



The Implementation of the 8-Week Learning Recovery Curriculum Program in Improving the Literacy and Numeracy of Grade 3 Learners of Selected Public Elementary Schools in Bicol Region

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ABSTRACT

Literacy and numeracy skills are vital for accessing the broader curriculum because they are used in many aspects of lives. This study determined the effectiveness of the 8-Week Learning Recovery Curriculum Program in improving the Literacy and Numeracy of Grade 3 Learners of Selected Public Elementary Schools in Bicol Region. It drew out the profile of Grade 3 learners before and after the implementation of the Eight-week learning recovery program along literacy and numeracy; tested the significant improvement in the level of literacy and numeracy; and the issues and challenges met by the teachers on the implementation of the Eight-week learning recovery program. The study used the descriptive-correlational research design to determine the data needed. The research subjects were five (5) elementary schools participated in the study, two (2) from Sipocot North District, Camarines Sur, one (1) from Legazpi City, one (1) from Polangui South District, Albay Division and one (1) from Labo West District, Camarines Norte. The total Grade 3 teacher-respondents were eleven (11) from the different schools mentioned with 331 grade 3 learners. Weighted Mean, frequency count, percentage, and t-test were used to test the data statistically. The significance level was set at 0.05. It revealed that the profile of the learners' pre test was 21% *Grade Ready* while the remaining 42% are yet under *Full Refresher* level and the remainders are under Moderate and Light Refresher and post test resulted to a positive outcome, increasing the percentage of *Grade Ready* learners from 21% to 34%. It was noted that after the 8-Week Curriculum implementation, there was a remarkable increase among the learners. The activities provided

by the teachers and the program implementers gave positive results in the literacy and numeracy levels of the learners.

Keywords: pretest, post test, literacy, numeracy, program

I. INTRODUCTION

The pandemic has affected many learners with stress, disruptions, and remote learning difficulties. Learning to read on the early grade learners has been greatly affected. In the pursuit reading recovery and improving numeracy skills, Region V Bicol developed a program to bridge the learning gap of pupils in the early grade learners brought by Covid 19 pandemic. As stated in the Regional Memorandum No. 127 s. 2022, the implementation of the 8-Week Learning Recovery Curriculum among Grade 1 to 3 learners in Region V is meant to address the learning loss and close the gap from the current skill to the expected skill in literacy and numeracy skills that would help early grade learners to progress better.

This research focused on the result of post implementation assessment of 8-Week Learning Recovery Curriculum Program, specifically among the Grade 3 learners and teachers of selected public schools in the Bicol Region, this study revolved on the effectiveness of the program on of four learning abilities of Grade 3 learners, and the challenges encountered by the grade 3 teachers during the implementation of the program. Reading is a kind of gateway to the development of academic skills across all disciplines. It is the key that all the doors. If a kid cannot read effectively by the third grade or so, they're unlikely to be able to access content in their other courses (Domingue 2021). Thus, the



foundation of improving educational outcomes is to teach children to read at their young age. Children who do not learn to read in the early grades struggle to develop more advanced skills, which are often absorbed through reading. Without intervention the literacy gap between good and poor readers widens. (Kgali, Arwanda, 2012). Literacy and numeracy help people increase the vital skills essential to achieve success in life. Literacy research provided most effective approach for the prevention of learning disabilities in reading for early elementary school students. Students identified 95 as exhibiting poor reading skills are at a high risk of ongoing difficulties as they go through their educational career. Intervention program should provide enough flexibility so that teachers can make them their own and be strong enough to allow for disaggregating students results. Intervention programs should always align with state and local curriculum standards. In addition, teachers should be provided with schedule time to plan and collaborate with colleagues in order for the program to maintain effectiveness (Menzies et al., 2008).

