

# The Teachers' Experiences on the Implementation of the 8-Week Learning Recovery Program in Multigrade Classes

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**Abstract**— This study explored the implementation of the Learning Recovery Program (LRP) in multigrade settings, focusing on teacher competencies, instructional strategies, and systemic challenges. The research aimed to assess how multigrade teachers adapt to the demands of the LRP, particularly in the context of post-pandemic educational recovery, and to identify key enablers and barriers that influence its success. Through a combination of qualitative and quantitative methods, the study gathered insights from multigrade educators, school heads, and stakeholders across various regions, with particular attention to instructional practices, technological integration, and collaborative efforts. Findings revealed that multigrade teachers exhibit proactive preparation and strong parental engagement, which are critical to the effective implementation of the LRP. Most teachers contextualize lessons to suit the diverse needs of learners and actively involve families in the learning process. This collaborative approach not only enhances student engagement but also fosters a supportive learning environment that bridges home and school efforts. The study highlighted that regular parent-teacher communication and structured guidelines for lesson contextualization are essential to ensure consistency and effectiveness across multigrade settings. Teachers demonstrated high levels of competency in using information and communication technology (ICT), assessment tools, and multigrade teaching strategies. These competencies significantly contribute to the successful delivery of the LRP, enabling educators to tailor instruction, monitor progress, and provide timely feedback. Notably, the integration of ICT and differentiated instruction techniques has empowered teachers to address varied learning needs and promote inclusive education. However, disparities in access to digital tools and internet connectivity, especially in remote or underserved areas, pose significant challenges. Some teachers face limitations due to a lack of training and technological resources, which hinder their ability to fully leverage ICT in their teaching practices. The study further established that teachers' competencies, particularly in ICT and feedback mechanisms, positively influence student engagement and learning outcomes. Learners respond more actively and perform better when teachers utilize interactive digital platforms, formative assessments, and personalized feedback. Despite these gains, the research identified critical barriers to LRP implementation, including insufficient program knowledge, excessive workload, and resistance to new teaching methods. These challenges underscore the need for systemic support and capacity-building initiatives to empower educators and sustain program momentum. Teacher commitment and collaboration emerged as key facilitators of LRP success. Educators who engage in peer learning, share best practices, and participate in professional development activities contribute to a culture of innovation and continuous improvement. However, the lack of structured onboarding and mentoring systems for new teachers, coupled with administrative burdens, limits the potential for sustained collaboration and growth. The study recommends the development of peer-led learning communities and streamlined administrative processes to enhance teacher support and program implementation. To address the identified gaps and strengthen teacher competencies, the research advocates for a comprehensive learning and development (L&D) plan. This plan should encompass technical training, collaborative platforms, mental health support, and access to ready-made instructional materials tailored for multigrade contexts. By prioritizing teacher well-being and professional growth, the L&D plan can foster resilience, innovation, and sustained engagement among educators. Based on the results and conclusions of this research journey, the author recommends the following actionable steps: Institutionalize Regular Parent-Teacher Communication: Schools should establish structured mechanisms for ongoing dialogue between teachers and parents. This includes scheduled conferences, feedback sessions, and collaborative planning to ensure that learning goals are aligned and contextualized effectively. Providing clear guidelines for lesson contextualization will help standardize practices and promote equity across multigrade classrooms. Ensure Equitable Access to ICT Resources: Targeted ICT training and infrastructure support are necessary to bridge competency and resource gaps. Schools and local education authorities must prioritize the provision of digital tools, internet connectivity, and technical assistance, particularly in geographically isolated and economically disadvantaged areas. Equitable access will enable all teachers to participate fully in the digital transformation of education. Develop Structured Onboarding and Mentoring Systems: New teachers require guidance and support to navigate the complexities of LRP

