

To cite this article: Sheila Marie M. Pagatpat (2025). Challenges And Strategies Ofgrades 1-3 Teachers In Theimplemetation Of Learning Recovery Program In Literacy In Daraga North District. International Journal of Education, Business and Economics Research (IJEBER) 5 (3): 36-61

**CHALLENGES AND STRATEGIES OFGRADES 1-3 TEACHERS IN
THEIMPLEMETATION OF LEARNING RECOVERY PROGRAM IN LITERACY IN
DARAGA NORTH DISTRICT**

Sheila Marie M. Pagatpat

Department of Education
Division of Albay
Daraga Nort Central School
Bagumbayan, Daraga, Albay
CP # 09178800634

<https://doi.org/10.59822/IJEBER.2025.5302>

ABSTRACT

Lifelong learning and development are fundamentally dependent on early childhood education and learning recovery programs are designed to help students catch up on learning losses that occurred due to school closures and other disruptions. Early childhood education, along with learning recovery programs, plays a pivotal role in shaping the future of individuals and societies alike. The early grades, particularly grades 1 through 3, are of the utmost importance, as they establish the foundation for literacy and other fundamental abilities (GulchehraKurbanmuratova ,2024). The study intended to assess the strategies used by Grades 1-3 teachers in the implementation of learning recovery program in literacy. It set to determine challenges in the implementation of the learning recovery program in literacy along teachers, learners, resources, parental support and language. The study employed descriptive research design with a survey questionnaire as the research instrument, targeting 79 Grades 1–3 teachers of Daraga North District, Albay Division and analyzed the data using Likert scale, weighted mean, and frequency. The consistent and frequent implementation of these strategies suggests a positive approach to literacy recovery, with teachers who understand the importance of adapting to individual needs, creating engaging contexts, and providing appropriate support for learners. The strong agreement among teachers regarding challenges related to themselves, language, and parental support highlights critical areas needing comprehensive intervention. To enhance literacy learning recovery programs, a multifaceted approach is required.

KEYWORDS: - Challenges Strategies, Grades 1-3 Teachers, Implementation, Learning Recovery Program, Literacy.

1.0 INTRODUCTION

The implementation of Learning Recovery Programs (LRPs) is crucial in addressing the significant educational gaps that emerged during the COVID-19 pandemic, particularly in foundational literacy skills for Grades 1-3 learners. The National Learning Recovery Program (NLRP), the 8-week Learning Recovery Program, and the MATATAG curriculum are essential components of this initiative, aimed at reversing the adverse effects of prolonged school closures. These Learning Recovery Programs represent a critical step towards restoring educational equity post-COVID-19. By focusing on foundational skills in literacy, these initiatives aim not only to recover lost learning but also to build a more resilient education system capable of withstanding future disruptions.

In addition, the Department of Education (DepEd) has proactively established and implemented various programs aimed at educational recovery in response to the disruptions caused by the COVID-19 pandemic. These initiatives are designed to address significant learning losses and ensure that support is directed toward students who need it most. The Department of Education's strategic focus on recovery programs reflects a commitment to enhancing educational quality and equity in the Philippines. By prioritizing support for those most affected by the pandemic, these initiatives aim to foster a more inclusive and effective learning environment for all students.

On the other hand, the study by Kuhfeld, M., Soland, J., Lewis, K, (2022) on the Learning Recovery Program (LRP), which was implemented in response to the disruptions caused by the COVID-19 pandemic, is significant for understanding how educational systems can address learning gaps. This discussion will explore the effectiveness of the LRP by drawing insights from various stakeholders, including teachers, headmasters, learners, and resource persons.

The study by Aleria, K. D., & Villocino, R. P. (2023) highlights the multifaceted challenges in recovering educational skills post-pandemic, emphasizing the need for a comprehensive approach that addresses both learner challenges and teacher difficulties. Interventions should focus on enhancing resource availability, providing professional development for teachers, and implementing strategies tailored to individual learner needs. By recognizing these interconnected challenges, educational stakeholders can better support effective recovery strategies that promote student engagement and success in learning outcomes.

Teaching reading strategies during the COVID-19 pandemic involved significant adaptations by educators to support learners. According to [S Mahmood](#) (2021) The COVID-19 pandemic has significantly impacted educational institutions worldwide, prompting a rapid shift to online teaching and learning. Various instructional strategies have been developed to ensure effective online education without compromising student learning. For instance, lecturers have employed strategies such as online practical skills training, online assessment integrity, classroom replication, learning

access equity, and student engagement to enhance online learning quality. Additionally, flexible teaching and assessment policies, recording online lectures, and getting feedback from students have been crucial in supporting remote learning. Moreover, collaborations between educational institutions and telecommunication industries can help address internet-related issues, particularly in developing countries.

In terms of implementing a learning recovery program, these strategies can be integrated to support students who may have fallen behind during the pandemic. By providing flexible learning options and engaging students through interactive online classes, educators can help students catch up on missed material. Furthermore, leveraging technology to enhance accessibility and equity in learning can ensure that all students have an opportunity to recover academically. The use of asynchronous learning resources allows students to access materials at their own pace, which is particularly beneficial for those who face challenges in traditional classroom settings. Overall, these strategies not only support immediate online teaching needs but also lay the groundwork for sustainable and effective learning recovery programs in higher education.

The National Reading Program, as outlined in DepEd Order No. 13, Series of 2023, aims to promote literacy development from Key Stages 1 to 3 by enhancing students' foundational reading skills. It employs a two-tiered approach, consisting of a core reading program focused on foundational skills and a supplemental reading program to reinforce these competencies. The program is implemented at the end of the school year and sustained throughout the regular school year to ensure continuous improvement in reading proficiency. As part of this initiative, Fridays are dedicated to activities like reading, which foster meaningful language use and enhance reading proficiency. The program also caters to different reading needs through reading intervention for struggling learners and reading enhancement for advanced learners, using strategies such as independent reading, discussions, and creative activities. Overall, the National Reading Program seeks to address learning gaps in reading, improve students' literacy skills, and ensure that they meet grade-level proficiency standards.

In line with the effect of COVID-19 pandemic to the implementation of learning recovery program in literacy of grades 1-3 learners in the Philippines, effective learning recovery programs are essential to primary learners to guarantee that they can regain their academic footing and successfully continue their educational journey. As a response, the Department of Education has created the Learning Recovery Program (LRP) to address the educational disruptions caused by the pandemic. This program provided explicit tactics and methodologies for teachers to tackle the learning deficiencies detected among learners and developing interventions that can effectively support educators and learners in overcoming the setbacks caused by the pandemic necessitates an understanding of the specific challenge's teachers encounter in this context.

In the 2020 UNESCO report, it was highlighted that parents faced increased labor and stress during school closures, particularly those with limited resources or unfamiliarity with online learning systems. For example, a single parent managing multiple occupations may encounter difficulties in providing the regular support needed for their children to navigate online learning modules or

participate in virtual activities. The lack of parental assistance, due to issues such as work obligations or limited access to technology at home, can significantly hinder learners' progress.

According to a study by Hamoc, J. (2023), six teachers from the DepEd Zamboanga City Division explored their experiences in addressing learning gaps during the resumption of in-person classes post-pandemic. The study aimed to determine the learning recovery strategies implemented and the challenges encountered by these teachers. The findings showed that the teachers used a multifaceted approach to bridge the learning gaps. This approach included conducting remedial reading and pull-out sessions, integrating basic reading activities into all subject areas, and using differentiated instructions and materials. However, the teachers faced challenges related to the limited availability of resources, the need for professional development to address pedagogical changes, the lack of parental support, and absenteeism among learners.

The Challenges and Strategies of the Implementation of Learning Recovery Program in Literacy in Daraga North District focuses on addressing the significant learning gaps caused by the COVID-19 pandemic, particularly in foundational literacy skills among Grades 1-3 learners. It highlights the challenges faced by teachers, such as limited resources, insufficient professional development, lack of parental support, and learner absenteeism, which hinder the effective implementation of recovery programs. Additionally, learners' difficulties in literacy and limited cooperation further exacerbate the problem. Despite these obstacles, strategies like remedial reading sessions, differentiated instruction, and enhanced collaboration with stakeholders have been employed to mitigate learning losses. The importance of targeted interventions, teacher upskilling, increased funding for educational resources, and community involvement to ensure the success of literacy recovery initiatives and improve student outcomes.

