Effectiveness of the Implementation of the 8-Week Learning Recovery Program

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Abstract — This study aimed to determine the effectiveness of the 8-Week Learning Recovery Program. The geographical area of the research is all elementary school in Pio V. Corpus District. This study will only limit to teachers teaching from Grades 1 to 3. The data utilized was the mixed methods of research since this study attempted to identify the effectiveness of the implementation of 8-Week Learning Recovery Program in Pio V. Corpus District, Pio V. Corpus, Masbate. This study employed quantitative method, specifically descriptive method of research, in interpreting the data gathered using the scale indicated in the survey questionnaires distributed that revealed the assessment level of the respondents along: level of effectiveness of the implementation of 8-Week Learning Recovery Program as perceived by the teachers teaching in the primary grades in Pio V. Corpus District, Pio V. Corpus, Masbate. The respondents were composed of 55 teachers teaching in the primary grades since their pupils are the targeted beneficiaries of the intervention program. These respondents were selected to gather the data needed to answer the research questions. Learning to read, write and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these foundational skills. Although reading, writing, and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development.

Keywords — Learner's Numeracy, literacy development, Learner's Achievement and Performance, of the 8-Week Learning Recovery Program

I. Introduction

Learning to read, write and count is critical to a child's success in school and later in life. One of the best predictors of school success is the level of a child's progress in these foundational skills. Although reading, writing, and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development (DepEd Order No. 12, series 2015).

According to Alberta Education, literacy is defined as the ability, confidence and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living. Further, literacy has traditionally been thought of as reading and writing. Hence, literacy is a significant component in the foundations of both oral and written communication. Street (2001) defines literacy as particular ways of thinking about and doing reading and writing with the purpose of understanding or expressing thoughts or ideas in written form in some specific context of use. (Roswell, J. & Pahl, K., 2020). Shihab (2011) argues that reading is a process of thinking actively to unlock or understand the idea an author portrays. It involves connecting an author's idea to what one already knows and appropriately coordinating all the ideas for usage. Interpreting, connecting, and organizing both the author's and reader's ideas requires skills and ability on the part of the reader. Reading, therefore, could be defined as a receptive skill involving the ability to interpret or decode printed symbols. Meyers (2005:2) say that writing is a way to produce language, which you do naturally when you speak. Writing is communication in a verbal way.

The main objective of this study was to determine the Effectiveness of the Implementation of the 8-Week Learning Recovery Program in Pio V. Corpus District, during the school year 2022-2023, hence this study.

Specifically, this sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

   1.1age,

   1.2.sex,

   1.3.educational attainment, and

   1.4.present position?

2. What is the level of effectiveness of the implementation of the 8-week learning recovery program in terms of:

   1.1. Curriculum delivery,

   2.2. Learning canters,

   2.3. Learning resources, and

   2.4. Provision of support to the implementation of the 8-Week learning Recovery Program?

3. What are the issues and challenges encountered in the implementation of the 8-Week learning recovery program?

4. What are the best practices implemented to address the challenges encountered in the implementation of the 8-Week learning recovery program?

5. What recommendations can be suggested to further improve the implementation of the 8-Week Learning Recovery Program

The lack of sufficient literacy skills is a major factor in students dropping out of school, as they struggle to achieve success in higher education (Biancarosa & Snow, 2004). To address this, educational institutions must prioritize improving literacy instructional practices and implementing strategies to enhance literacy skills. Differentiated instruction is crucial in helping students with learning deficits or differences succeed.

Early intervention is key, as students who fall behind often struggle to catch up without support (Schmitt & Gregory, 2005). Effective reading interventions can prevent future reading problems, and early identification and intervention for mathematical difficulties can be beneficial (Hanley, 2005). Interventions, when done properly, can have numerous benefits, including

promoting self-direction, cooperation, and teamwork among students (Machera, 2017). Academic interventions, such as peer tutoring and self-assessment, can address literacy and numeracy issues (Matthew, 2019).

In the classroom, educators can focus on Providing differentiated instruction to address learning deficits, Implementing early interventions for literacy and numeracy, Promoting self-direction, cooperation, and teamwork, Offering academic interventions, such as peer tutoring and self-assessment and Emphasizing reading skills, including spelling, grammar, and immersion

Remedial classes have shown effectiveness in increasing reading levels and decreasing non-readers (Pado et al., 2018). By prioritizing literacy skills and providing targeted support, educators can help students succeed in school and beyond.