implementation. A formal onboarding process, coupled with mentoring from experienced educators, can facilitate smoother transitions and foster professional confidence. Peer-led learning communities should be encouraged to promote collaborative problem-solving and innovation. Design and Implement a Holistic Learning and Development Plan: The proposed L&D plan should integrate technical training, collaborative platforms, mental health support, and instructional resources. Emphasis should be placed on teacher well-being, recognizing the emotional and psychological demands of multigrade teaching. Ready-made instructional materials, aligned with LRP goals, can reduce preparation time and enhance instructional quality. The successful implementation of the Learning Recovery Program in multigrade settings hinges on teacher competencies, systemic support, and collaborative engagement. By addressing barriers and leveraging enablers, educational stakeholders can create a more inclusive, resilient, and effective learning environment. The recommendations outlined in this study provide a roadmap for strengthening multigrade education and ensuring that no learner is left behind in the journey toward educational recovery and transformation. Sustain and Expand Professional Development Programs: Continuous training is vital to enhance teachers' ICT integration, assessment literacy, and differentiated instruction skills. Professional development initiatives should be responsive to emerging educational trends and tailored to the unique needs of multigrade educators. Workshops, webinars, and certification programs can serve as platforms for skill enhancement and knowledge sharing.

**Keywords**— Learning recovery curriculum, teachers' experiences, multigrade classes, multigrade teachers, learning resources, assessment tools, teaching, contributory factors, hindering factors.

## I. INTRODUCTION

The learning disruptions caused by COVID-19 have undoubtedly affected all students, particularly those from disadvantaged backgrounds who faced the most significant challenges. This situation led to notable learning gaps, especially among younger learners in primary grades, where foundational skills in literacy and numeracy were essential for progressing to advanced competencies.

Before the pandemic, UNICEF reported that around 50 million primary school-age children in the East Asia and Pacific region were not acquiring basic foundational skills in key subjects such as language, mathematics, and science (UNESCO, 2017b). In some countries, as many as 80 percent of children did not achieve foundational skills in reading, writing, and mathematics by the end of primary school (UNICEF & SEAMEO, 2020).

Similarly, the 2019 Southeast Asia Primary Learning Metrics (SEA-PLM) study found that only two out of six Southeast Asian countries had more than half of their children meeting the minimum proficiency levels in reading and mathematics by the end of primary school (UNICEF & SEAMEO, 2019). Additionally, the 2018 Pacific Islands Literacy and Numeracy Assessment (PILNA) revealed that, on average, fewer than 14 percent of children across 15 participating countries reached the minimum proficiency levels in mathematics, and less than 17 percent in reading by the end of primary school (Australian Council for Educational Research (ACER), 2019).

To address such educational crises, education systems all around the world established different educational initiatives to help students make up for missed learning opportunities. Many schools postponed formal assessments in favor of lighter approaches that were less demanding for their students. These programs, while well-intentioned, presented particular challenges to educators.

On the other hand, the Philippines, through the Department of Education, issued DepEd Order No. 024, s. 2022, otherwise known as the Adoption of the Basic Education Development Plan (BEDP) 2030, to address the learning loss of learners caused by the disruption of physical schooling while deepening learning gains, closing remaining access gaps, confronting the issue of education quality, and anticipating the future of education, and introducing innovations in fostering resiliency and embedding the rights of children and youth in education. Likewise, the Department of Education released DepEd Order No. 13, s. 2023, otherwise known as the Adoption of the National Learning Recovery Plan (NLP), to enhance the department's learning recovery and continuity programs, boost literacy and numeracy skills, and expedite the attainment of educational goals.

Consequently, Gilbert Sadsad, Regional Director of DepEd Bicol, spearheaded the launching of the project PRAISE: Recovering for Academic Achievement by Improving Instruction through Sustainable Evidence-based Learning Programs as an initiative to assist pupils

in catching up and accelerating their learning after years of disruption. In connection with this, DepEd–Region V initiated a three–year remediation and intervention program to enhance the literacy and numeracy competencies of Grades 1 to 3 learners, which will be conducted for eight weeks at the beginning of every school year. As a result, Regional Memorandum No. 104 s. 2022, otherwise known as the policy guidelines on the implementation of the 8-Week Learning Recovery Curriculum, Regional Memorandum No. 378 s. 2023, otherwise known as guidelines in the year 2 implementation of the 8-week learning recovery curriculum in DepEd Region V (Bicol), and Regional Memorandum No. 744, s. 2024 or the guidelines in the year 3 implementation of the 8-week learning recovery curriculum in DepEd Region V, issued by DepEd Bicol from S.Y. 2022 – 2023 to S.Y. 2024 – 2025, were issued, respectively.