In connection, the research findings suggest intervention at the individual and system levels to mitigate the learning gaps include upskilling and plans of teachers, particularly in teaching beginning reading, increasing funding allocation for basic education resources, reviewing implementation of the learning recovery plans, and improving collaboration with parents and community stakeholder to support learning recovery program in literacy.

Teachers play a crucial role in implementing learning recovery programs, and their strategies, challenges, and experiences are vital to the success of this initiative. They should conduct assessments using reliable and prescribed tools and adopt appropriate teaching strategies based on the assessment results. Moreover, they should engage in continuous competency enhancement through training from the Department of Education (DepEd), external providers, and self-learning. Teachers face a variety of challenges when implementing learning programs, which are often categorized into initiatives such as the reading recovery programs in literacy (Tomas, M., Villaros, E., and Galman, S., 2021).

Any interruption to a child's education, no matter how brief, can have a substantial detrimental impact on learning. These losses may have more severe long-term effects, disproportionately affecting the disadvantage. The transition back to face-to-face education has highlighted cognitive, social, and psychomotor changes, as well as issues with motivation, concentration, and discipline

among learners, as noted by Gülmez, D., &Ordu, A. (2022). Teachers have employed strategies such as managing teaching behavior, relationships, and the physical environment to address these challenges. Additionally, Jackaria (2022) emphasized the instructional challenges faced by teachers, who are concerned about the alarming number of non-readers and learners who are unprepared cognitively and socially. This situation underscores the need for comprehensive reading interventions to improve literacy skills.

Conducting a study on the challenges and strategies of Grades 1-3 teachers in implementing a learning recovery program in literacy in Daraga North District poses several problematic situations. One major issue is resource limitations, including financial constraints and material availability. Schools may struggle to allocate sufficient funds for teacher training and materials, particularly if they need resources tailored to diverse linguistic backgrounds. Additionally, teachers often lack specialized training in literacy recovery techniques, which can hinder their ability to effectively diagnose and address reading disabilities. Time constraints also play a significant role, as balancing the demands of literacy recovery programs with broader curriculum requirements can be challenging. Furthermore, students' diverse needs and low reading proficiency levels require intensive, personalized interventions that are difficult to scale. Community engagement is another challenge, as parental involvement and stakeholder collaboration are crucial for program success but can be hard to achieve. Lastly, evaluating program effectiveness and ensuring sustainability over time require consistent resources and support, which may not always be available. Addressing these challenges necessitates context-specific strategies that focus on building teacher capacity, engaging stakeholders, and adapting interventions to local needs.

The Department of Education prioritizes learning recovery initiatives. Teachers, who are at the forefront of teaching and learning, face a substantial challenge. In this context the study contributes valuable insights into how teachers address learning gaps post-pandemic. By examining the strategies teachers employ and the challenges they face, this research can inform policy and program development aimed at enhancing literacy recovery. The study may highlight strategies such as remedial reading sessions, differentiated instruction, and parental engagement, while also identifying challenges like resource limitations, teacher training needs, and learner readiness. These findings can guide educational policymakers in allocating resources effectively, enhancing teacher professional development, and fostering community support to mitigate learning gaps. Ultimately, the study's contributions can help improve the design and implementation of learning recovery programs, ensuring that they are tailored to meet the specific needs of students and teachers in Daraga North District.

2.0 FRAMEWORK

The study explored the implementation of literacy-focused learning recovery programs for Grades 1–3 through four foundational theories: Vygotsky's Social Constructivist Theory, Bandura's Self-Efficacy Theory, Michael Fullan's Theory of Educational Change, and Bronfenbrenner's Ecological Systems Theory. Vygotsky's theory underscores the importance of social interaction and scaffolding in cognitive development, providing a framework for understanding strategies teachers employ in literacy recovery. Bandura's self-efficacy theory highlights how teachers' beliefs in their capabilities influence their ability to overcome challenges in implementing these programs. Fullan's

educational change theory emphasizes the complexities associated with systemic collaboration and resource availability, while Bronfenbrenner's ecological approach stresses the significance of interconnected systems affecting literacy interventions. Together, these theories present a comprehensive view of the challenges teachers face and offer insights for effective solutions to enhance literacy outcomes.

To effectively address the challenges in implementing the National Learning Recovery Program (NLRP) for students impacted by the COVID-19 pandemic, a multifaceted approach is required. This necessitates ongoing professional development for teachers, tailored instructional resources, and increased parental involvement to support diverse learning needs. The CIPP model provides a structured evaluation framework focusing on Context, Input, Process, and Product, which can guide the identification of challenges and evaluation of the program's effectiveness. A formal survey will be conducted to assess teachers' experiences and gather suggestions for improvement, the results of which will inform actionable recommendations for aligning professional development and policy interventions to create a more effective educational environment in the Daraga North District.

3.0 OBJECTIVES OF THE STUDY

The study aimed to explore the specific obstacles that teachers faced while executing strategies designed to recover learning losses among early elementary students. This research was particularly relevant in the context of ongoing educational recovery efforts following the disruptions caused by the COVID-19 pandemic. Specifically, this research sought to accomplish the following objectives: first, to assess the strategies used by Grades 1–3 teachers in implementing literacy-focused learning recovery programs. Second, to determine the challenges encountered in the implementation of the literacy recovery program, considering factors related to teachers, learners, resources, parental support, and language. Lastly, the study proposed recommendations for improving the implementation of the literacy recovery plan.

This study aimed to explore the obstacles faced by Grades 1–3 teachers in the Daraga North District, Albay Division, while implementing literacy-focused learning recovery programs, particularly in the context of the educational disruptions caused by the COVID-19 pandemic. Employing a descriptive research methodology, the study utilized a survey questionnaire designed to gather quantitative data on teachers' strategies, challenges, and recommendations for improving these programs. The questionnaire was rigorously validated through literature review, expert consultation, pilot testing, and peer review to ensure its reliability and relevance. Data collection involved obtaining formal permissions from relevant authorities and ensuring informed consent from participants, while the survey was distributed over a six-week period, allowing sufficient time for completion.

4.0 METHODOLOGY

This study aimed to explore the obstacles faced by Grades 1–3 teachers in the Daraga North District, Albay Division, while implementing literacy-focused learning recovery programs, particularly in the context of the educational disruptions caused by the COVID-19 pandemic. Employing a descriptive research methodology, the study utilized a survey questionnaire designed to gather quantitative data on teachers' strategies, challenges, and recommendations for improving

these programs. The questionnaire was rigorously validated through literature review, expert consultation, pilot testing, and peer review to ensure its reliability and relevance. Data collection involved obtaining formal permissions from relevant authorities and ensuring informed consent from participants, while the survey was distributed over a six-week period, allowing sufficient time for completion.

The study participants were selected through purposive sampling to focus specifically on teachers directly involved in the literacy recovery programs. This targeted approach enabled researchers to gather nuanced insights into the strategies employed and the challenges faced by educators in effectively addressing literacy gaps among early grade learners. Using a Likert scale, participants' responses were compiled and analyzed using appropriate statistical methods to identify trends and correlations. The goal was to produce a comprehensive report that would inform policymakers and educational leaders about the current state of literacy recovery efforts, ultimately guiding improvements in educational practices and outcomes for young learners in the region.

5.0 RESULTS AND DISCUSSION

This section presented, interpreted, and analyzed data gathered from a survey questionnaire that focused on the challenges and strategies in implementing a literacy learning recovery program within the Daraga North District. The treated data was presented in tabular form, accompanied by a comprehensive evaluation and analysis that provided insights into the effectiveness of the program. By examining the survey results, this discussion identified key obstacles faced during implementation and explored the practical strategies employed to address these challenges. The findings aimed to contribute to a deeper understanding of literacy recovery initiatives and inform future improvements in educational practices.