II. Methodology

Research Method

This study employed quantitative method, specifically descriptive method of research, in interpreting the data gathered using the scale indicated in the survey questionnaires distributed that revealed the assessment level of the respondents along: level of effectiveness of the implementation of 8-Week Learning Recovery Program as perceived by the teachers teaching in the primary grades in Pio V. Corpus District, Pio V. Corpus, Masbate. Garcia (2010) cited that descriptive research aims to describe systematically, functionally, accurately, and objectively a situation, problem, or phenomena. Calmorin and Calmorin (2005) cited that descriptive research focuses on the present condition, the purpose of which is to find new truth. Descriptive research is also valuable in providing facts on which scientific judgments may be based. The data were gathered using the scale that revealed the assessment level of the respondents. This was established through survey methods using survey questionnaire. Thus, the use of descriptive method is appropriate.

On the other hand, qualitative method, specifically phenomenological research, was utilized in the interpretation of the data gathered from the interview answers of the respondents in relation to the issues and challenges encountered and best practices in the implementation of the 8-Week Learning Recovery Program in Pio V. Corpus District, Pio V. Corpus, Masbate. A phenomenological case study design permits people to share their experiences of a particular phenomenon (Ohman, 2005). As indicated by Moustakas (1994), phenomenological specialists create vibrant portrayals of the lived encounters of participants. According to Finlay (2012) “a phenomenological approach enables researcher to investigate how people interpret their experiences and translate the comprehension of said experience into awareness” (p. 12). “This awareness, in turn, can be used separately—on behalf of the participant—and inside group settings, such as when shared with others” (Finlay, 2012, p. 12). Moreover, Creswell (2013) asserted that the fundamental goal of this approach is to arrive at a description of the nature of the particular

phenomenon. Through this process, the researcher may construct universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon. In the current study, the data will be gathered through open-ended questions in the questionnaire and through unconstructed interview among respondents. This will be interpreted and analyzed using Thematic Analysis. Hence, the use of phenomenological research method is appropriate.

Research Respondents

The respondents of this study were the teachers teaching from Grades 1 to 3 in all the schools in Pio V. Corpus District, Pio V. Corpus, Masbate.

Number of Respondents Per School

Schools	Number of Teachers Teaching in			Total
	Grade 1	Grade 2	Grade 3	
Pio V. Corpus Central School	1	2	1	4
Palho Elementary School	1	1	1	3
Buenasuerte Elementary School	1	1	1	3
Lampuyang Elementary School	1	1	1	3
Guindawahan Elementary School	1	1	1	3
Labigan Elementary School	1	1	1	3
Tubog Elementary School	1	1	1	3
Bugang Elementary School	1	1	1	3
Calong-Ongan Elementary School	1	1	1	3
Casabangan Elementary School	1	1	1	3
Semion Dela Pena Elementary School	1	1	1	3
Salvacion Elementary School	1	1	1	3
Alegria Elementary School	1	1	1	3
Tanque Elementary School	1	1	1	3
Tubigan Elementary School	1	1	1	3
Bunducan Elementary School	1	1	1	3
Cabangyaran Elementary School	1	1	1	3
Mabuhay Elementary School	1	1	1	3
Total	**18**	**19**	**18**	**55**

The respondents were composed of 55 teachers teaching in the primary grades since their pupils are the targeted beneficiaries of the intervention program. These respondents were selected to gather the data needed to answer the research questions.

Sampling Procedure

The study employed purposive sampling, a non-probability sampling technique, to select 55 primary grade teachers (Grades 1-3) as respondents. This approach leveraged the researcher's judgment to gather data from teachers familiar with the target beneficiaries' needs, specifically the 8-Week Learning Recovery Program. The selection criterion ensured teachers had relevant experience with the program's target age group, enabling them to provide informed insights. By using purposive sampling, the researchers aimed to collect relevant data to answer research

questions about the program's effectiveness, relying on the teachers' expertise and experience (Burns & Grove, 2001; Fraenkel & Wallen, 2009; Christensen, Johnson, & Turner, 2015).

Research Instrument

A survey questionnaire, patterned after DepEd's monitoring and evaluation indicators, was used to gather data on the 8-Week Learning Recovery Program in Pio V. Corpus District, Masbate. The questionnaire had two parts: a checklist assessing effectiveness in curriculum delivery, learning centers, learning resources, and provision of support, and open-ended questions addressing issues, challenges, and best practices.

