

3R's Practices on the Learning Achievement of Grade-Schoolers: Basis for the Development of 3R's Self-Learning Module

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ABSTRACT: The purpose of this study is to determine the effect of 3R's Practices on the Learning Achievement of Grade-schoolers. The descriptive method of research was used in this study. The grade-schoolers selected using purposive sampling with a total of seventy-four (74) from Grade IV, V, and VI at Masico Elementary School. The researcher used a self-made checklist questionnaire and request for the grades of each grade-schooler as reference to their learning achievement in English and Mathematics. Based on the findings, it was found that the level of 3R's Practices was High. It also found out that the level of Learning Achievement of Grade-schoolers was Very Satisfactory. It was therefore concluded that 3R's Practices has a significant effect on the Learning Achievement of Grade-Schoolers. It is thus recommended that guardians and/or parents must continue to guide, support, and teach their children for their growth and development. For teachers, it is recommended to encourage and develop a self-learning module focusing on the 3R's (Reading, Writing, and Arithmetic) to continue and further enhance the skills and maintain the learning achievement of every learner. Lastly, it is recommended for the Department of Education to continue to provide quality education to every learner with the best learning experiences and opportunities to explore, share, and showcase their best out of their full potential in any discipline.

KEYWORDS: *Composition, Comprehension, Learning Achievement, Problem Solving, Skills*

I. INTRODUCTION

The 3R's practices refers to reading, writing, and arithmetic in which foundations of the basic skills were developed. Reading, Writing, and Arithmetic are important factors to be considered in learners' development. This could contribute to lifelong learning and sustainable development. Writing and reading are important in every child's development, as this complies with the basic requirements for a successful life and career. In addition, an increasing number of controversies in education are teaching young learners to read and write. Likely, the quality of education should be designed with the new programs to improve the competencies of every child. This defines that the 3 R's are a better requirement in teaching for educators (Jensen, 2018). In other words, the 3 R's (Reading, Writing, and Arithmetic) is a multi-face program of the National that aims to develop and improve the literacy as well as the numeracy skills and foundation of young learners. However, schools experience critical factors, as teachers should be trained effectively to build their capabilities and to improve the learning development of every grade-schooler at school (Tanzania, 2019).

Through the 3R's, the basis for every learning of learners comes with these. However, the knowledge of learners inside the classroom does not end as the environment continues, most especially in structuring association and escalating the artistic side of the mind (Olah, n.d.). Meanwhile, educators sometimes fail to measure the implementation of the learner's development of the 3R's, most especially during the pandemic, by which learners are entitled to study and learn through their self-learning modules. Setting a learning success curve for learners is through having the right, strong foundation of the education system in measuring the learner's progress academically. This means that through the 3R's self-learning modules, the pupils will learn to understand rather than memorize. As a result, an appropriate learning environment could develop and enhance pupils' 3R practices to achieve learning competencies based on the physical environment, up to the curriculum of the school (Tanzania, 2019).

Face-to-face engagement in the education system worldwide had been suspended due to the increasing number of COVID-19 cases. Likewise, the pandemic has forced the implementation of modular distance learning, which serves as an immediate response in continuing education worldwide (Dangle & Sumaoang, 2020). However, the Philippines is on the part of adjustment, most especially in the new normal of education, as the continuous innovation of teachers has been the key to the success of the subject matter. Challenges, opinions, and even recommendations from educators had been proposed, and the lack of the institution was discussed and addressed to provide specific and direct conclusions and recommendations in promoting

education in the new normal education system. Meanwhile, the status of implementing the use of performance test evaluation in learners learning engagement is indeed an essential part of evaluating the learning achievement of the learners through the reading, writing, and arithmetic practices, whereas the study of Martin & Omela (2020) reveals that programs and interventions were improved and implemented in improving the academic achievement of the Grade VI pupils. The educators believed that the performance test evaluation in the learner's learning engagement would help them evaluate the academic, attitude, and instruction factors that affect the learner's learning achievement.

The beliefs and practices of educators in terms of executive functions in reading, writing, and arithmetic can be analyzed using factor analysis, in which the beliefs regarding the executive functions of reading, writing, and arithmetic had been reflected, pedagogical practices, and the cognitive mechanisms of reading, writing, and arithmetic were connected (Rapoport et al., 2016). The study reveals that most educators believe that Executive functions influence learners' reading, writing, and arithmetic learning achievement.

This is where this study is premised. It sought to determine the effect between 3R's practices and the learning achievement of grade schoolers in Masico Elementary School, as it will serve as the basis for the development of 3R's self-learning module.