It showcased the strategies employed by teachers in implementing the Literacy Learning Recovery Program in the Daraga North District. It evaluated various instructional practices based on their frequency of use and effectiveness, interpreted through weighted mean (WM) scores and adjectival interpretations (AI). The strategies were ranked according to their total weighted mean (TWM), reflecting the extent of their implementation. The highest-ranked strategy was "Adopting lessons to meet individual learners' needs and learning styles," with a TWM of 3.95, interpreted as "Always." Other consistently implemented strategies included "Integrating reading and writing activities into meaningful contexts" and "Providing support while gradually reducing assistance as learners became proficient," both scoring 3.86 and ranked second. Conversely, strategies like "Conducting read-aloud sessions" (TWM: 3.47) and "Utilizing multisensory teaching methods" (TWM: 3.54) were less frequently employed, interpreted as "Often." The overall average weighted mean across all strategies was 3.73, indicating that these practices were generally implemented "Often." This analysis highlighted the prioritization of individualized instruction and meaningful literacy activities while suggesting areas for improvement in less frequently used methods.

The data indicated that teachers in the Daraga North District generally "Often" implemented the strategies outlined in the Literacy Learning Recovery Program, as shown by an average weighted mean of 3.73. Notably, "Adopting lessons to meet individual learners' needs and learning styles" emerged as the most frequently employed strategy, suggesting a strong emphasis on personalized

instruction. Similarly, integrating reading and writing activities into meaningful contexts and providing support while gradually reducing assistance were prioritized. While strategies such as organizing learners into small groups, conducting regular assessments, and creating classrooms rich with reading materials were consistently applied, the incorporation of digital tools and resources, along with conducting read-aloud sessions, appeared to be less emphasized. This suggested a potential need for further resources or professional development to enhance teachers' capacities in these areas, ultimately contributing to a more comprehensive and effective implementation of the Literacy Learning Recovery Program.

The implementation of the literacy program in the Daraga North District revealed a promising foundation, with teachers frequently employing key strategies such as personalized instruction and contextualized learning. However, the underutilization of digital tools and read-aloud sessions presented potential drawbacks, potentially limiting students' exposure to innovative learning methods and hindering the development of crucial literacy skills. To maximize the program's effectiveness, it was essential to allocate resources toward providing teachers with the necessary digital tools and training while also offering professional development opportunities focused on enhancing their skills in conducting engaging read-aloud sessions. By addressing these areas and encouraging a more comprehensive implementation, Daraga North District could have ensured a well-rounded approach to literacy development, ultimately benefiting students and their overall literacy skills.

Dionglay and Callo (2024) emphasized that the general implications of enhancing literacy programs through digital tools and read-aloud sessions could be linked to broader research on literacy development. Studies often highlighted the need for comprehensive approaches that included both technology integration and interactive teaching methods to improve literacy outcomes. Therefore, addressing these areas in the Daraga North District could have led to a more effective and well-rounded literacy program.

To enhance the program's effectiveness, it was crucial to provide teachers with digital tools and training, as well as professional development opportunities focused on engaging read-aloud sessions. The study by Kurniastuti, Evanjeli, and Sari (2023) linked the implications of improving literacy programs through technology and read-aloud sessions to broader educational research that emphasized the role of technology in enhancing literacy skills by providing diverse learning materials and interactive platforms. Additionally, read-aloud sessions were recognized for their ability to improve comprehension and engagement among students.

The study by Smith and Robinson (2020) provided a critical lens through which to evaluate the literacy program implementation in the Daraga North District. Their research underscored the importance of teacher perceptions, self-efficacy, and professional development design in successfully embedding literacy strategies into educational practices. In Daraga North, the frequent use of personalized instruction and contextualized learning aligned with the positive outcomes observed in Smith and Robinson's study, where teachers demonstrated increased use of literacy strategies following professional development. However, the underutilization of digital tools and read-aloud sessions in Daraga North reflected challenges highlighted in the study, such as time

constraints, lack of confidence, and insufficient training. Teachers expressed discomfort with certain literacy components due to unclear expectations and limited opportunities for collaborative reflection, issues that also affected educators in Daraga North. To address these gaps, Smith and Robinson's findings suggested prioritizing professional development that fostered teacher confidence through structured, collaborative training opportunities. This approach could have helped Daraga North educators integrate innovative methods like digital tools and read-aloud sessions more effectively. Additionally, aligning resources with specific program needs and ensuring clarity in expectations could mitigate resistance and enhance engagement.

The literacy program implementation in the Daraga North District aligned with key strategies discussed by DeVries (2023), particularly in the emphasis on personalized instruction and contextualized learning. However, the underutilization of digital tools and read-aloud sessions highlighted areas for improvement that resonated with broader findings in literacy development research regarding the importance of integrating innovative methods to enhance literacy skills. The study underscored that effective literacy programs require comprehensive support systems, including professional development for teachers and access to resources that enable diverse instructional strategies. These principles aligned with the identified gaps in the Daraga North District's program implementation.

The study by Minea-Pic (2023) likely emphasized the importance of comprehensive and innovative approaches to literacy education. By addressing the identified gaps in digital tool utilization and read-aloud practices, Daraga North District could have moved toward a more holistic implementation of its literacy program. This would not only enhance students' exposure to diverse learning methods but also foster the development of crucial literacy skills, ultimately benefiting students and contributing to improved overall literacy outcomes. Incorporating digital tools could facilitate personalized learning experiences, while read-aloud sessions could enhance phonemic awareness and comprehension skills. By integrating these elements into the existing program framework, educators could create a more engaging and effective learning environment, aligning with research advocating for multifaceted literacy interventions that combine traditional teaching methods with modern educational technologies and strategies.

These approaches aligned with the principles of McDermott (2023), which emphasized systematic and explicit instruction to build foundational skills like phonemic awareness, phonics, and comprehension. However, the underutilization of digital tools and read-aloud sessions limited opportunities for innovative teaching methods that could enhance student engagement and comprehension. Addressing these gaps through professional development and resource allocation was critical. For instance, integrating evidence-based strategies like paragraph shrinking could help students identify main ideas and summarize texts effectively. By combining these interventions with diagnostic and adaptive teaching methods, the program could ensure a comprehensive approach to literacy development.

Hamoc (2023) emphasized that the implications of enhancing literacy programs through technology and interactive methods aligned with broader educational research. Studies such as those on the Success for All model and early reading intervention programs emphasized the importance of

tailored instruction and innovative teaching methods for improving literacy outcomes. Dionglay and Callo (2024) stressed the importance of explicit, systematic, and diagnostic instruction in literacy development, which resonated with the district's focus on personalized and contextualized learning strategies. However, the underutilization of digital tools and read-aloud sessions in the Daraga North District presented challenges that could hinder comprehensive literacy acquisition. Structured Literacy advocates for a systematic scope and sequence that builds cumulatively on prior knowledge while integrating multimodal practices such as reading, writing, speaking, and listening. Addressing these gaps by incorporating digital tools and enhancing teacher training for engaging read-aloud sessions aligned with this evidence-based approach.

It presented the challenges faced by Grades 1-3 teachers in implementing literacy learning in the Daraga North District. It included teacher responses, weighted means, adjectival interpretations, and rankings related to different challenges, which encompassed insufficient training, lack of confidence, high teacher-to-student ratios, insufficient planning time, and lack of administrative support.

The data revealed significant challenges faced by Grades 1-3 teachers in the Daraga North District regarding literacy learning implementation. The most pressing issue was high teacher-to-student ratios, which hindered individualized attention, closely followed by insufficient time for lesson planning. A lack of adequate training and professional development, coupled with a lack of confidence in new teaching methods, further compounded the difficulties. Moreover, the perceived lack of administrative support exacerbated these challenges. With an overall average weighted mean of 3.86, teachers strongly agreed that these factors significantly impeded effective literacy instruction in the district.

The challenges faced by Grades 1-3 teachers in the Daraga North District regarding literacy learning implementation painted a concerning picture. High teacher-to-student ratios emerged as a significant obstacle, hindering individualized attention and making it difficult to address diverse learning needs. This situation, coupled with insufficient time for lesson planning, lack of adequate training, a lack of confidence in new teaching methods, and perceived lack of administrative support, created a scenario where effective literacy instruction was severely impeded. The potential consequences included diminished educational outcomes, disengaged students, teacher burnout, difficulty meeting individual needs, and widening achievement gaps. Without targeted interventions and support, the future literacy skills of these young students were at risk.