Following the issuance of the Regional Memorandum, the Schools Division Office of Sorsogon Province mandated all public elementary schools in the division to comply with the 8-Week Learning Recovery Program. In a Management Committee Meeting last September 2024, Dr. William E. Gando, Schools Division Superintendent of Sorsogon, stressed to implementation of LRC as it targets to provide necessary intervention to effectively and efficiently acquire the basic skills in literacy and numeracy that the learners need. In compliance with the said memorandum, all schools in the division of Sorsogon conducted the said intervention.

To successfully implement an educational initiative, teachers should possess and acquire the necessary competencies that attain the goals and objectives of the program. DepEd Order No. 42, s. 2017 stressed that teachers must have the skills to effectively use technology, instructional methods, and communication techniques, which form the foundation of their teaching pedagogy and practice, ultimately supporting positive learning outcomes. Therefore, it was crucial for teachers not only to understand and know how to implement a strategy but also to recognize when to apply these teaching methods or which combination of strategies to select (Abulhul, 2021)

The capacity of teachers to apply subject-specific knowledge, including both content and pedagogical expertise, was essential for enhancing the teaching and learning process. This involved effectively utilizing

instructional technology, presenting lessons more engagingly, and providing supportive learning tools, such as social media, within an online learning environment (Jeschke et al., 2021; Briones, 2018; Widodo, 2017; Avila & Cabrera, 2020). In a multigrade setting, McGill (2016) suggested that teachers needed a variety of pedagogical strategies to meet the diverse needs of their students. These strategies included implementing cooperative learning activities, providing individualized support, facilitating small group work, and incorporating technology. Primarily, teachers in multigrade settings should illustrate teaching methods distinctly. In other words, they should initiate differentiated instruction and explicit teaching to address the diverse needs of learners across grade levels (Bunga, Olano, & Morga, 2025)

In their study conducted by Al-Owaisi and Al-Ajmi (2019) they identified five essential pedagogical skills for multigrade teachers. These skills included the ability to create a positive learning environment, differentiate instruction, manage behavior effectively, provide individualized support to students, and utilize technology to enhance learning. They further concluded that multigrade teachers must demonstrate a high degree of flexibility and creativity to effectively address the unique challenges associated with multigrade teaching.

On the other hand, Dela Cruz (2017) highlighted the importance of teachers mastering the subject matter and employing appropriate pedagogical approaches to effectively facilitate learning among multigrade students. Thus, teachers must consider all factors that influence their teaching. A variety of teaching strategies should be employed and practiced to meet the diverse needs of students. That is, a well-planned approach should be done to utilize diverse teaching methodologies that assess students' learning and address their learning gaps in the classroom. Nevertheless, Musa and Tukur (2019) identified subject matter knowledge, teaching strategies, student and resource management, and communication skills as the four essential pedagogical competencies for effective multigrade teaching.

Based on the insights gathered, the researcher is convinced that conducting this study is both necessary and timely. The researcher believes that evaluating the implementation of a learning recovery program in multigrade schools and addressing related concerns on its implementation would come up with a learning and



development plan intended to enhance its efficiency and effectiveness.

## II. OBJECTIVES

The objectives of this study were the following:

1. Determine the experiences of multigrade teachers in the implementation of the 8-week learning recovery program.
2. Identify the teacher's competencies that contribute to the implementation of the 8-week learning recovery program in terms of learning resources, assessment tools, and teaching.
3. Know how the teacher's competencies influence the implementation of the 8-week learning recovery program.
4. Recognize the facilitating and hindering factors on teachers' competencies in the implementation of the 8-week learning recovery program.
5. Develop learning and development activities to enhance teachers' competencies for an effective implementation of the 8-week learning recovery program.

## III. METHODOLOGY

The mixed-method of research was used in the study to understand clearly the data that are important reference systems on what the researcher intended to know and make inferences on the teachers' experiences on the implementation of the learning recovery program in multigrade classes at public elementary schools in Matnog District. This paper was a combination of quantitative and qualitative research approaches. The aspects of the experiences of multigrade teachers in learning recovery programs could easily be determined and described using numerical interpretation and lived experiences.

