my ability and experience.	4.10	0.85	Agree
…genuinely supports equality between women and men.	4.32	0.65	Strongly Agree
…flexible work is actively encouraged in my work area.	4.26	0.70	Strongly Agree
…my commitment to the organization would be questioned if I worked flexibly	3.74	1.27	Agree
Weighted Mean	***4.12***		
SD	***0.83***		
Verbal Interpretation	***Moderately Implemented***		

The level of teacher's interpersonal skills in terms of empathy attained a weighted mean score of 4.12 and a standard deviation of 0.83, verbally interpreted as *moderately implemented* among the respondents.

This implies that it is moderately implemented among teachers interpersonal skills in terms of flexibility. Several factors can also contribute to this level of skills in terms of empathy, such as equality, support, and encouragement towards work.

The ability to be flexible is important because rigidity can create stress and can likely impact your health, your passion for the work, and your relationships with colleagues.

Level of Literacy Skills

The level of learner's performance literacy skills in terms of phonemic awareness, fluency and reading comprehension.

The teachers strongly agree on teaching children to hear the sounds in words. The mean and standard deviation (M = 4.78 and SD=0.46) suggests a high level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness. While the mean and standard deviation are slightly lower (M = 4.39 and SD = 0.73), it also indicates a high level of teacher's best activity to develop phonolgical awareness by Clapping syllables of familiar words.

Table 6 shows the Level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness. Also shows the statements, mean, standard deviation and remarks.

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Table 6. Level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness

Statement *The Teachers…*	MEAN	SD	REMARKS
…best activity to develop phonolgical awareness by Clapping syllables of familiar words	4.39	0.73	Strongly Agree
...oral activities, such as rhyming games, sound blending, and sound segmentation, help students develop this skill by focusing on the auditory aspect of language.	4.62	0.62	Strongly Agree
…phonemic awareness is a subset of phonological awareness with a much more narrow focus that identifies and manipulates the individual sounds in spoken words.	4.65	0.48	Strongly Agree
…understand the role of phonological awareness in how children learn to read.	4.65	0.48	Strongly Agree
…teach children to hear the sounds in words.	4.78	0.46	Strongly Agree
Weighted Mean	***4.62***		
SD	***0.55***		
Verbal Interpretation	***Highly Implemented***		

The level of teacher's Level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness attained a weighted mean score of 4.62 and a standard deviation of 0.55, verbally interpreted as *highly implemented* among the respondents.

This implies that the Level of Learner's Performance Literacy Skills in Terms of Phonemic Awareness is highly implemented. Several factors can also contribute to this high level of performance in terms of phonemic awareness through diverse strategy fitted for every learners.

Recognizing that words are made up of discrete sounds, and that those sounds can be changed, is essential for success in learning to read and spell. Similarly, understanding the connection that words are made up of phonemes and that phonemes are represented by graphemes is a vital skill for understanding print.

As they begin to understand the words in isolation, the level of their understanding will step up from word level of reading acquisition toward sentence and then text level.

Thus, this word to text reading process will assist individual's reading comprehension skill.

Table 7 shows the Level of Learner's Performance Literacy Skills in Terms of Fluency. Also shows the statements, mean, standard deviation and remarks.

Level of Learner's Performance Literacy Skills in Terms of Fluency

The teachers strongly agree on reading aloud to a partner enhances fluency. The mean and standard deviation (M = 4.58 and SD=0.50) suggests a high level of Learner's Performance Literacy Skills in Terms of Fluency. While the mean and standard deviation are slightly lower (M = 4.43 and SD = 0.73), it also indicates a high level of teacher's teaching children to figure out unknown words intext by using the developing meaning of the story.