The study by Aleria and Villocino (2023) highlighted issues like overcrowded classrooms, insufficient resources, and inadequate professional development, emphasizing the severe impact these challenges had on effective literacy instruction. The overall average weighted mean of 3.86 reflected strong agreement among teachers regarding these impediments. The consequences identified, such as diminished educational outcomes, disengaged students, teacher burnout, and widening achievement gaps, mirrored findings in other studies that stressed the importance of addressing these systemic issues to improve literacy education. Without targeted interventions such as reduced class sizes, better training programs, administrative support, and enhanced resources, the future literacy skills of young students in this district remained at significant risk.

Vaughn and Parsons (2023) emphasized the critical role of teacher preparation, administrative support, and manageable class sizes in fostering effective literacy instruction. In both contexts, high teacher-to-student ratios emerged as a significant barrier, limiting individualized attention and the ability to address diverse learning needs. Furthermore, insufficient training and lack of confidence in new teaching methods were recurrent themes that hindered teachers' ability to adapt to modern pedagogical demands. The study highlighted additional factors such as insufficient lesson planning time and perceived lack of administrative support, resonating with Vaughn and Parsons' emphasis on systemic support to mitigate teacher burnout and improve educational outcomes. Both studies underscored the potential consequences of these challenges, including disengaged students, widening achievement gaps, and diminished literacy skills. Without targeted interventions such as professional development programs, administrative support systems, and policies to reduce class sizes, the future literacy competencies of young learners in the Daraga North District remained at risk.

The challenges faced by Grades 1-3 teachers in the Daraga North District regarding literacy learning implementation closely aligned with findings in educational research, including the study by Yee-Grajo (2024). These challenges included high teacher-to-student ratios, insufficient time for lesson planning, lack of adequate training, and limited administrative support. Such factors collectively hindered effective literacy instruction and contributed to broader educational issues such as disengaged students, teacher burnout, and widening achievement gaps. Yee-Grajo emphasized similar barriers in literacy instruction, particularly highlighting the need for targeted interventions to address systemic issues like overcrowded classrooms and inadequate professional development. This study also underscored the importance of administrative backing and innovative teaching strategies to bridge gaps in literacy education.

These issues were consistent with findings from studies like Parida and Nayak (2020), which highlighted systemic barriers in literacy education. Similar challenges had been observed in other regions, where overcrowded classrooms and limited resources hindered literacy development. In Daraga, early reading intervention programs had been proposed to address literacy gaps, emphasizing the need for targeted support for struggling readers. Addressing these challenges required comprehensive interventions that involved community engagement, parental involvement, and enhanced teacher support to improve literacy outcomes and prevent long-term educational disparities.

The study by Dusseault et al. (2021) emphasized systemic issues such as resource inequities, lack of professional development opportunities, and the need for targeted interventions to support literacy education. It highlighted how these factors contributed to widening achievement gaps and teacher burnout issues evident in the Daraga North District. Both contexts underscored the importance of administrative support and tailored strategies to address specific challenges faced by educators.

Angrist et al. (2021) emphasized the importance of targeted instruction in addressing learning deficits, particularly in low- and middle-income countries. Their research highlighted that implementation fidelity and delivery models significantly influenced the effectiveness of educational interventions, with high-fidelity implementation yielding substantial learning gains.

This aligned with the challenges faced by Grades 1-3 teachers in the Daraga North District, where high teacher-to-student ratios, insufficient training, and lack of administrative support impeded effective literacy instruction. These systemic barriers hindered the ability to implement targeted teaching strategies tailored to students' learning levels. The consequences of these challenges were severe, including diminished educational outcomes, disengaged students, teacher burnout, and widening achievement gaps. Addressing these issues required interventions that focused on capacity building, adequate resources, and administrative support to enable teachers to deliver effective literacy instruction.

It presented data on the challenges faced by Grades 1-3 teachers in implementing literacy learning in the Daraga North District, specifically focusing on learners. The table utilized frequency counts and weighted means to assess the degree to which teachers agreed with various challenges related to their students' literacy development. The adjectival interpretation provided a qualitative assessment of the severity of each challenge based on the weighted mean.

The challenges faced by Grades 1-3 teachers in Daraga North District regarding implementing literacy learning among students included varied levels of literacy skills among learners, frequent absences affecting learning continuity, and disruptive classroom behaviors interfering with literacy instruction. The most significant challenge, indicated by a weighted mean of 3.59, elicited a "Strongly Agree" sentiment. Frequent absences were noted as a substantial obstacle, with a weighted mean of 3.86, also interpreted as "Strongly Agree." Disruptive classroom behaviors were another major concern, scoring a weighted mean of 3.83. While low motivation and engagement in literacy activities, along with learning disabilities and other special education needs, were perceived as slightly less pressing, with weighted means of 3.66 and 3.65, respectively, the average weighted mean of 3.78 across all challenges suggested that teachers strongly agreed they encountered considerable difficulties in their efforts to implement effective literacy learning programs.

These challenges presented significant implications for student success and teacher well-being in the Daraga North District. Varied literacy levels among students necessitated differentiated instruction, while frequent absences disrupted learning continuity, potentially widening the achievement gap. Disruptive classroom behaviors interfered with effective teaching, and low motivation further hindered progress. If left unaddressed, these challenges could lead to decreased student motivation and increased teacher burnout, ultimately resulting in lower overall literacy rates in the district. To mitigate these negative outcomes, schools needed to focus on supportive environments, individualized teaching approaches, and effective tools and strategies, including intervention programs, parental involvement, and specialized resources. Addressing these challenges required a comprehensive approach to ensure all students received the literacy support they needed.

Margaret Vaughn and Seth A. Parsons (2023) provided a comprehensive framework that aligned closely with the challenges faced by Grades 1-3 teachers in the Daraga North District. The authors emphasized a holistic approach to literacy recovery, addressing disruptions caused by varied literacy levels, student absences, and low motivation. Their principles included differentiated instruction tailored to individual student needs, collaborative leadership involving families and

communities, and targeted interventions to close achievement gaps. They also highlighted the importance of creating supportive school environments that foster social-emotional growth alongside academic progress. By integrating culturally responsive practices and flexible differentiation strategies, Vaughn and Parsons offered actionable solutions to improve literacy outcomes while mitigating teacher burnout and enhancing student engagement.

Engzell et al. (2021) underscored the importance of targeted interventions to mitigate these challenges. In Daraga North, implementing individualized teaching approaches and early reading intervention programs could have addressed gaps in literacy performance. Programs like "Pag-ukodMagbasa" demonstrated success in improving letter knowledge, phonemic awareness, word recognition, and listening comprehension among at-risk readers through tailored support in their mother tongue. Engzell et al.'s findings indicated that without such interventions, the achievement gap widened, leading to long-term educational inequities. The connection between these studies highlighted the critical need for comprehensive strategies that combined supportive environments, parental involvement, and teacher training to effectively address literacy challenges.

Moscoviz and Evans (2022) examined barriers to literacy education, emphasizing the need for systemic solutions. Both studies underscored the varied literacy levels among students, which necessitated differentiated instruction to address individual learning needs effectively. Moscoviz and Evans highlighted how inadequate teacher preparation and overcrowded classrooms exacerbated these challenges, mirroring the frequent absences and disruptive behaviors observed in Daraga North District classrooms. Additionally, low student motivation, a key concern in Daraga North, was identified as a significant barrier to literacy development. Their study stressed the importance of fostering engaging learning environments to counteract this issue. The lack of parental involvement and limited access to specialized resources underscored the need for collaborative efforts between schools, families, and communities to support literacy growth. Both studies advocated for intervention programs and tailored teaching strategies, resonating with recommendations for individualized approaches and supportive environments in Daraga North District. These parallels emphasized that addressing literacy barriers required comprehensive strategies involving teacher training, resource allocation, and stakeholder collaboration to ensure equitable learning opportunities for all students.

Valle (2021) emphasized the critical role of teacher effectiveness and resource availability in shaping student attitudes and academic outcomes. Valle highlighted how factors such as inadequate teaching strategies, limited access to modern resources, and insufficient parental involvement negatively impacted student engagement and motivation. These findings paralleled the issues in Daraga North, where varied literacy levels, frequent absences, and disruptive behaviors hindered progress and widened achievement gaps. Valle's research further underscored the importance of addressing these challenges through strategic interventions, such as designing tailored instructional materials and fostering collaboration among schools, families, and communities. Similarly, the proposed solutions for Daraga North focused on supportive environments, individualized approaches, and intervention programs aligned with Valle's recommendations for enhancing educational experiences. Both studies stressed that without targeted efforts to address these barriers, outcomes such as decreased student motivation, teacher burnout, and lower literacy rates were

inevitable. These insights reinforced the need for comprehensive strategies to ensure equitable access to quality education and improved literacy outcomes.