The questionnaire had two parts: a checklist (Part I) assessing effectiveness in curriculum delivery, learning centers, learning resources, and provision of support, and open-ended questions (Part II) addressing issues, challenges, and best practices. Administered to Grades 1-3 teachers, it aimed to capture the program's implementation status, providing insights into its effectiveness and areas for improvement. The questionnaire was designed to gather data from teachers teaching in Grades 1 to 3, assessing the program's effectiveness and identifying best practices (DepEd Regional Memorandum).

Validity of the Instrument

The data gathered were analyzed with descriptive statistical techniques for the quantitative data and thematic analysis for the qualitative data. The Researcher-made Questionnaires used a four-point Likert scales, where:

Along level of effectiveness assessment:

Highly effective – the indicator is implemented and has high impact

Adequately effective – the indicator is implemented and has moderate impact

Less effective – the indicator is implemented but has minimal impact

Not effective – the indicator is implemented but has no impact

Distribution and Retrieval of the Instrument

The survey questionnaires were submitted to the Officer In-Charge of the Research and Development Unit for review and approval. Upon approval, the necessary permissions were secured from the Office of the Schools Division Superintendent of Masbate Province. The approved request was then sent to the school heads of the participating schools in Pio V. Corpus District, Masbate. Respondents were given sufficient time to complete the questionnaires, and their confidentiality was assured. The collected data was then secured and prepared for quantitative and qualitative analysis.

Ethical Consideration

The researchers conducted the study ethically by obtaining informed consent from the respondents, respecting the confidentiality and anonymity of the responses, ensuring no conflict of interest in the research process, and data were treated with utmost care and confidentiality in alignment with the study's objectives and purpose. By following these ethical practices, researchers uphold credibility and demonstrate competence, honesty, and integrity in their research endeavors.

Statistical Treatment of the Data

For a clear interpretation of the data gathered from the survey questionnaires, the researcher used the following statistical procedure:

Frequency Count. This is simply counting the number of times that each variable occurs, such as the number of males and females within the sample.

Percentage. Is relative value indicating hundredth parts of any quantity.

The formula for computing this is as follows:

$$\text{Percentage (\%)} = \frac{Mn \times 100}{N}$$

where:

P = is the percentage
Mn = is the mean score
N = is the total score

Weighted Mean. According to Bluman (2009), the weighted mean is used when values are not of equal importance. This procedure was used to measure the extent by which the respondents assessed the given research variables, which include the assessment of effectiveness of 8-Week Learning Recovery Program in Pio V. Corpus District, Pio V. Corpus, Masbate

The formula for computing this is as follows:

$$\bar{X} = w1X1 + w2X2 + \ldots wnXn = \sum wX$$

$$w1 + w2 \ldots + wn \quad \sum w$$

where:

w1, w2, . . . , wn = weights

X1, X2, . . . , Xn = values

N = Total number of frequencies he

III. Results and Discussion

The following tables show the results and findings based on gathered and tabulated data. Part 1 presented the demographic profile of respondents and Part II was the survey questions.

Table 1: Profile on Age of the Respondents

INDICATORS	FREQUENCY	PERCENTAGE
20-25 Years Old	0	0
26-30 Years Old	5	9.09
31- 35 Years Old	9	16.36
36- 40 Years Old	9	16.36
41- 45 Years Old	9	16.36
46- 50 Years Old	5	9.09
51- 55 Years Old	13	23.64
56 - 60 Years Old	5	9.09
61 - 65 Years Old	0	0
Total	55	100

The demographic profile of respondents by age is presented in Table 1, showing the frequency and percentage distribution across different age brackets. The majority (9.09%) were 26-30 years old, indicating beginning teachers with 0-3 years of experience (DepEd, 2021). This suggests they were still developing their teaching profession. The 31-35, 36-40, and 41-45 age brackets each comprised 16.36% of respondents, showing a relatively even distribution. Respondents aged 46-50 made up 9.09%, while those aged 51-55 had the highest representation (23.64%). This profile indicates varying levels of experience and career stages among respondents.

The data suggests a mix of young and experienced teachers, providing a comprehensive perspective on the 8-Week Learning Recovery Program's implementation (DepEd, 2021).

Table 2. Sex of the Respondents

INDICATORS	FREQUENCY	PERCENTAGE
Male	3	5.45
Female	52	94.54
Total	**55**	**100**

There are only 3 males and 52 females a total of 55. The high percentage of female teachers who are teaching primary education in Pio V. Corpus District is consistent with the record of the UNESCO Institute for Statistics that as of June 2022, 87.5 % of the teachers in primary education are female.