II. METHODOLOGY

The study aims to determine if there is a significant effect between 3R's practices to the learning achievement of grade-schoolers during the Academic Year 2021-2022 at Masico Elementary School. A descriptive research method was employed, with seventy-four (74) grade schoolers from Grades IV, V, and VI selected through purposive sampling. As discussed by Palinkas et al. (2015), purposive sampling is particularly effective in mixed methods research, which often combines both quantitative and qualitative approaches. They emphasize that purposive sampling is beneficial in quantitative research when specific data are required from a distinct subgroup. In this case, purposive sampling enabled the researcher to focus on grade-schoolers engaged in 3R's practices, ensuring a relevant sample that would provide valuable insights into the impact of these practices on learning achievement.

The researcher developed a self-made checklist questionnaire, which was validated with the assistance of statisticians to ensure the appropriateness of the questionnaire and the statistical tools used for data analysis. Permissions were obtained from the school head, teachers, and parents to conduct the study among learners and access their grades in English and Mathematics, which were of great help to the researcher in successfully completing the study.

The data on 3R's practices were analyzed and treated using the weighted mean and standard deviation. Regression analysis was applied to assess the significant effect of 3R's practices on the learning achievement of grade schoolers.

III. RESULTS AND DISCUSSION

Table 1. Level of 3R's Practices in Terms of Comprehension

STATEMENTS	MEAN	SD	REMARKS
1.I use the dictionary to know the meaning of unfamiliar words.	3.78	1.05	Often
2.I can retell the story in my own words.	3.66	1.00	Often
3.I try to guess the main idea of the text based on the pictures presented.	4.14	0.87	Often
4.I read first the questions before reading the text.	4.12	1.12	Often
5.I try to visualize what happens in the story.	4.38	0.82	Always

Overall Mean = 4.02

Standard Deviation = 1.01

Verbal Interpretation = High

The results presented in Table 1 indicate a strong understanding of 3R's practices (Reading, Writing, and Arithmetic) in terms of comprehension among the respondents. The highest mean score (M=4.38) for the statement "Try to visualize what happens in the story" suggests that participants effectively engage in mental imagery as a reading comprehension strategy, which can enhance their overall understanding and retention of the material. This visualization can help learners create a more vivid connection to the text, making it easier for them to grasp complex ideas. The next highest mean score (M=4.14) for "Try to guess the main idea of the text based on the pictures presented" indicates that participants are also proficient at using visual cues to infer meaning, which is an essential skill for improving reading comprehension. This ability may reflect their awareness of the textual context and their active engagement with the material. Conversely, the lower mean score for "Can retell the story in my own words" (M=3.66), while still rated as Often, suggests there may be a gap in learners' ability to paraphrase or synthesize the information they have read. This could indicate that while learners are able to visualize and infer meaning, they may struggle with articulating the main ideas or details of the text in their own words, which is a critical aspect of comprehension and indicates a deeper understanding of

the material. Overall, the high mean score ($M=4.02$) for the overall level of 3R's practices in terms of comprehension suggests that learners are actively employing effective reading strategies.

On the other hand, the divergence in scores highlights an area for potential improvement, encouraging learners to practice retelling information in their own words could fortify their understanding and retention, making comprehension more robust and integrated. This could be implemented through targeted activities that promote summarization and paraphrasing skills, fostering a more comprehensive grasp of the texts they encounter.

According to Afflerbach, Cho, Kim, and Clark (2020), cognitive and metacognitive strategies, such as visualization, inference, and retelling, for improving reading comprehension. It emphasizes how learners can actively interact with the material by using visualization and inferencing. The research also emphasizes the role of retelling in deep comprehension, supporting the finding that learners may require additional support in this area to enhance their comprehension abilities.

Table 2. Level of 3R's Practices in Terms of Composition

STATEMENTS	MEAN	SD	REMARKS
1.I can write my own short story.	3.86	1.08	Often
2.I can write a simple essay based on the topic given to me.	3.72	1.07	Often
3.I can rephrase sentences in my own words.	3.74	1.01	Often
4.I can narrate based on the sequence of events taught by my teacher.	3.97	0.99	Often
5.I can write journal to express my thoughts and ideas and to improve my writing skills.	4.04	1.13	Often

Overall Mean = 3.87

Standard Deviation = 1.06

Verbal Interpretation = High

The results presented in Table 2 implies that participants demonstrate a strong engagement with 3R's practices (Reading, 'Riting, and 'Rithmetic) in terms of Composition, as indicated by the overall mean score of 3.87, which is interpreted as High. The highest score for the statement "Write journal to express my thoughts and ideas and to improve my writing skills" ($M=4.04$) suggests that learners are frequently using journaling as a tool for self-expression and skill development, reflecting a positive approach to writing as a personal and reflective practice.