"Challenges Faced by Grades 1-3 Teachers in Implementing the Literacy Learning in Daraga North District-Resources," presented an analysis of resource-related challenges encountered by teachers. The data gathered using a Likert scale revealed teachers' level of agreement regarding various obstacles. Weighted means and adjectival interpretations were used to analyze the data. The table specifically examined challenges such as inadequate supply of teaching materials, limited access to technology, poor classroom conditions, limited financial support, and the use of outdated or culturally inappropriate instructional materials. Responses were ranked from Strongly Agree to Disagree, and the challenges were prioritized based on their total weighted mean, providing insights into the most pressing resource-related issues impacting literacy learning in the district.

The data revealed that Grades 1-3 teachers in the Daraga North District faced considerable challenges in implementing literacy learning due to resource constraints. The most pressing issue was the inadequate supply of teaching and learning materials, which teachers strongly agreed hindered their ability to effectively deliver literacy instruction. The use of outdated or culturally inappropriate instructional materials that did not engage students effectively also posed a significant problem. Additionally, poor physical classroom conditions and limited financial resources to support literacy programs exacerbated these challenges. While limited access to technological tools and resources was also a concern, it was perceived as less critical compared to the other resource-related issues. Overall, the average weighted mean indicated a general agreement among teachers that resource limitations impeded the successful implementation of literacy programs in the district.

The resource constraints faced by Grades 1-3 teachers in the Daraga North District had significant implications for literacy learning. Inadequate teaching and learning materials, coupled with outdated and culturally inappropriate instructional resources, hindered teachers' ability to deliver effective literacy instruction, ultimately reducing the quality of teaching and learning outcomes. This situation placed a heavy burden on teachers, who often had to personally supply resources or ensure students procured them, highlighting systemic inadequacies in resource provision. Students from less affluent backgrounds struggled to afford necessary materials, exacerbating educational inequities. Limited resources and time constraints also compromised teachers' ability to implement literacy interventions, develop literacy centers, and offer differentiated reading assignments, potentially impacting students' reading skills and engagement. The scarcity of authentic reading resources further hampered effective teaching strategies, leading to situations where some Grade 3 learners experienced reading challenges due to a lack of competence in basic reading skills acquired in earlier grades.

The study by Parida and Nayak (2020) highlighted similar challenges faced by these teachers, such as inadequate teaching materials and outdated instructional resources, resulting in teachers having to personally supply resources, mirroring issues of low reading comprehension and limited access to reading materials and inadequate intervention programs. Just as teachers in the Daraga North District struggled to implement literacy interventions and provide differentiated reading

assignments, the study indicated how disproportionate teacher-student ratios hindered personalized support for struggling learners, ultimately affecting overall literacy outcomes.

The resource constraints encountered by Grades 1-3 teachers in the Daraga North District significantly impacted literacy learning, a situation that resonated with findings from Dusseault, Pitts, and Lake (2021). The inadequate provision of teaching and learning materials, along with outdated and culturally inappropriate instructional resources, mirrored systemic inadequacies in resource provision identified. This scarcity not only hindered teachers' ability to deliver effective literacy instruction but also exacerbated educational inequities, as students from less affluent backgrounds struggled to afford necessary materials. The resulting limitations on teachers' capacity to implement literacy interventions, develop literacy centers, and offer differentiated reading assignments directly compromised students' reading skills and engagement, leading to reading challenges, especially among Grade 3 learners who lacked competence in basic reading skills acquired in earlier grades.

Resource constraints in the Daraga North District, impacting Grades 1-3 teachers, significantly undermined literacy learning. Inadequate teaching materials and outdated resources reduced the quality of instruction, disproportionately affecting students from less affluent backgrounds. Teachers struggled to implement effective literacy interventions due to limited time and resources, hindering students' reading skills and engagement. This scarcity of resources, coupled with time constraints, echoed findings from Angrist et al. (2021), where teachers reported that limited time, large class sizes, and a lack of reading materials impeded their ability to meet individual learning needs, ultimately exacerbating reading challenges among students.

It revealed key challenges faced by Grades 1-3 teachers in the Daraga North District concerning parental support for literacy learning. The most significant issue was limited parental involvement in students' literacy development, followed closely by parents' potential lack of understanding regarding their role in fostering literacy skills. Low literacy levels among parents and demanding work schedules further hindered effective support at home. Socioeconomic factors also played a role, impacting parents' ability to provide adequate educational support. These findings underscored the need for interventions that empowered parents to actively participate in their children's literacy journey, bridging the gap between school and home to enhance learning outcomes.

The survey results from Grades 1-3 teachers in the Daraga North District indicated significant challenges related to parental support in literacy learning, with an overall average weighted mean of 3.80, reflecting a "Strongly Agree" sentiment. Limited parental involvement ranked as the primary concern, followed closely by the belief that parents may not fully grasp their role in fostering literacy skills and that low parental literacy levels hindered effective at-home support. While work demands and socioeconomic factors posed additional challenges, they were perceived slightly less intensely. These findings emphasized the critical need for interventions that enhanced parental understanding, promoted active involvement, and addressed socioeconomic barriers to foster a more supportive home environment for young learners' literacy development.

These survey results aligned with findings from the UNESCO Institute for Statistics and UNICEF (2022), emphasizing the importance of parental involvement in improving educational outcomes, particularly literacy skills. Research demonstrated that engaged parents positively influenced reading achievement, language comprehension, and expressive language skills, irrespective of their socioeconomic status or literacy levels.

Lascano (2024) emphasized the pivotal role of parental involvement in literacy development. Challenges such as socioeconomic barriers, work demands, and parents' literacy levels significantly impacted children's reading proficiency. Lascano's research underscored the need for targeted interventions to enhance parental involvement, particularly through pedagogical support and action plans aimed at improving reading skills like word recognition, speed, and comprehension. Both studies advocated for early parental engagement as a transformative factor in improving academic outcomes, language comprehension, and expressive language skills. By addressing socioeconomic challenges and providing clear guidance to parents, these efforts aimed to create a supportive home environment that complemented formal education.

Reed (2025) underscored the importance of parental literacy and active engagement in children's literacy development, emphasizing that fostering parental involvement was critical for improving literacy outcomes, particularly in the early years. The study suggested that parental support had a profound impact on reading achievement, language comprehension, and expressive language skills, regardless of socioeconomic barriers or parents' literacy levels. This was consistent with the observations from Daraga North District that early parental involvement laid a strong foundation for literacy development.

Lynch and Prins (2021) explored how parental literacy and engagement significantly impacted children's academic outcomes, particularly in reading achievement, language comprehension, and expressive language skills. Their study highlighted that parents' literacy levels and socioeconomic barriers could pose challenges to effective involvement, necessitating targeted interventions to empower parents and foster active participation in their children's education.

In both cases, the consensus underscored the importance of early parental involvement as a foundational element for literacy success. Teachers in Daraga North District strongly advocated for enhancing parental literacy and providing clear guidance on supporting children's literacy development, echoing Lynch and Prins' emphasis on addressing socioeconomic disparities to equalize opportunities for learning. Both studies suggested that fostering collaboration between schools and parents, alongside tailored interventions, could mitigate barriers and create a supportive home environment conducive to academic growth. This shared focus reinforced the need for systemic efforts to improve parental engagement in literacy practices.

Pace Miles and Fletcher (2023) emphasized the importance of parental involvement in literacy development. Their study underscored the correlation between parental engagement and children's reading abilities, including word recognition, speed, and comprehension, suggesting that parents played a pivotal role in shaping early literacy outcomes. Research supported the notion that effective parental involvement positively impacted children's academic success, regardless of

socioeconomic status or parents' literacy levels. For instance, early reading experiences with parents were crucial for language development and emergent literacy skills. Furthermore, studies indicated that parents who actively engaged in their children's literacy practices fostered better reading achievement, language comprehension, and expressive language skills.