Table 3. Educational Attainment of the Respondents

INDICATORS	FREQUENCY	PERCENTAGE
Bachelor's Degree	25	45.45
Master's Degree Units	23	41.81
Master's Degree Holder	7	12.72
Doctor's Degree Units	0	0.00
Doctor's Degree Holder	0	0.00
Total	55	100

As seen in Table 3, the educational attainment of the teachers was divided into five categories. These include bachelor's degree, master's degree units, master's degree holder, doctor's degree units, and doctor's degree holder. The result revealed that 45.45% of the total population are bachelor's degree holders. The teachers with master's degree units and those who are master's degree holder share 41.81% and 12.72% of the total population, respectively. There is no respondent with doctor's degree units.

Table 4. Present Positions of the Respondents

INDICATORS	**FREQUENCY**	**PERCENTAGE**
Teacher I	24	43.63
Teacher II	1	1.8
Teacher III	23	41.81
Head Teacher I	0	0.00
Master Teacher I	6	10.90
Master Teacher II	1	1.8
Total	**55**	**100**

The academic rank of the Grades 1-3 teachers in Pio V. Corpus District, Masbate, is presented in Table 4. The majority of the respondents are beginning and proficient teachers, holding positions as Teacher I to Teacher III, indicating they are professionally independent in applying vital skills for the teaching and learning process (DepEd Order No. 42, s. 2017).

Specifically, 43.63% of the respondents are Teacher I, 1.8% are Teacher II, and 41.81% are Teacher III. Additionally, 10.90% hold the position of Master Teacher I, and 1.8% are Master Teacher II, with the latter being a highly proficient teacher who consistently displays a high level of performance and provides support and mentoring to colleagues.

Table 5. On Curriculum Delivery

Indicators	Frequency				Weighted Adjective		Rank
	Highly Effective	Adequately Effective	Less Effective	Not Effective	Mean	Description	
1. A team of early grade teachers that work together in a particular class (team teaching, where two or more teachers were assigned in a particulat level.)	37	17	1	0	3.65	Highly Effective	4
2. Learning support aides (LSA's) to assist early grade teachers in the implementation of the 8-week Learning Recovery Curriculum	38	17	0	0	3.69	Highly Effective	3
3. Face-to-Face Implementation of the 8-Week Learning Curriculum for Grades 1 to 3 Classes	50	4	1	0	3.89	Highly Effective	1
4. Time allotment per grade level as stated in DepEd Order No. 2, s. 2019 (Grade 1: 240 mins, Grade 2: 310 mins., Grade 3: 360 mins)	45	10	0	0	3.82	Highly Effective	2
Over-all					3.76	Highly Effective	

It can be gleaned from Table 5 that in terms of curriculum delivery, the implementation of the 8-week Learning Recovery Curriculum is highly effective at 3.76 as perceived by the respondents. This means that the learning recovery program in terms of curriculum delivery is implemented and has high impact. Among the four indicators, the assistance provided by the Learning Support Aides to early-grade teachers are adequately effective. Not all schools have LSAs, which is why three respondents said it is not effective. The face-to-face implementation is the indicator that got the highest weighted mean of 3.89. Most of the respondents agreed that it is highly effective as well as the first and fourth indicators.

Table 6. On Learning Centers

Indicators	Frequency				Weighted Adjective		Rank
	Highly Effective	Adequately Effective	Less Effective	Not Effective	Mean	Description	
1. Placement of learning centers to address the development of literacy and numeracy skills of the early grade learners	38	16	1	0	3.67	Highly Effective	4
2. Use of book corners, videos, phonics lessons, puppets, worksheets, and other manipulative materials in literacy centers	39	16	0	0	3.71	Highly Effective	3
3. Use of math manipulatives, number charts, number cards, math games, and worksheets, among others in numeracy centers	40	15	0	0	3.73	Highly Effective	2
4. Classroom set-up to allow early grade learners to be engaged in structured and unstructured activities	42	13	0	0	3.76	Highly Effective	1
Over-all					3.72	Highly Effective	

The effectiveness of the 8-week learning recovery curriculum's learning centers is presented in Table 6. The respondents perceived the use of math manipulative, number charts, math games, and worksheets in numeracy centers as highly effective, with a weighted mean of

3.72. Similarly, the use of book corners, videos, phonics lessons, puppets, worksheets, and other manipulative materials in literacy centers was also highly effective, with a weighted mean of 3.71. The classroom setup, which allows early-grade learners to engage in structured and unstructured activities, was perceived as highly effective, with a weighted mean of 3.76. However, the placement of learning centers to address the development of literacy and numeracy skills was only perceived as adequately effective. Overall, the learning recovery program's learning centers were implemented and had a high impact.