There is a huge national strategy to improve literacy and numeracy and to support students to live a satisfying and worthwhile life as well as being an active participant as an active and well-informed resident. Literacy and numeracy skills are vital for accessing the broader curriculum because they are used in many aspects of lives. Workplace numeracy, literacy and employ-ability skills are often used in conjunction with one another. These required skills often overlap and are necessary for any task. Kangan Institute(2021). Teaching math skills in early childhood are important because it is during that time that children are the most open to learning. Early math and numeracy skills build on children's natural curiosity, inquiry and exploration of the world around them (Chesloff, 2013; Harris & Petersen, 2019). Guhl (2019) concluded that Math needs to be a priority as well. Proficiency in early math skills such as counting, comparing and classifying, geometry and thinking skills make a necessary foundation for future math skills and success later in school. These skills are a vital step in math development and cannot be skipped. As this study can help teachers and the grade 3 learners to develop their literacy and numeracy skills despite of the modular learningK during pandemic, their first two crucial years of early grades.

While commonly research has been done on reading intervention on pre-pandemic and during the COVID-19 pandemic, this study has been done to assess the literacy and numeracy skills of pupils after the implementation of the 8-Week Learning Recovery Curriculum Program. As a result, the purpose of this study is to better evaluate the effectiveness of the 8-Week Learning Recovery Curriculum Program in improving the literacy and numeracy of Grade 3 learners of selected Public Elementary Schools in Bicol Region.

II. METHOD

This study used the descriptive research design to determine the Effectiveness of the 8-Week Learning Recovery Curriculum Program in Improving the Literacy and Numeracy of Grade 3 Learners of Selected Public Elementary Schools in the Bicol Region and the challenges met by teachers in implementing the said program. In the data gathering process, there were five (5) elementary schools participated in the study, two (2) from Sipocot North District, Camarines Sur, one (1) from Labo West District, Camarines Norte, one (1) from Albay District and one (1) from Legazpi City. The total Grade 3 teacher-respondents were eleven (11) from the different schools mentioned. The researchers sent a letter of approval to school heads in conducting the study. In data collection, a researcher-made questionnaire was developed, and pilot tested to Grade 3 teachers of Tinambac Elementary Schools, Camarines Sur. This is to determine the result of the pre-test and post-test of the Grade 3 learners and the significant improvement after the implementation of the 8-week Learning Recovery Program in line with the literacy and numeracy skills of the learners. The issues or challenges met by the teachers in the implementation of the program were also identified in the instrument used. Data analysis, the weighted mean was used to interpret the effectiveness of the program in line with Literacy for a full refresher, moderate refresher, light refresher, or grade ready. Likert Scale was used in the challenges encountered by the Grade 3 teachers in the implementation of the Eight-week Learning Recovery Program, the scale was 3.50 – 4.00 (Encountered), 2.50 – 3.49 (Sometimes Encountered), 1.50 – 2.49 (Seldom Encountered) and 1.00 – 1.49 (Not Encountered).



III. RESULTS AND DISCUSSION

TABLE: I Pretest Results of Grade 3 learners in Literacy and Numeracy

Category/ Level	Number of Pupils
Full Refresher	139
Moderate Refresher	37
Light Refresher	86
Grade Ready	69
Total Number of Pupils Tested	331

Data revealed that out of the 331 learners 139 learners or 42% are under Full Refresher level while only 21% is in Grade Ready, While the remainders are under Moderate and Light Refresher. This implies that Grade 3 learners need full attention both in literacy and numeracy skills. It should be noted that these Grade 3 learners were in their first grade when pandemic strikes. First grade literacy and numeracy is on this level but was not developed

because of the pandemic. Thus, the foundation of improving educational outcomes is to teach children to read at their young age. Children who do not learn to read in the early grades struggle to develop more advanced skills, which are often absorbed through reading. Without intervention the literacy gap between good and poor readers widens. (Kgali, Arwanda, 2012).

TABLE: 2 Post Test Results of Grade 3 learners in Literacy and Numeracy

Category/ Level	Number of Pupils
Full Refresher	83
Moderate Refresher	49
Light Refresher	86
Grade Ready	113
Total Number of Pupils Tested	331

Based from the data, only 83 or 25 % of the 331 learners are now under Full Refresher level and 113 or 34% of the learners are now in the Grade Ready level while other learners are recuperating from the learning losses in reading and numeracy.

Teaching math skills in early childhood are important because it is during that time that children

are the most open to learning. Early math and numeracy skills build on children's natural curiosity, inquiry and exploration of the world around them (Chesloff, 2013; Harris & Petersen, 2019). Activities provided both for literacy and numeracy helped in filling up the learning loss of the learners.