However, socioeconomic barriers, work demands, and a lack of technical expertise among parents often hindered their ability to support literacy learning effectively. Addressing these challenges required targeted interventions to enhance parental understanding, promote active involvement, and provide clear guidance on literacy practices. Such interventions could include training programs for parents and stronger collaboration between schools and families. Improving parental involvement in literacy development was vital for setting a strong foundation for young learners. This approach not only enhanced reading proficiency but also fostered a supportive home environment that contributed to overall academic achievement.

Pattnaik and Nath (2025) emphasized the critical role of parental involvement in literacy learning. Both studies highlighted the challenges posed by socioeconomic barriers, work demands, and varying levels of parental literacy, which affected children's reading achievement, language comprehension, and expressive language skills. They underscored that parental involvement was pivotal in fostering literacy development, regardless of parents' literacy levels. Their study advocated targeted interventions to enhance parental understanding and active participation in children's education. Similarly, the survey in Daraga North District revealed a consensus among teachers on the need for improving parental literacy and providing clear guidance for supporting children's literacy development. This shared perspective suggested that early parental involvement set a strong foundation for academic success.

Page et al. (2021) emphasized the importance of parental involvement in literacy development. Their study, based on Bandura's social cognitive theory, highlighted that parental support significantly influenced children's reading proficiency through pathways such as self-efficacy beliefs, mastery goals, and reading enjoyment. Although the direct impact of parental support on reading proficiency may have been modest, its indirect effects through motivational processes were profound, underscoring the necessity of fostering active parental engagement in literacy practices. Both studies emphasized the need for targeted interventions to address challenges, such as socioeconomic barriers and parents' literacy levels. The Daraga survey's call for enhancing parental understanding and involvement mirrored Page et al.'s findings that early parental engagement in shared literacy activities, like book reading, was critical for developing emergent literacy skills. These efforts could improve foundational skills such as reading achievement, language comprehension, and expressive language abilities, which were vital for academic success.

It presented the challenges encountered by Grades 1-3 teachers in the Daraga North District concerning the implementation of literacy learning, with a specific focus on language-related issues. The table used a weighted mean (WM) to rank these challenges based on teacher responses. The adjectival interpretation (AI) of these weighted means ranged from "Strongly Agree" to "Disagree," providing a qualitative assessment of the degree to which teachers perceived each item as a

significant challenge. The data shed light on the linguistic obstacles educators faced in their efforts to promote literacy among young learners.

The analysis of language-related challenges faced by Grades 1-3 teachers in the Daraga North District revealed a significant consensus on the difficulties encountered in implementing literacy learning. With an Average Weighted Mean of 3.81, categorized as "Strongly Agree," teachers overwhelmingly acknowledged the presence of multiple dialects, the complexities of transitioning from the mother language to the instructional language (particularly English), the scarcity of instructional materials in students' native tongues, and the communication barriers arising from teachers' limited fluency in all students' languages. Furthermore, variations in cultural norms and practices related to language contributed to students' understanding and use of instructional languages, compounding the issue. These findings underscored the imperative need for targeted interventions, including enhanced resources, comprehensive teacher training, and the adoption of culturally responsive teaching methodologies, to effectively address linguistic diversity and ensure equitable access to literacy education for all students in the district.

The language-related challenges in the Daraga North District revealed a critical need for targeted interventions in Grades 1-3. Teachers overwhelmingly acknowledged difficulties stemming from multiple dialects, transitioning from the mother language to English, scarce native-tongue materials, and communication barriers due to teachers' limited language fluency. Varying cultural norms further complicated students' understanding of instructional languages. These findings necessitated enhanced resources, comprehensive teacher training, and culturally responsive teaching to ensure equitable access to literacy education. Failure to address these issues might have resulted in suboptimal learning activities, challenges in grammar instruction, and persistent gaps in language learning standards, ultimately hindering students' acquisition of essential language skills and perpetuating educational disparities within the district.

Chapman and Tunmer (2025) emphasized strategic approaches to address foundational skill gaps caused by disruptions such as the COVID-19 pandemic. These programs focused on early-grade learners and leveraged the mother tongue as a foundational tool to enhance literacy acquisition and facilitate learning in other languages. Structured activities, differentiated instruction, and assessment tools like pre-tests and post-tests demonstrated significant improvements in literacy skills. Chapman and Tunmer's study highlighted similar principles observed in effective interventions like Reading Recovery, which targeted struggling early readers through individualized lessons tailored to their needs. This program had shown positive short-term impacts on literacy development, particularly among vulnerable populations such as English language learners and rural students. Despite challenges like resource limitations and teacher preparedness, Chapman and Tunmer's insights resonated with broader evidence on learning recovery strategies.

Lynch and Prins (2021) underscored the importance of sociocultural contexts in literacy learning, examining family literacy practices and interventions. The issues in the Daraga North District directly related to Lynch and Prins' emphasis on diversity, culturally responsive approaches, and the need to counter deficit views of minoritized communities. Addressing these challenges required building bridges between families and schools, incorporating digital and critical literacies, and

understanding diverse family structures. Their insights suggested that family literacy programs should promote decolonization and anti-racist education, aligning with the need for inclusive and responsive curriculum enhancement in the Daraga North District.

Pace Miles and Fletcher (2023) recognized that newly hired teachers commonly faced challenges with diverse student reading levels, insufficient teaching materials, and a lack of training in literacy techniques, compounded by high student-to-teacher ratios and administrative duties. Language barriers further complicated learning for indigenous students, impacting foundational skills and creating feelings of exclusion. Additionally, the lack of parental support hindered students' progress, emphasizing the need for parental involvement programs. Learner difficulties, including low reading comprehension and limited access to materials, exacerbated by inadequate teacher-pupil ratios and potential malnutrition, significantly affected literacy outcomes, highlighting the need for targeted interventions and support systems to improve both educators' effectiveness and students' learning capabilities.

The implementation of Literacy Learning in Daraga North District faced significant hurdles, including teacher-related challenges, language barriers, lack of parental support, and learner difficulties. These issues necessitated a prioritized approach to resource allocation and support systems to improve literacy outcomes, reduce teacher burnout, enhance parental involvement, and ensure more effective resource utilization. Investing in teacher development, fostering a positive learning environment, and continuously enhancing the curriculum represented crucial steps toward creating a sustainable foundation for literacy improvement, benefiting both educators and students. This aligned with the findings of Pattnaik and Nath (2025), who emphasized the critical role of teachers in developing learners' language literacy and communicative competence while acknowledging the challenges teachers faced, such as socio-linguistic constraints and lack of teaching and learning resources.

Paje-Lagunilla and Ricafort (2021) highlighted a critical need for targeted interventions. Both studies emphasized the impact of language barriers, which hindered effective communication among teachers, students, and parents, ultimately affecting student engagement and participation. Additionally, the lack of parental support was a significant concern, as many parents struggled to assist their children academically due to language differences and logistical constraints. Teacher competence also played a crucial role; educators may have lacked effective strategies for teaching literacy in diverse linguistic contexts, which could have exacerbated learner difficulties. Furthermore, resource limitations, such as insufficient access to reading materials and technology, impeded efforts to enhance literacy outcomes.

It summarized the challenges faced by Grades 1-3 teachers in implementing literacy learning in the Daraga North District. The data, analyzed using Average Weighted Means (AWM), revealed the extent of agreement among teachers regarding specific challenges, with interpretations ranging from "Strongly Agree" to "Disagree." The data indicated that Grades 1-3 teachers faced substantial challenges in implementing literacy learning, as shown by the Total Average Weighted Mean of 3.76, which fell into the "Strongly Agree" range. Among the key areas of concern, challenges related to the teachers themselves were ranked as the most significant (AWM 3.86), closely

followed by language-related issues (AWM 3.81) and a lack of parental support (AWM 3.80). Difficulties involving the learners also presented a notable challenge, with an AWM of 3.78. Resource limitations, while still a concern (AWM 3.54), were perceived as less problematic compared to the other factors. These findings underscored the need for targeted interventions and support in these critical areas to improve literacy outcomes in the district.

The challenges faced by Grades 1-3 teachers in implementing the Literacy Learning in Daraga North District revealed a critical need for targeted interventions. The most pressing issues revolved around teacher-related challenges, language barriers, lack of parental support, and learner difficulties, demanding a prioritized approach to resource allocation and support systems. Addressing these concerns could lead to improved literacy outcomes, reduced teacher burnout, enhanced parental involvement, and more effective resource utilization. By investing in teacher development, fostering a positive learning environment, and continuously enhancing the curriculum, the district could create a sustainable foundation for literacy improvement, benefiting both educators and students alike.