Table 7. On Learning Resources

Indicators	Frequency				Weighted Adjective		Rank
	Highly Effective	Adequately Effective	Less Effective	Not Effective	Mean	Description	
1. Use of available lesson maps by the early grade teachers as a guide for teachers in finding the strategies and materials that are appropriate for each ability group	48	8	0	0	3.87	Highly Effective	1
2. Worksheets contained in the 8-Week LRC package; teacher developed additional worksheets that suit the context of early grade learners	45	10	0	0	3.82	Highly Effective	2
Over-all					**3.72**	**Highly Effective**	

The implementation of the 8-week learning recovery curriculum's learning resources is highly effective, as shown in Table 7. The Department of Education Region V developed lesson maps and materials for Grades 1-3, which served as a reference for teachers in planning lessons tailored to learners' needs. The use of these lesson maps as a guide for teachers was particularly effective, with a weighted mean of 3.87. Additionally, the worksheets contained in the 8-Week

LRC package and teacher-developed worksheets were also highly effective in enhancing learners' literacy and numeracy skills, with a weighted mean of 3.82. Overall, the learning recovery program's learning resources had a high impact on the learners.

Table 8. On Provision of Support to the 8-Week Learning Recovery Curriculum

Indicators	Frequency				Weighted Adjective		Rank
	Highly Effective	Adequately Effective	Less Effective	Not Effective	Mean	Description	
1.School's support towards teachers such as not giving them extra assignments or tasks to focus on functions as Classroom teachers	39	15	1	0	3.69	Highly Effective	3.5
2. Teachers have not been made to take part in activities such as trainings, workshops, conferences, competitions, orientations at least until the completion of the 8-Week Learning Recovery Curriculum.	35	20	0	0	3.64	Highly Effective	5
3. Focus group discussions or small Learning Action Cell session to process daily sessions and to discuss teaching and learning experiences with other teachers organized by the school head for adjustment and continuous improvement of the	40	15	0	0	3.73	Highly Effective	2

contextualized curriculum							
4. School heads providing timely feedbacks and Technical assistance to teachers	39	15	1	0	3.69	Highly Effective	3.5
5.Close monitoring and technical assistance of Education program supervisors and public schools District supervisors in the division to the efficient implementation of the 8-Week Learning Recovery Curriculum	43	11	1	0	3.76	Highly Effective	1
Over-all					**3.7**	**Highly Effective**	

The implementation of the 8-week learning recovery curriculum's support provision is highly effective, as shown in Table 8. The respondents perceived all indicators as highly effective, indicating a high-impact implementation. Close monitoring and technical assistance by Education program supervisors and public schools district supervisors got the highest weighted mean of 3.76, highlighting the crucial role of monitoring, mentoring, and coaching in the program's success. This is supported by King et al. (2014), who emphasize the importance of collaborative, reflective practice through effective coaching.

Focus group discussions (FGD) or small Learning Action Cell sessions, organized by school heads, were also highly effective (weighted mean: 3.70), allowing teachers to share experiences, innovations, and strategies. According to Gupta (2014), such discussions provide valuable qualitative insights. Overall, the learning recovery program's support provision had a significant impact, with these initiatives contributing to its success.

Table 9. Issues and Challenges Encountered in the Implementation of The 8-Week Learning Recovery Program as Perceived by the Teachers In Pio V. Corpus District

Learning Resources		Worksheets not suited to the learners (R18), (R16), (R14), (R7), (R2) Error in accomplishing forms (R29), (R4) Lack of instructional materials (R26), (R22), (R19), (R15)
Curriculum Delivery	Preparation of Materials and Learning Centers	Time-consuming (R30), (R29), (R7) Learning materials for each learning center need much time and effort to prepare (R23), (R21), (R16), (R14), (R10), (R4), (R2), (R1) Plenty of paper works (R20), (R19), (R8)
	Teaching Process	Not familiar with the process (R5) Finding techniques for teaching literacy (R6)
	Time allotment for each subject	Lack of time to deliver the lessons in all ability groups (R16) Time Management (R11)
Provision of Support for the Implementation of the Program	Technical Assistance	Lack of consultative meeting (R2)
	Teacher's Training	The training was conducted late (R23), (R10), (R4)
	Stakeholders and Clientele 's Support	Absent learners (R28) Lack of parents' support (R27), (R1)

The implementation of the 8-week learning recovery curriculum in Pio V. Corpus District, Masbate, faced several challenges. Teachers responded to an open-ended question, revealing three main themes: learning resources, curriculum delivery, and provision of support.