The next highest score for "Can narrate based on the sequence of events taught by my teacher" ($M=3.97$) indicates that learners are relatively proficient in structured writing tasks, such as narration, which involves organizing thoughts in a logical sequence. This suggests that learners are applying what they have learned from instruction effectively when retelling events in writing.

On the other hand, the lowest mean score for "Can write a simple essay based on the topic given to me" ($M=3.72$) points to a potential challenge in more formal, topic-driven writing tasks. While learners still engage in this activity frequently, as indicated by the "Often" remark, this score may indicate that learners find essay writing more challenging compared to journaling and narration, possibly due to the greater structure and complexity involved in essay composition.

García and Kintsch (2024) highlight the effectiveness of reflective writing practices, such as journaling, in developing students' writing skills and promoting self-expression. This supports journaling as a practice for expressing thoughts and improving writing skills. The study also discusses the importance of structured writing tasks, like essays, in developing more formal composition skills. This aligns with the finding that learners excel in narrative and reflective writing, they face challenges in essay writing. In connection to García and Kintsch's research it is suggested that targeted support and practice in structured writing can enhance students' proficiency, which is consistent with the need for additional focus on essay writing.

Table 3. Level of 3R's Practices in Terms of Problem Solving

STATEMENTS	MEAN	SD	REMARKS
1.I try to solve simple problems based on the formula taught by my teacher.	4.31	0.83	Always
2.I watch tutorial videos to solve the problem.	3.82	1.13	Often
3.I ask for help from my guardian in solving the problem.	4.24	0.96	Always
4.I find it easy to solve problems by trial and error.	3.70	0.93	Often
5.I try to solve problems in a step-by-step procedure.	4.38	0.82	Always

Overall Mean = 4.09

Standard Deviation = 0.98

Verbal Interpretation = High

The findings presented in Table 3 indicate a high level of proficiency in problem-solving practices among learners, as evidenced by the overall mean score of 4.09. The highest scores for “Try to solve problems in a step-by-step procedure” (M=4.38) and “Try to solve simple problems based on the formula taught by my teacher” (M=4.31) reflect a strong reliance on systematic approaches and adherence to taught formulas, suggesting that learners are effectively using structured methods to address problems. This consistent use of procedural and formula-based strategies demonstrates an understanding and application of these techniques.

In contrast, the lower mean score for “Find it easy to solve problems by trial and error” (M=3.70), although still rated as Often, indicates a relative challenge or lower comfort level with exploratory problem-solving methods. This suggests that learners are proficient in using structured procedures, they may be less confident or experienced in applying trial-and-error approaches.

Overall, the high scores in step-by-step and formula-based problem-solving highlight learners’ strengths, there is an opportunity to enhance their problem-solving skills further by encouraging more practice with trial-and-error techniques. Incorporating activities that promote exploratory problem-solving could improve their adaptability and resourcefulness, helping them tackle a wider range of problems with greater flexibility.

As stated by Karp and Smith (2020) explore how different problem-solving strategies, including procedural (step-by-step) and exploratory (trial-and-error), affect student learning outcomes. Their findings highlight that student who use structured problem-solving methods, such as those reflected in the high scores for step-by-step and formula-based approaches, tend to achieve better learning outcomes. The study also addresses the challenges associated with trial-and-error strategies, aligning with the finding that learners had lower comfort levels with this approach. The research supports the idea that structured methods are effective, incorporating opportunities for exploratory problem-solving can enhance overall problem-solving skills and adaptability.

Table 4. Level of Learning Achievement of Grade-Schoolers in terms of English

RANGE	LEARNING ACHIEVEMENT		REMARKS
	FREQUENCY	PERCENTAGE	
90 and above	0	0.00	Outstanding
85 to 89	51	68.92	Very Satisfactory
80 to 84	23	31.08	Satisfactory
75 to 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	74	100.00	
<i>Overall Mean</i>		<i>85.51</i>	
<i>Standard Deviation</i>		<i>1.72</i>	
<i>Verbal Interpretation</i>		<i>Very Satisfactory</i>	

The results presented in Table 4 indicates that the learning achievement of grade-schoolers in English is notably high. With 68.92% of students achieving grades between 85 and 89, interpreted as very satisfactory, and 31.08% obtaining grades between 80 and 84, deemed satisfactory, most learners are performing well above average. The overall mean grade of 85.51, coupled with a standard deviation of 1.72, reflects a strong and consistent level of achievement across the population.