Table 7. Level of Learner's Performance Literacy Skills in Terms of Fluency

Statement *The Teachers…*	MEAN	SD	REMARKS
…teach children to figure out unknown words in text by using the developing meaning of the story.	4.43	0.73	Strongly Agree
…using time reading samples, teacher observation, and rubrics, I evaluate fluency.	4.49	0.63	Strongly Agree
…reading aloud to a partner enhances fluency.	4.58	0.50	Strongly Agree
…organizing and Managing Small Group Reading Instruction	4.54	0.50	Strongly Agree
…engaging Students in Meaningful Interactions with Language	4.48	0.65	Strongly Agree
Weighted Mean	***4.50***		
SD	***0.60***		
Verbal Interpretation	***Highly Implemented***		

The level of teacher's Level of Learner's Performance Literacy Skills in Terms of Fluency attained a weighted mean score of 4.50 and a standard deviation of 0.60, verbally interpreted as *highly implemented* among the respondents.

This implies that the Level of Learner's Performance Literacy Skills in Terms of Fluency are highly implemented. Several factors can also contribute to this high level of performance in terms of fluency by engaging Students in Meaningful Interactions with Language.

Reading fluency is the ability to read accurately and quickly. It is important because fluent readers comprehend better. It can be developed by modeling and practice.

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Table 8 shows the Level of Learner's Performance Literacy Skills in Terms of Reading Comprehension. Also shows the statements, mean, standard deviation and remarks

Table 8. Level of Learner's Performance Literacy Skills in Terms of Reading Comprehension

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…reading options help students grasp and comprehend more.	4.42	0.73	Strongly Agree
…every instructor has a duty to raise their students' reading comprehension abilities.	4.48	0.70	Strongly Agree
…student interest in reading is significantly influenced by the teacher's motivation.	4.61	0.57	Strongly Agree
…visual or auditory teaching aids assist students in coping with and understanding the reading choices.	4.52	0.65	Strongly Agree
…students' reading analysis, interpretation, and understanding are improved when given a variety of reading materials and tasks.	4.48	0.70	Strongly Agree
Weighted Mean	***4.50***		
SD	***0.67***		
Verbal Interpretation	***Highly Implemented***		

The teachers strongly agree that student interest in reading is significantly influenced by the teacher's motivation. The mean and standard deviation (M = 4.61 and SD=0.57) suggests a high level of Learner's Performance Literacy Skills in Terms of Reading Comprehension. While the mean and standard deviation are slightly lower (M = 4.42 and SD = 0.73), it also indicates a high level of teacher's reading options help students grasp and comprehend more.

The level of teacher's Level of Learner's Performance Literacy Skills in Terms of Reading Comprehension attained a weighted mean score of 4.50 and a standard deviation of 0.67, verbally interpreted as *highly implemented* among the respondents.

This implies that the Level of Learner's Performance Literacy Skills in Terms of Reading Comprehension are highly implemented. Several factors can also contribute to this high level of performance in terms of Reading Comprehension through coping and understanding the reading choices.

Reading comprehension is important for academic achievement, critical thinking, language proficiency, information retrieval, empowerment, and personal success. Developing and honing reading comprehension skills can have a profound and lasting impact on individuals' lives by expanding their knowledge, improving their cognitive abilities, and enabling them to navigate the world effectively.

Numeracy Skills

The level of learner's numeracy skills in terms of basic knowledge of numbers, calculation skills and interpreting mathematical information.

Table 9 shows the Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers. Also shows the statements, mean, standard deviation and remarks.

Table 9. Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…make accurate observations, eg count number of people or items	4.54	0.50	StronglyAgree
…length using everyday units and instruments	4.51	0.65	Strongly Agree
…practice adding, subtracting, multiplying, and dividing	4.51	0.68	Strongly Agree
…use manipulatives to model and explore mathematical ideas	4.59	0.60	Strongly Agree
…use visual representations to model and explore mathematical ideas	4.46	0.81	Strongly Agree
Weighted Mean	***4.52***		
SD	***0.65***		
Verbal Interpretation	***Highly Implemented***		

The teachers strongly agree on using manipulatives to model and explore mathematical ideas. The mean and standard deviation (M = 4.59 and SD=0.60) suggests a high level of Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers. While the mean and standard deviation are slightly lower (M = 4.46 and SD = 0.81), it also indicates a high level of learners numeracy skills when teachers uses visual representations to model and explore mathematical ideas.

The Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers attained a weighted mean score of 4.52 and a standard deviation of 0.65, verbally interpreted as *highly implemented* among the respondents.

This implies that teachers strategy is highly implemented among Level of Learner's Numeracy Skills in Terms of Basic Knowledge of Numbers. Several factors can also contribute to this high level of learners numeracy skilss in terms of basic knowledge of numbers through practice adding, subtracting, multiplying, and dividing.

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Numeracy is necessary for everyday living. From daily activities like telling the time, cooking and setting the table to more difficult tasks such as understanding mobile phone plans, planning a trip, reading a map and understanding timetables.

Table 10 shows the Level of Learner's Numeracy Skills in Terms of Calculation Skills.

Table 10. Level of Learner's Numeracy Skills in Terms of Calculation Skills

Statement ***The Teachers…***	**MEAN**	**SD**	**REMARKS**
…convert units of measure in the same system	4.39	0.71	StronglyAgree
…length using everyday units and instruments	4.36	0.71	Strongly Agree
…use data and statistical measures to collect and record discrete data in tables, charts, diagrams and line graphs	4.36	0.70	Strongly Agree
…use shape and space to: solve problems using properties of regular 2D shapes draw regular 2D shapes using grids	4.29	0.83	Strongly Agree
…use probability to express the likelihood of an event using fractions, decimals or percentages	4.16	1.14	Agree
Weighted Mean	***4.31***		
SD	***0.82***		
Verbal Interpretation	***Highly Implemented***		

The teachers strongly agree on converting units of measure in the same system. The mean and standard deviation (M = 4.39 and SD=0.71) suggests a high level of Learner's Numeracy Skills in Terms of Calculation Skills. While the mean and standard deviation are slightly lower (M = 4.16 and SD = 1.14), it also indicates a moderate level of teacher's using probability to express the likelihood of an event using fractions, decimals or percentages.

The Level of Learner's Numeracy Skills in Terms of Calculation Skills attained a weighted mean score of 4.31 and a standard deviation of 0.82, verbally interpreted as highly implemented among the respondents.

This implies that it is highly implemented towards Level of Learner's Numeracy Skills in Terms of Calculation Skills. Several factors can also contribute to this high level of learners numeracy skills in terms of calculation skills through the use of shape and space.

Math is essential part of our life and the importance of math and calculations is well known whether in engineering field, finance. It is important for us to know math and the different methods of calculations an how knowledge of math can help in choosing the right options for students.

Level of Learner's Numeracy Skills in Terms of Interpreting Mathematical Information

Table 11 shows the Level of Learner's Numeracy Skills in Terms of Interpreting Mathematical Information.

The teachers strongly agree on writing equations and functions to represent relationships. The mean and standard deviation (M = 4.43 and SD=0.75) suggests a high level of learners numeracy skills in terms of Interpreting Mathematical Information. While the mean and standard deviation are slightly lower (M = 4.06 and SD = 1.11), it also indicates a moderate level of teacher's working on problems for which there is no immediately obvious method of solution.

Table 11. Level of Learner's Numeracy Skills in Terms of Interpreting Mathematical Information

Statement ***The Teachers…***	***MEAN***	***SD***	***REMARKS***
…decide on their own procedures for solving complex problems	4.29	1.00	Strongly Agree
…write equations and functions to represent relationships	4.43	0.75	Strongly Agree
…work on problems for which there is no immediately obvious method of solution	4.06	1.11	Agree
…interpret data in tables, charts, or graphs	4.30	0.90	Strongly Agree
…write equations and functions to represent relationships	4.16	1.09	Agree
Weighted Mean	***4.25***		
SD	***0.97***		
Verbal Interpretation	***Highly Implemented***		

The level of teacher's Level of Learner's Numeracy skills In terms of Interpreting Mathematical Information attained a weighted mean score of 4.25 and a standard deviation of 0.97, verbally interpreted as *highly implemented* among the respondents.