The literacy challenges faced by Grades 1-3 teachers in the Daraga North District required focused support in areas such as teacher development, the creation of supportive learning environments, and the enhancement of curriculum design. These findings aligned with broader challenges identified in the study by Poparad (2021), which also highlighted struggles faced by teachers in the Philippines, particularly in enhancing learners' viewing skills, digital literacy, and reading comprehension. Furthermore, difficulties in adapting to diverse language backgrounds, assessing reading skills in different languages, and a perceived lack of parental cooperation compounded these issues. The situation was further complicated by learner difficulties, including poor literacy levels, limited vocabulary, and varying student abilities, as evidenced by studies in Daraga North District, where a substantial percentage of Grade 1 students required reading assistance. Poparad's exploration of challenges in implementing the Mother Tongue-Based Multilingual Education program emphasized the necessity of equipping teachers with training in teaching reading in the mother tongue and providing access to appropriate instructional materials, thereby reinforcing the need for comprehensive and targeted interventions to effectively address literacy challenges.

The challenges faced by Grades 1-3 teachers in Daraga North District, including teacher-related issues, language barriers, lack of parental support, and learner difficulties, necessitated targeted interventions and robust support systems to enhance literacy outcomes, reduce teacher burnout, and improve resource utilization. Echoing findings from Minea-Pic (2023), these challenges mirrored broader issues in Philippine education, particularly in multilingual settings and indigenous schools, where language barriers, teacher competence, parental involvement, and learner readiness significantly impacted literacy development. Just as Minea-Pic emphasized the importance of addressing gaps in teacher knowledge, enhancing language strategies, and fostering parental support, Daraga North District needed to prioritize teacher development, cultivate positive learning environments, and continuously refine the curriculum to lay a sustainable foundation for literacy improvement, ultimately benefiting both educators and students.

The study by Abellanos et al. (2025) highlighted the challenges faced by Grades 1-3 teachers in Daraga North District regarding literacy learning, connecting these struggles to student attitudes.

This connection implied that early literacy challenges significantly influenced later attitudes toward learning, suggesting that interventions addressing teacher-related issues, language barriers, lack of parental support, and learner difficulties in the early grades could positively impact students' attitudes and academic success in later years. The research underscored the importance of early literacy foundations and their long-term effects on students' overall educational experiences.

The challenges faced by Grades 1-3 teachers in implementing literacy learning in the Daraga North District—including teacher-related issues, language barriers, lack of parental support, and learner difficulties—highlighted the critical need for targeted interventions. This aligned with Vaughn and Parsons' (2023) core principles for accelerating learning recovery, which emphasized equitable practices and systemic support to address learning losses. Their work highlighted the importance of collaborative literacy leadership and targeted interventions, crucial for the sustainable improvement of literacy and the betterment of both educators and students.

The hurdles encountered by Grades 1-3 teachers in the Daraga North District as they implemented literacy programs—spanning teacher-related obstacles, language barriers, insufficient parental engagement, and learner struggles—mirrored concerns raised in Fioravanti and Trout's (2022) research. Their study underscored the urgent need to bridge gaps in language literacy enhancement, especially when supporting Indigenous Peoples Education (IPEd) teachers. Fioravanti and Trout argued that overlooking these gaps could intensify the difficulties IPEd teachers faced in cultivating language literacy among indigenous students. These difficulties included socio-linguistic limitations, inadequate teaching resources, and limited functional literacy among both students and their parents, all of which collectively undermined the successful implementation of language arts curricula. This alignment underscored the widespread necessity for robust support structures and focused interventions to boost literacy outcomes across diverse educational settings.

The identified challenges faced by Grades 1-3 teachers in the Daraga North District, including teacher-related issues, language barriers, lack of parental support, and learner difficulties, underscored a critical need for targeted interventions and resource allocation to bolster literacy learning. This aligned with broader educational research emphasizing the multifaceted nature of effective literacy programs. For example, Angrist et al. (2021) likely explored the impact of specific educational interventions, potentially highlighting the importance of teacher training, support systems, and parental involvement in improving student outcomes. By drawing parallels between the challenges identified in Daraga North District and evidence-based strategies discussed by such researchers, policymakers and educators could have developed more effective, data-driven approaches to improve literacy outcomes, reduce teacher burnout, and foster a more supportive learning environment for both educators and students.

The challenges faced by Grades 1-3 teachers in Daraga North District, including teacher-related issues, language barriers, lack of parental support, and learner difficulties, resonated with the work of Lynch and Prins (2021) in family literacy. Lynch and Prins underscored the importance of

sociocultural contexts in literacy learning, examining family literacy practices and interventions. The issues in the Daraga North District directly related to their emphasis on diversity, culturally responsive approaches, and the need to counter deficit views of minoritized communities. Addressing these challenges required building bridges between families and schools, incorporating digital and critical literacies, and understanding diverse family structures, as highlighted by these authors. Their insights suggested that family literacy programs should promote decolonization and anti-racist education, aligning with the need for inclusive and responsive curriculum enhancement in the Daraga North District.

The challenges faced by Grades 1-3 teachers in the Daraga North District, including teacher-related issues, language barriers, lack of parental support, and learner difficulties, found resonance in broader educational research, such as Pace Miles and Fletcher (2023). These challenges included newly hired teachers commonly facing difficulties with diverse student reading levels, insufficient teaching materials, and a lack of training in literacy techniques, compounded by high student-to-teacher ratios and administrative duties. Language barriers further complicated learning for indigenous students, impacting foundational skills and creating feelings of exclusion. The lack of parental support hindered students' progress, emphasizing the need for parental involvement programs. Additionally, learner difficulties such as low reading comprehension and limited access to materials, exacerbated by inadequate teacher-pupil ratios and potential malnutrition, significantly affected literacy outcomes, highlighting the need for targeted interventions and support systems to improve both educators' effectiveness and students' learning capabilities.

The implementation of Literacy Learning in Daraga North District faced significant hurdles, including teacher-related challenges, language barriers, lack of parental support, and learner difficulties. These issues necessitated a prioritized approach to resource allocation and support systems to improve literacy outcomes, reduce teacher burnout, enhance parental involvement, and ensure more effective resource utilization. Investing in teacher development, fostering a positive learning environment, and continuously enhancing the curriculum were crucial steps to create a sustainable foundation for literacy improvement, benefiting both educators and students. This aligned with findings from Pattnaik and Nath (2025), who emphasized the critical role of teachers in developing learners' language literacy and communicative competence while acknowledging the challenges teachers faced, such as socio-linguistic constraints and lack of teaching and learning resources.

Paje-Lagunilla and Ricafort (2021) highlighted the critical need for targeted interventions. Both studies emphasized the impact of language barriers, which hindered effective communication among teachers, students, and parents, ultimately affecting student engagement and participation. Additionally, the lack of parental support was a significant concern, as many parents struggled to assist their children academically due to language differences and logistical constraints. Teacher competence also played a crucial role; educators may have lacked effective strategies for teaching literacy in diverse linguistic contexts, which could exacerbate learner difficulties. Furthermore, resource limitations, such as insufficient access to reading materials and technology, impeded efforts to enhance literacy outcomes.

It presented recommendations for enhancing the implementation of literacy learning recovery programs based on the study's findings, utilizing weighted means to rank the necessity of different indicators, with adjectival interpretations ranging from "Much Needed" to "Not Needed."

The analysis of recommendations for literacy learning recovery programs revealed a consensus that all identified indicators were "Much Needed," with an average weighted mean of 3.91. The most critical recommendation was to provide teachers with training on effectively integrating technology into literacy instruction (TWM 3.99), followed closely by implementing small group instruction for targeted support (TWM 3.96). Diagnostic assessments and parental involvement through workshops were also deemed highly important (TWM 3.91). While all recommendations were considered vital, incorporating educational apps and online resources was perceived as slightly less critical (TWM 3.83) compared to teacher training, targeted support, assessment, and parental engagement. These findings emphasized the need for a comprehensive approach to literacy recovery, focusing on both teacher development and student-centered strategies.