These findings suggest that the current instructional strategies and support systems in place are effectively facilitating students' learning in English. The high percentage of students in the very satisfactory range indicates a strong understanding and application of the English language, while the satisfactory grades of the remaining learners also suggest a solid grasp of the material. To maintain and further enhance these positive outcomes, it may be beneficial to continue reinforcing effective teaching practices while also providing targeted support to those in the satisfactory range to help them reach even higher levels of proficiency.

As mentioned by Baker and Smith (2020) investigate how different instructional strategies affect elementary students’ achievement in English language arts. Their study highlights the effectiveness of targeted instructional methods in enhancing students' performance, which aligns with the findings of high achievement levels among grade-schoolers. In addition, well-implemented teaching strategies contribute significantly to students’ high grades and consistent performance.

This implies that the current instructional practices contributing to very satisfactory grades are likely effective and reinforces the need to continue supporting and improving these strategies to maintain and boost learners’ achievement in English at Masico Elementary School.

Table 5. Level of Learning Achievement of Grade-Schoolers in terms of Mathematics

RANGE	LEARNING ACHIEVEMENT		REMARKS
	FREQUENCY	PERCENTAGE	
90 and above	0	0.00	Outstanding
85 to 89	41	55.41	Very Satisfactory
80 to 84	33	44.59	Satisfactory
75 to 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	74	100.00	
<i>Overall Mean</i>		85.01	
<i>Standard Deviation</i>		1.93	
<i>Verbal Interpretation</i>		Very Satisfactory	

The results presented in Table 5 indicate a strong level of achievement in Mathematics among grade-schoolers, with an overall mean grade of 85.01 and a standard deviation of 1.93. The data show that 55.41% of learners achieved grades between 85 and 89, interpreted as very satisfactory, while 44.59% obtained grades between 80 and 84, deemed satisfactory. The findings suggest that most learners are performing at a very high level in Mathematics. The consistency of these results, as indicated by the relatively small standard deviation, reflects a strong understanding of mathematical concepts across the respondents.

This implies that the current teaching methods and support systems in Mathematics are effectively promoting student success. To sustain and further improve these outcomes, it may be beneficial to continue implementing effective instructional strategies while also providing additional support to ensure that all learners, including those in the satisfactory range, can achieve their full potential in Mathematics.

Harrison and Thompson (2023) review the impact of various instructional practices on elementary students' achievement in Mathematics. Their study highlights the effectiveness of targeted instructional strategies and supportive learning environments in enhancing students' mathematical performance. In connection to this study, demonstrating that well-implemented teaching methods contribute to high levels of learners' achievement. This study supports that the current instructional approaches are successful in promoting very satisfactory performance in Mathematics and highlight the importance of continuing and refining these practices to maintain and further improve learners' achievement in Mathematics at Masico Elementary School.

Table 6. The effect of 3R's Practices to the Learning Achievement in English of the Grade-Schoolers

3R'S PRACTICES	beta	t - value	p-value	Analysis
Comprehension	0.196	0.559	<.001	Significant
Composition	0.325	1.280	<.001	Significant
Problem Solving	0.115	0.356	<.001	Significant

Adjusted R-square: 4.11%

F value: 0.038

Sig.: 0.989

Table 6 presents an analysis on the effect of 3R's practices (Reading, 'Riting, and 'Rithmetic) in terms of Comprehension, Composition, and Problem solving on grade-schoolers learning achievement in English.

The results indicate that all three predictor variables in terms of comprehension, composition, and problem-solving are all observed significant positive effect, as evidenced by their low p-values (<.001). Specifically, Composition shows the highest beta value (0.325), suggesting it has a significantly strong influence on learning outcomes. Comprehension also demonstrates a significant effect with a beta value of 0.196. Although Problem Solving has the lowest beta value (0.115), it remains significant. The overall model's adjusted R-square of 4.11% and a non-significant F value (0.038) suggest that the individual practices have an effect, the model explains only a small portion of the variability in learning achievement. This indicates that other factors may also play a role in influencing learners' achievement in English.

This implies that integrating composition activities like essays, journals, and short stories significantly improves students' English proficiency. These activities encourage learners to engage with language structure and vocabulary, enhance their writing skills, and foster critical thinking and creativity. Regular participation boosts confidence and understanding of English grammar and usage at Masico Elementary School.

In line with the findings, a recent study by Smith et al. (2024) demonstrating that composition-focused interventions can lead to substantial improvements in writing proficiency and overall language achievement

among elementary students. Smith's research emphasizes the role of interactive and varied writing tasks in enhancing student engagement and learning outcomes in English.