The key respondents involved in this study were the ten multigrade teachers in primary levels of identified public elementary schools in Matnog I and II districts: Manurabi Elementary School, Mambajog Elementary School, Sinang-atan Elementary School, Genablan Occidental Elementary School, Bon-ot Small Elementary School, Sinalmacan Elementary School, Cabagahan Elementary School, Paghuliran Elementary School, Banogao Elementary School, and Banuang-daan Elementary School. Of the identified combination class teachers, eight (8) handled Grades 1 and 2 while two (2) handled Grades 2 and 3, respectively.

## IV. RESULTS

The data gathered tackles the main points and substance of the study and presented in the best manner that the researcher could for future readers of this masterpiece to imbibe practically the salient points, in one way or another.

### *A. Experiences of multigrade teachers in the implementation of the 8-week learning recovery program.*

This section describes and transforms the actual experiences of teacher participants into textual experience with regard to the implementation of the 8-week learning recovery program.

#### *1.1. Preparation for the Implementation of the 8-Week LRP.*

The key respondents were asked to talk about their experiences in implementing an 8-week learning recovery program as multigrade teachers. The findings revealed that Participant 1, Participant 2, Participant 5, and Participant 7 performed pre-diagnostic assessments as their way of preparing themselves to implement the 8-week LRP. Participant 1 said: "The first thing I do is gauge my students' learning abilities through pre-diagnostic assessment. By doing this, I can identify the learning gaps of my students and thus make necessary adjustments so that appropriate instructional materials and activities are provided to them."

Participant 3, Participant 8, and Participant 9 narrated that they reviewed and studied the curriculum guidelines of the 8-week LRP. Participant 3 said, "Implementing the 8-week learning recovery program as a multigrade teacher requires careful planning and adaptability. That is the reason why I review the curriculum guidelines and key learning competencies to make sure that I will be able to implement them effectively, as well as to identify the priority learning areas and essential skills that need reinforcement. Also, Participant 4, Participant 6, and Participant 10 agreed that adapting instructional strategies and leveraging resources to maximize learning were made as preparation for executing LRP. Participant 6 admitted that "I prepared myself by browsing the internet with some useful techniques in effectively dealing with my Grade II and Grade III pupils and asked some of my colleagues what appropriate strategies to be used to effectively implement the program in a combination class."

## 1.2. Involving parents in the implementation of the 8-Week LRP.

About the conducted activities to involve the parents in the implementation of the 8-week learning recovery program, eight (8) key respondents, Participant 1, Participant 2, Participant 3, Participant 4, Participant 6, Participant 7, Participant 9, and Participant 10, disclosed that they kept them updated with their children's learning progress under the learning recovery program and reminded them constantly to reinforce their children's reading performance at home. Participant 2 commented, "I keep the parents updated by simply regularly informing them of their children's improvement and progress. I encourage them also to act as learning partners by setting a structured study schedule at home. Likewise, I conduct short surveys or informal check-ins to gather feedback on the program's effectiveness by simply assessing whether there was or was not a significant development in terms of their children's literacy and numeracy skills." Also, two (2) key respondents, Participant 5 and Participant 8, said that they initiated orientation meetings regarding the program before its implementation to explain to them the objectives of the program as well as their significant role in adopting home-based learning support for their children.

## 1.3. Contextualization and application of guidelines in 8-Week LRP.

Contextualizing and applying guidelines or mechanics of an 8-week learning recovery program in class was also experienced by nine (9) key respondents. Participant 6 said, "I contextualize the learning recovery curriculum in my classes through integrating my lessons in their actual or daily experiences. For example, my learners easily learn phonetic sounds by relating them to the objects that correspond with the particular letter of the alphabet." This is affirmed by Participant 3, who narrated that "Contextualizing the lessons in a multigrade classroom requires adapting the guidelines to match with students' diverse learning needs, community setting, and available resources. I identified learning gaps based on students' needs through the results of their pre-test, which then served as the basis for whether the worksheets and learning activity sheets should be

modified or not. By this, teachers utilized differentiated instructions to make sure that the learning needs of learners are addressed individually." On the other hand, Participant 2 revealed that she used informal assessments such as oral questioning, short quizzes, and portfolios to identify what the students missed. Likewise, she grouped them based on their learning abilities regardless of their grade levels.