The learning resources theme highlighted issues with worksheets not suited to learners' needs, errors in forms, and lack of instructional materials. Teachers suggested reviewing worksheets and considering ability groups to address these concerns.

Curriculum delivery was another challenge, with teachers finding preparation of materials and learning centers time-consuming, and struggling with unfamiliar processes and finding literacy techniques. Managing time for four ability groups was also a significant challenge, made more difficult by the limited number of teachers and classrooms, which made homogeneous grouping by ability impossible.

The provision of support was also lacking, with teachers citing a lack of consultative meetings and late training as contributing to implementation issues. Additionally, absent learners

and lack of parental support hindered progress, emphasizing the need for greater stakeholder involvement.

Overall, these challenges highlight areas for improvement in implementing the learning recovery curriculum, including providing more effective support for teachers and addressing the unique needs of learners.

Table 10. Best Practices in the Implementation of the 8-Week Learning Recovery Program

Best Practice	Frequency	Percentage	Rank
Classroom Management	1	3.45	11
Supervision in doing the Activity	1	3.45	11
Home Visitation	3	10.34	4
Innovating Learning Materials	8	27.59	1
Provision of Technical Assistance from PSDS And EPS	2	6.90	7
Conducting Group Discussions	3	10.34	4
Providing Additional Learning Materials	3	10.34	4
Collaborating With Another Teacher	5	17.24	2
Establishing Rules for Discipline	1	3.45	11
Communicating with the Parents	2	6.90	7
Teaching Strategies	1	3.45	11
Timely Feedback	1	3.45	11
Developing Reading Habit	2	6.90	7

The teachers in Pio V. Corpus District identified 13 best practices that contributed to the successful implementation of the 8-week learning recovery program. One of the top practices was innovating learning materials, which helped enhance the learners' numeracy and literacy skills. This approach is supported by a study conducted by Taumatorgo (2015), which found that self-made Math modules significantly improved student performance.

Collaboration among teachers was also a key factor, allowing them to share insights and address classroom challenges. This is in line with Kalra's (2020) findings, which highlight the importance of collaboration in providing quality learning experiences and building teacher relationships.

Other effective practices included focus group discussions, which facilitated teacher growth, and home visitation, which helped address absenteeism and engage parents. These initiatives demonstrate the teachers' dedication to delivering quality education and supporting their learners.

IV. Conclusion

The study's findings led to several conclusions about the implementation of the 8-week learning recovery program in Pio V. Corpus District. The teacher respondents were mostly female, aged 26-30, and held various positions, with 43.63% occupying Teacher I positions. Notably, 45.45% of respondents had not yet earned master's degree units.

The program's implementation was deemed highly effective in terms of curriculum delivery, learning centers, learning resources, and provision of support. However, teachers faced challenges related to learning resources, curriculum delivery, and support, including preparing materials, teaching processes, and time management.

Despite these challenges, the program was successful, with notable practices contributing to its effectiveness. These included classroom management, supervision, home visitation, innovating learning materials, technical assistance, group discussions, and collaboration among teachers. The study suggests that teacher support and immediate supervision are crucial to the program's continued success and identifies areas for improvement.

V. Recommendations

Based on the results and analyses, the following were the recommendations offered:

1. The teachers handling Grades 1 – 3 should be highly proficient teachers and/or key teachers. Their expertise and experience are needed to successfully implement the program. If the teachers assigned to teach the mentioned levels are beginning teachers, the Master Teachers and/or the School Head should always provide the teacher with the needed assistance through mentoring and coaching sessions.

2. Teachers should be provided with LSAs to assist them in addressing the learning needs of all ability groups. The teachers should be provided with more training and workshops especially in maximizing the utilization of learning centers. Teachers should be given all the needed resources in producing learning materials and worksheets.

3. Teachers should be assisted in designing plans to effectively deliver the lessons in all ability groups within the allotted time.

4. The school should conduct an orientation with the parents and other stakeholders about the implementation of the program, present their role, and involve them in its implementation.

5. Focus Group Discussions and consultative meetings should be conducted regularly to provide the teachers with their needed assistance. Creating innovations should be encouraged among the teachers to ensure the effectiveness of the program.

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