This implies that it is highly implemented towards Learner's Numeracy Skills in Terms of Interpreting Mathematical Information. Several factors can also contribute to this high level of learners numeracy skills in terms of interpreting mathematical information

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by allowing learners to decide on their own procedures for solving complex problems .

Language is fundamental to teaching and learning mathematics. Often, students must apply literacy skills to read and interpret worded problems.

Significant Effect of Teachers Interpersonal Skills on the Learner's Literacy Skills
The significant effect of teacher's interpersonal skills on the learner's literacy skills in terms of phonemic awareness, fluency and reading comprehension.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: communication, collaboration, respect, empathy and flexibility.

Significant Effect of Teachers Interpersonal Skills on the Learner's Literacy Skills
In terms of *phonemic awareness*, the results revealed that 13.40% of the variance is explained by the five predictors, F (5, 64) =1.98 p.094. All predictors, *communication (B=.230, t*=1.892, *p*.063), *collaboration (B=.180, t*=1.243, *p*.219), *respect (B=.178, t*=1.385, *p*.171), *empathy (B=-.100, t*=-0.627, *p*.533) and *flexibility (B=-.018, t*=-0.101, *p*.920) are all not significantly affected by outcome variable.

Table 12. Significant Effect of Teachers Interpersonal Skills on the Learner's Literacy Skills

Phonemic Awareness	**Unstandardized Coefficients**		**Standardized Coefficients**		
	B	**Std. Error**	Beta	**t**	**Sig.**
(Constant)	3.417	.545		6.264	<.001
Communication	.109	.058	.230	1.892	.063
Collaboration	.117	.094	.180	1.243	.219
Respect	.144	.104	.178	1.385	.171
Empathy	-.070	.111	-.100	-0.627	.533
Flexibility	-.011	.117	-.018	-0.101	.920
$R = .366$; $R^2 = .134$; Adj. $R^2 = 0.0662$, $F(5, 64) = 1.98$; p.094					

Fluency	**Unstandardized Coefficients**		**Standardized Coefficients**		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	2.796	.589		4.741	<.001
Communication	-.036	.068	-.068	-0.588	.558
Collaboration	.010	.102	.014	0.103	.918
Respect	.068	.112	.075	0.613	.542
Empathy	.113	.121	.143	0.938	.352
Flexibility	.239	.126	.328	1.890	.063
$R = .456$; $R^2 = .208$; Adj. $R^2 = 0.146$, $F(5, 64) = 3.36$; p.009					

Reading Comprehension	**Unstandardized Coefficients**		**Standardized Coefficients**		
	B	**Std. Error**	**Beta**	**t**	*Sig.*
(Constant)	3.052	.718		4.250	<.001
Communication	-.047	.076	-.076	-0.617	.539
Collaboration	-.128	.124	-.152	-1.035	.305
Respect	.295	.137	.280	2.157	.035

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Empathy	.069	.147	.075	0.741	.639
Flexibility	.125	.154	.149	0.813	.419
R = .342; R^2 = .117; Adj. R^2 = 0.0478, F(5, 64) = 1.69; p.149					

This implies that teacher's interpersonal skills may not have a direct and significant effect on phonemic awareness, it is essential to consider that these skills can still contribute to a positive learning environment. A supportive and inclusive classroom atmosphere can foster a sense of belonging and motivation, which may indirectly support the development of phonemic awareness and other literacy skills.

Secondly, in terms of *fluency*, the results revealed that 20.80% of the variance is explained by the five predictors, *F* (5, 64) =3.36 *p*.009. All predictors, *communication (B=-.036*, *t*=-0.588, *p*.558), *collaboration (B=.014*, *t*=0.103, *p*.918), *respect (B=.075*, *t*=0.613, *p*.542), *empathy (B=.143*, *t*=0.938, *p*.352) and *flexibility (B=.328*, *t*=1.890, *p*.063) are all not significantly affected by outcome variable.