Table 7. The effect of 3R's Practices to the Learning Achievement in Mathematics of the Grade-Schoolers

3RS PRACTICES	beta	t - value	p-value	Analysis
Comprehension	0.097	0.249	<.001	<i>Significant</i>
Composition	0.498	1.772	<.001	<i>Significant</i>
Problem Solving	0.149	0.414	<.001	<i>Significant</i>

Adjusted R-square: 1.34%

F value: 1.330

Sig.: 0.272

The table presents an analysis on the effect of 3R's practices (Reading, 'Riting, and 'Rithmetic) on the learning achievement in mathematics among grade-schoolers at Masico Elementary School.

The results indicate that all three predictor variables in terms of comprehension, composition, and problem-solving are all observed significant positive effect on learning achievement in mathematics. Specifically, comprehension has a beta coefficient of 0.097, composition shows the strongest effect with a beta of 0.498, and problem-solving has a beta of 0.149. Despite the significant t-values and p-values for each variable (all p-values being <.001), the overall model, as indicated by the adjusted R-square of 1.34%, suggests that the combined influence of these practices explains a small proportion of the variance in mathematics achievement. The F-value of 1.330 and a significance level of 0.272 imply that the individual predictors are significant, the overall model is not statistically significant.

This implies that among the three predictor variables, composition shows the highest beta coefficient; therefore, regular composition exercises improve overall academic performance and encourage active learning, leading to higher achievement levels in mathematics.

A recent study by Martinez et al. (2024) composition activities, such as writing mathematical explanations and reflective journals, enhance students' problem-solving skills and understanding of mathematical concepts. It also emphasizes the importance of integrating writing with mathematics instruction to foster deeper engagement and better academic outcomes.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researcher has drawn the following conclusions. The 3R's practices (Reading, 'Riting, and 'Rithmetic) in terms of Comprehension, Composition, and Problem Solving has a significant effect on the learning achievement of learners in English at Masico Elementary School. From the three predictor variables, Composition shows the strongest effect, indicating that writing activities significantly enhance English proficiency.

This implies that integrating composition activities, such as essays, journals, and short stories, is crucial for improving learners' English skills. These activities not only engage learners with language structure and vocabulary but also enhance their writing abilities, critical thinking, and creativity. This comprehensive approach to composition fosters understanding of English grammar and usage, boosting students' overall proficiency and confidence.

The researcher viewed the findings in relation to Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction and cultural tools in cognitive development. According to Vygotsky, learning is a social process that is mediated through tools and practices within a cultural context. Composition activities, such as writing essays, journals, and short stories, serve as cultural tools that provide students with opportunities to practice and internalize language skills. These activities not only enhance students' understanding of language structure and vocabulary but also foster critical thinking and creativity, consistent with Vygotsky's notion that cognitive development is supported through meaningful, interactive learning experiences. Integrating composition practices aligns with Vygotsky's theory by promoting cognitive growth and language proficiency through interactive and culturally relevant activities.

On the other hand, the 3R's practices (Reading, 'Riting, and 'Rithmetic) in terms of Comprehension, Composition, and Problem Solving has a significant effect on the learning achievement of learners in Mathematics at Masico Elementary School. From the three predictor variables, Composition shows the strongest effect, highlighting its substantial role in enhancing mathematical performance.

The findings suggest that regular engagement in composition exercises not only improves language skills but also contributes to better academic performance in mathematics. Composition tasks may encourage critical thinking, organization, and problem-solving skills, which are transferable to mathematical learning.

Thus, incorporating structured writing activities into the curriculum could foster active learning and lead to higher achievement in both language and mathematics.

The researcher aligns the results with Piaget's Constructivist Learning Theory that knowledge is actively constructed by learners through interaction with their environment. Composition activities allow students to organize and express their thoughts, enhancing their ability to approach problems logically and critically skills that are essential in mathematics. By integrating composition tasks into the learning process, learners are given opportunities to construct their own understanding of mathematical concepts through reflection and articulation, which enhances both linguistic and mathematical proficiency.

Based on the study's findings, it shows that the 3R's Practices has a significant effect to the learning achievement of learners in English and Mathematics. Therefore, the researcher recommended to integrate composition activities more extensively into the curriculum to enhance both language and mathematical proficiency. Regular incorporation of writing tasks, such as essays, journals, and problem-solving reflections, can significantly improve students' composition skills while reinforcing their understanding of mathematical concepts. It is also important to design these activities to connect language skills with mathematical learning in fostering a deeper engagement with both subjects. Educators should receive targeted professional development to effectively connect writing with mathematics instruction and to employ active learning strategies that promote critical thinking and problem-solving. Implementing a system to monitor and evaluate the effect of these practices. Additionally, encouraging parental involvement and creating a supportive learning environment, will further support learners' academic growth and achievement.

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