TABLE: 3 Significant Improvement in the Implementation of 8 Week Learning Recovery Curriculum Program

Category/ Level	Pretest Results	Post-test Results	Increase/decrease
Full Refresher	139	83	-50
Moderate Refresher	37	49	+12
Light Refresher	86	86	0
Grade Ready	69	113	+44
Total Number of Pupils Tested	331	331	

Table 3 showed the significant improvement on the levels of literacy and numeracy skills of Grade 3 learners tested. It should be noted that after the 8-week Curriculum implementation, a

remarkable increase was noted among the learners. The activities provided by the teachers and the program implementers gave positive results in the literacy and numeracy levels of the learners.

TABLE 4: ISSUES AND CHALLENGES MET BY THE TEACHERS

ISSUES AND CHALLENGES	Extent of Issues and Challenges	
	Weighted Mean	Description
1. Lack of learners' cooperation or readiness	3.00	Sometimes Encountered
2. Limited learners' response to the intervention given	3.09	Sometimes Encountered
3. Learners' difficulties along with literacy and numeracy	3.55	Encountered
4. Limited teachers' knowledge/training	2.45	Seldom Encountered
5. Limited teachers' patience/attitude	2.18	Seldom Encountered
6. Limited time and resources	2.91	Sometimes Encountered
7. Limited school support	2.18	Seldom Encountered
8. Limited parents' support and cooperation	2.55	Sometimes Encountered
Average	2.43	Seldom Encountered

Data showed that teachers handling the Grade 3 learners are facing challenges in the delivery of their lesson. Among the indicators, Learners' difficulties along literacy and numeracy ranked first with 3.55 Weighted Mean with a description of Encountered. The least challenge is on Limited school support with 2.18 weighted mean of Seldom Encountered. It is noted that schools, district and even division offices has its full support in the implementation of the 8-Week Learning Recovery Curriculum to address the learning losses of the learners.

IV. CONCLUSION

The researchers in the conduct of study were able to spot issues and challenges which are really *encountered*, *sometimes encountered* and *seldom encountered* in the implementation of the 8-Week Learning Recovery Curriculum Program to the Grade 3 learners in selected public elementary schools in Bicol Region, *to wit*:



Encountered;

1. Learners' difficulties along with literacy and numeracy

Sometimes Encountered:

2. Limited learners' response to the intervention given
3. Lack of learners' cooperation or readiness
4. Limited time and resources
5. Limited parents' support and cooperation

Seldom Encountered:

6. Limited teachers' knowledge/training
7. Limited teachers' patience/attitude
8. Limited school support

The pre-test reveals that only 21% of the learners are *Grade Ready* while the remaining 42% are yet under *Full Refresher* level and the remainders are under *Moderate* and *Light Refresher*. After the 8-Week Learning Recovery Curriculum Program post test was conducted by the researchers which resulted to a positive outcome, increasing the percentage of *Grade Ready* learners from 21% to 34%.

Summing up all the data gathered it can readily be construed that the learners themselves were the dominant contributor of the issues and challenges of implementation because of their encountered difficulties in literacy and numeracy, limited response, intervention and cooperation, which might be affected by limited time and resources, and by their parents' limited support. Moreover, teachers' knowledge, patience and school support also affects the implementation at least.

Probably therefore, if given enough time preparation and guidance, the learners will all be at their readiness in stepping up to their grade levels. Most importantly, the teachers are willing to continue the program to help alleviate the learning losses of learners specifically in Literacy and Numeracy.

The 8-Week Learning Recovery Curriculum Program highly suggests the continuous improvement and cooperation of learners, teachers, parents and administrators in ensuring the production of intended output/outcome which is to have "*learners who are literate both in letters and numbers*".

V. RECOMMENDATIONS

Upon the results obtained from this study, it is highly recommended that this program be continuously executed by early grades teachers not just for three years as reflected in the LRP of the Bicol Region. It should also be monitored and supported by school leaders so that our early grades learners will be confident with their literacy and numeracy skills of their grade and age levels.

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