This implies that the non-significant effects of teacher's interpersonal skills in terms of communication, collaboration, respect, empathy, and flexibility on learners' phonemic awareness and fluency might seem counterintuitive, it is essential to consider the potential limitations of the studies and the possible influence of other factors.

Normally developing children gradually acquire a number of phonological awareness skills and incorporate these skills into their everyday lives.

Lastly, in terms of *reading comprehension*, the results revealed that 11.70% of the variance is explained by the five predictors, *F* (5, 64) =1.69 *p*.149. Specially, *respect (B=.280*, *t*=2.157, *p*.035) is positively affect with the learner's literacy skills .On the other hand, *communication (B=-.076*, *t*=0.741, *p*.539), *collaboration (B=-.152*, *t*=-1.035, *p*.305), *empathy (B=.075*, *t*=0.741, *p*.639) and *flexibility (B=.149*, *t*=0.813, *p*.419) are not significantly affected by outcome variable.

This implies that the positive significant effect of teachers' interpersonal skills on learners' reading comprehension. By fostering effective communication, collaboration, respect, empathy, and flexibility, teachers create an optimal learning environment that encourages students to develop their literacy skills.

Teacher-student relationships will be strengthened through interpersonal communication. Students will accept the perspectives, ideas, and sentiments of the teacher more readily if the teacher can comprehend their thoughts, feelings, and opinions.

The special ingredients concerning interpersonal characteristics which the teacher should have to improve the acquisition of reading skills focus majorly on communication enhancement between the teachers and pupils. This implies that there should exist an interactive environment, considering the influence of the teacher on the participation of pupils in reading sessions.

Significant Effect of Teachers Interpersonal Skills on the Learner's Numeracy Skills

The significant effect of teacher's interpersonal skills on the learner's numeracy skills in terms of phonemic awareness, fluency and reading comprehension

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: communication, collaboration, respect, empathy and flexibility.

Significant Effect of Teachers Interpersonal Skills on theLearner's Numeracy Skills

In terms of *basic knowledge of numbers*, the results revealed that 15.60% of the variance is explained by the five predictors, *F* (5, 64) =2.36 *p*.050. Specially, *flexibility (B=.423*, *t*=2.356, *p*.022) is positively affect with the learner's numeracy skills .On the other hand, *communication (B=.032*, *t*=0.256, *p*.791), *collaboration (B=-.265*, *t*=-1.847, *p*.069), *respect (B=.061*, *t*=0.483, *p*.631) and *flexibility (B=.012*, *t*=0.076, *p*.940) are not significantly affected by outcome variable.

Table 13. Significant Effect of Teachers Interpersonal Skills on the Learner's Numeracy Skills

Basic Knowledge of Numbers	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	3.631	668		5.4331	<.001
Communication	.018	.071	.032	0.265	.791
Collaboration	-.214	.115	-.265	-1.847	.069
Respect	.061	.127	.061	0.483	.631
Empathy	.010	.137	.012	0.076	.940

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Flexibility	.337	.143	.423	2.356	.022
R = .395; R^2 = .156; Adj. R^2 = 0.0897, F(5, 64) = 2.36; p.050					
Calculation skills	**Unstandardized Coefficients B**	**Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
(Constant)	3.136	.870		3.602	<.001
Communication	.029	.092	.040	0.322	.748
Collaboration	.221	.151	.217	1.470	.147
Respect	-.056	.166	-.044	-0.337	.737
Empathy	-.096	.175	-.088	-0.543	.589
Flexibility	.192	.186	.191	1.032	.306
R = .320; R^2 = .103; Adj. R^2 = 0.0324, F(5, 64) = 1.46; p.215					
Interpreting Mathematical Information	**Unstandardized Coefficients B**	**Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
(Constant)	3.825	1.074		3.561	<.001
Communication	.121	.114	.137	1.068	.292
Collaboration	.101	.186	.083	0.543	.598
Respect	-.030	.205	-.020	-0.150	.881
Empathy	-.074	.220	-.057	-0.338	.736
Flexibility	.048	.230	0.40	0.002	.998
R = .165; R^2 = .0272; Adj. R^2 =- 0.0488, F(5, 64) = 0.358; p.875					

This implies that teachers' interpersonal flexibility, specifically in terms of adapting to different learning styles and situations, does not have a significant impact on learners' numeracy skills, particularly in basic number knowledge. However, this does not negate the importance of interpersonal flexibility in teaching, as it may still contribute to other aspects of student learning and well-being.