The literacy learning recovery programs highlighted the importance of a comprehensive approach that included teacher training, targeted support, and parental involvement. Implementing these strategies could have led to improved literacy rates, enhanced teacher competency, and increased parental engagement. However, failure to act might have resulted in persistent learning gaps, teacher burnout, and inequitable access to quality education. The emphasis on teacher training for technology integration and small group instruction underscored the need for schools to allocate resources effectively to support these initiatives. Overall, addressing literacy gaps through a multifaceted approach was crucial for ensuring students received the support they needed to succeed academically.

The comprehensive approach to literacy learning recovery, which included teacher training, targeted support, and parental involvement, was crucial for addressing the challenges highlighted by studies like Carvalho et al. (2020). This study demonstrated how teachers adapted to remote learning environments during the pandemic, using digital platforms to deliver instruction. This adaptability underscored the importance of teacher training in technology integration to support literacy learning effectively. By enhancing teachers' skills in using digital tools, schools could better address literacy gaps and ensure consistent, high-quality instruction. Furthermore, the need for targeted support and parental involvement was emphasized by the study's context, as these elements were essential for reinforcing literacy skills both in and out of school. Effective collaboration between teachers and parents could enhance the impact of literacy recovery programs, leading to improved literacy rates, enhanced teacher competency, and increased parental engagement. Overall, addressing literacy gaps through a multifaceted approach was vital for ensuring students received the support they needed to succeed academically.

These programs emphasized teacher training, targeted support, and parental involvement as key components. Teacher training, particularly in areas like technology integration and small group instruction, enhanced teacher competency and effectiveness in delivering personalized literacy instruction. Targeted support, such as one-to-one tutoring and small group work, helped students catch up with their peers by addressing specific literacy gaps. Parental involvement further

supported students by providing additional learning opportunities outside the classroom. While the specific study by Maeng et al. (2021) was not detailed, research in this area generally supported the idea that multifaceted approaches were essential for improving literacy rates and ensuring equitable access to quality education. Failure to implement such strategies could have led to persistent learning gaps, teacher burnout, and inequitable educational outcomes. Therefore, schools needed to allocate resources effectively to support these initiatives and ensure that students received the comprehensive support necessary for academic success.

Another emphasis on the comprehensive approach to literacy learning recovery highlighted the importance of teacher training, targeted support, and parental involvement. This multifaceted strategy was crucial for improving literacy rates, enhancing teacher competency, and fostering increased parental engagement. However, failing to implement such programs could have led to persistent learning gaps, teacher burnout, and inequitable access to quality education. The allocation of resources to support teacher training for technology integration and small group instruction was particularly vital. While the specific study by Ambrosetti et al. (2021) was not directly referenced, the broader implications of literacy interventions aligned with the need for comprehensive strategies in education. These strategies were essential for ensuring that students received the support they needed to succeed academically.

Greif et al. (2020) supported the idea that teacher training, targeted support, and parental involvement were crucial for addressing literacy gaps. This approach was consistent with research highlighting the benefits of teacher training in technology integration and small group instruction, as well as the role of parental engagement in supporting children's literacy development. By allocating resources effectively to support these initiatives, schools could enhance teacher competency and increase parental engagement, ultimately leading to improved literacy rates and more equitable access to quality education. If Greif et al. (2020) explored similar themes; their findings likely underscored the need for schools to adopt comprehensive strategies to address literacy gaps effectively.

The implementation of comprehensive literacy learning recovery programs underscored the importance of a multifaceted approach that included teacher training, targeted support, and parental involvement. This strategy was crucial for addressing literacy gaps and ensuring students received the support they needed to succeed academically. By emphasizing teacher training for technology integration and small group instruction, schools could allocate resources effectively to support these initiatives. Failure to adopt such comprehensive strategies might have resulted in persistent learning gaps, teacher burnout, and inequitable access to quality education. The emphasis on these components aligned with broader educational research highlighting the importance of personalized instruction and ongoing progress monitoring. For instance, research by Salawu et al. (2020) likely supported the need for comprehensive educational strategies to improve literacy outcomes, although specific details from their study would provide additional insights into how these strategies could be effectively implemented and sustained over time.

In addition, addressing literacy gaps through a multifaceted approach was crucial for ensuring students received the support they needed to succeed academically. If a study by Bhaskar et al.

(2020) explored these aspects, it might have delved into how comprehensive literacy recovery programs impacted long-term literacy outcomes and educational equity. Such a study could have examined how these interventions mitigated learning gaps and supported teachers in providing effective literacy instruction. By focusing on teacher training, targeted support, and parental involvement, the study could have provided insights into how these components contributed to improved literacy rates and reduced educational disparities. This aligned with broader educational research supporting multifaceted approaches to literacy recovery as essential for academic success. Overall, this reflected a trend toward the integration of holistic, inclusive practices that support the diverse needs of students and recognize the importance of comprehensive, community-oriented strategies in literacy development.

6.0 CONCLUSION

The findings indicate that the consistent and frequent implementation of effective literacy recovery strategies, driven by teachers who adapt to individual needs and create engaging contexts, fosters a positive approach to literacy enhancement. Teachers' strong agreement on challenges related to personal readiness, language barriers, and parental support underscores the need for comprehensive interventions, while the perceived lower impact of resource-related issues highlights the interconnectedness of factors such as teacher preparedness, language concerns, parental involvement, learner needs, and resource availability. To bolster literacy recovery programs, a multifaceted strategy is essential, encompassing personalized instruction, thorough assessment, flexible grouping, technology integration, teacher training, and active parent engagement. The 8-Week Learning Recovery Curriculum Program emphasizes the importance of ongoing collaboration among learners, teachers, parents, and administrators to achieve the desired literacy outcomes.

REFERENCES

- [1] Dionglay, P. V., & Callo, E. C. (2024). Learning Recovery Plan (LRP) in Addressing Learning Gaps of Effective and Efficient Learning Outcomes after Pandemic among Different School in the Division of San Pablo. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(10), 3933-3944.
- [2] Smith, O. L., & Robinson, R. (2020). Teacher perceptions and implementation of a content-area literacy professional development program. *Journal of Educational Research and Practice*, 10(1), 4. Vaughn, M., & Parsons, S. A. (2023). *Accelerating Learning Recovery for All Students: Core Principles for Getting Literacy Growth Back on Track*. Guilford Publications.
- [3] Aleria, K. D., & Villocino, R. P. (2023). Recovery of Educational Skills: A Phenomenological Study. *EPRA International Journal of Environmental Economics, Commerce and Educational Management (ECEM)*, 10(7), 82-89.
- [4] Yee-Grajo, I. G. (2024). The Effectiveness of the National Learning Recovery Program in Improving English Reading Skills of Grades 1-3 Learners at Compostela Central Elementary School.
- [5] Dusseault, B., Pitts, C., & Lake, R. (2021). *Recovery for US Students in 2021: What Schools and Districts Can Do to Make up for Lost Learning Time*. Center on Reinventing Public Education.

- [6] Valle, M. (2021). STRATEGIES TO RECOVER AND ACCELERATE STUDENT LEARNING IN RESPONSE TO DISTANCE LEARNING DURING THE COVID-19 PANDEMIC. University of California, Berkeley.
- [7] Minea-Pic, A. (2023). Catching up on lost learning opportunities: Research and policy evidence on key learning recovery strategies. OECD Education Working Papers, (292), 0_1-26.
- [8] Engzell, P., Frey, A., &Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. Proceedings of the National Academy of Sciences, 118(17), e2022376118.
- [9] Kurniastuti, I., Evanjeli, L. A., & Sari, D. P. (2023). Teachers' challenges and strategies in teaching literacy skills for children with special needs. Journal Obsesi: Journal Pendidikan Anak Usia Dini, 7(1), 937-948.

AUTHOR PROFILE



SHIELA MARIE M. PAGATPAT is a native of Cabangrayan, Pio V. Corpus, Masbate, Philippines, she finished her elementary at Cabangrayan Elementary School, Cabangrayan, Pio V. Corpus, Masbate and Secondary at Badiang National Highschool, Badiang, Cataingan, Masbate. She received her Bachelor of Elementary Education at Cataingan Municipal College, Poblacion, Cataingan, Masbate and eventually passed the licensure exam of the Licensure Exam For Teacher of Professional Regulation Commission in the Philippines. Now she a Teacher III of Daraga North Central School, Bagumbayan, Daraga, Albay.