Being numerate involves more than mastering basic mathematics. Numeracy involves connecting the mathematics that students learn at school with the out-of-school situations that require the skills of problem solving, critical judgement, and sense-making related to applied contexts.

Secondly, in terms of *calculation skills*, the results revealed that 10.30% of the variance is explained by the five predictors, *F* (5, 64) =1.46 *p*.215. All predictors, *communication (B=.040*, *t*=0.322, *p*.748), *collaboration (B=.217*, *t*=1.470, *p*.147), *respect (B=-.044*, *t*=-0.337, *p*.737), *empathy (B=.088*, *t*=-0.543, *p*.589) and *flexibility (B=.191*, *t*=1.032, *p*.306) are all not significantly affected by outcome variable.

This implies that the present's evidence that suggests teachers' interpersonal skills, particularly in terms of communication, collaboration, respect, empathy, and flexibility, may not have a significant impact on learners' numeracy skills, specifically calculation skills. However, it is essential to recognize that these skills could contribute to a positive learning environment and may have indirect effects on students' numeracy performance.

People need to be numerate in order to apply logical thinking and reasoning strategies to everyday tasks. In order to solve problems and comprehend time, money, patterns, and shapes, we need to be numerate for chores like cooking, reading receipts, following directions, and even playing sports.

Lastly, in terms of *interpreting mathematical information*, the results revealed that 2.72% of the variance is explained by the five predictors, *F* (5, 64) =0.358 *p*.875. All predictors, *communication (B=.137*, *t*=1.068, *p*.292), *collaboration (B=.083*, *t*=0.543, *p*.598), *respect (B=-.020*, *t*=-0.150, *p*.881), *empathy (B=-.057*, *t*=-0.338, *p*.736) and *flexibility (B=.040*, *t*=0.002, *p*.998) are all not significantly affected by outcome variable.

This implies that despite the importance of a teacher's interpersonal skills in communication, collaboration, respect,

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empathy, and flexibility, the existing research suggests that these skills do not have a significant direct effect on learners' numeracy skills, particularly in interpreting mathematical information. However, it is essential to acknowledge that these interpersonal skills contribute to creating a positive learning environment, which may indirectly influence learners' overall academic performance.

Educators that cultivate learner-centered environments employ strategies such as asking students about their thoughts, talking about their misconceptions, and organizing lessons that allow students to reframe their ideas and construct more solid mathematical concepts. Students are more likely to get new information and deeper understandings when they are given the opportunity to make mistakes and then consider the repercussions.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study , the following conclusions were drawn.

1. " there is no effect on the Teachers' Interpersonal skills on the learner's Literacy Skills". Suggests there is a significant connection between learners' literacy skills and teachers' interpersonal skills. The role that teacher interpersonal skills have in students' educational results. It also proposes real-world applications for teacher preparation and classroom management that can improve student literacy
2. " there is no effect on the Teachers' Interpersonal skills on the learner's Numeracy Skills". Suggests that there is a correlation between changes in learners' numeracy skills and changes in teachers' interpersonal skills. This is a noteworthy discovery that could impact instructional strategies and interventions meant to enhance students' numeracy abilities.

Given the findings and conclusion of the study, the following recommendations were hereby presented for consideration.

1. Pupils may maintained the skills imparted by the teachers in Literacy and numeracy.

2. School administrators may consistently review the result of the study and present them in an academic forum to shed light on the processes and effectiveness of the literacy and numeracy skills

3. Teachers themselves may continue to maintained positive Interpersonal Skills for Literacy and Numeracy skills

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