## 1.4. Monitoring the impact of 8-Week LRP.

Eight (8) key respondents also acknowledged the need to monitor the impact of the 8-week learning recovery program. Participant 6 shared that "As an implementer of LRC, I actively track students' progress before and after the program. I see to it that the gathered data from formative, summative, pre-, and post-assessments are treated and analyzed accordingly and that such information is used as the basis for determining necessary adjustments in my teaching strategies to meet the objectives of the curriculum. Meanwhile, Participant 4 and Participant 7 stated that "Active engagement of the pupils during the discussion of every lesson is a sign of their improvement and that the program is positively addressing the learning loss."

## B. Competencies of teachers that contribute to the implementation of the 8-week learning recovery program.

Table 1 – A shows the competencies of multigrade teachers along with learning resources that contributed to the implementation of the 8-week learning recovery program.

Have basic knowledge along with the use of ICT, utilize relevant and additional learning materials, and integrate the use of digital educational resources in teachers' developed lesson plans tied with 10 frequencies, which were equivalent to 100 %. Following closely, using DepEd-prescribed and accredited learning materials, possessing experience in designing instructional resources, integrating digital educational resources in the delivery of the lesson, and a deep understanding of the subject matter being taught earned 9 frequencies with an equivalent percentage of 90%.

**Table 1-A. Teachers' Competencies Along with Learning Resources**

Competencies	F	Percentage (%)
Have basic knowledge of the use of ICT	10	100
Utilize relevant and additional learning materials	10	100
Integrate the use of digital educational resources in teachers' developed lesson plans	10	100

Use DepEd-prescribed and accredited learning materials	9	90
Possess the ability to design instructional resources	9	90
Can integrate digital educational resources into the delivery of the lesson	9	90
Deep understanding of the subject matter being taught	9	90

This means that the multigrade teachers in Matnog I and II districts, in terms of learning resources, were very competent with the competencies required in the implementation of the learning recovery curriculum.

This may be attributed to their training in incorporating ICT tools and platforms into classroom activities. This further implies that teachers must utilize learning resources that are prescribed and accredited by the DepEd.

### Table 1-B. Teachers' Competencies along with Assessment Tools

Table 1 – B revealed the competencies of multigrade teachers along with assessment tools that contributed to the implementation of an 8-week learning recovery program.

Competencies	F	Percentage (%)
Select constructive alignment of objectives, strategies, and activities, and assessment	10	100
Design and utilize assessment strategies to meet the varying needs and abilities of all students	10	100
Monitor and evaluate learner progress and achievement using prescribed assessment tools	10	100
Utilize assessment tools to gather feedback and improve the learning process	10	100
Capacitated in the use of tools required by the Learning Recovery Curriculum	10	100
Communicate the learner's needs, progress, and achievement to key stakeholders	10	100
Use of assessment data to enhance teaching and learning practices and programs	10	100
Provide necessary feedback to the learners/to their parents	9	90

This means that the competencies of multigrade teachers in Matnog I and II districts in terms of assessment tools are very evident insofar as the implementation of the learning recovery curriculum is concerned. This implies that teachers need to develop and utilize formative assessment materials that are congruent with their lesson objectives.

Table 1 – C reflected the competencies of multigrade teachers teaching that contributed to the implementation of the 8-week learning recovery program.

The competencies such as applying knowledge of content within and across curriculum teaching areas in multigrade classes, applying appropriate teaching techniques in implementing the LRP, using a range of

The teacher-respondents perceived that competencies like selecting constructive alignment of objectives, strategies and activities and assessment, designing and utilizing assessment strategies to meet the varying needs and abilities of all students, monitoring and evaluating learner progress and achievement using prescribed assessment tools, utilizing assessment tools to gather feedback and to improve learning process, capacitated in using the tools required by the Learning Recovery Program, communicating the learner needs, progress and achievement to key stakeholders, using of assessment data to enhance teaching and learning practices and programs, and providing necessary feedback to the learners/to their parents were evident during the implementation of LRP with 10 frequencies which was tantamount to 100 %. Meanwhile, providing necessary feedback to the learners to their parents was the only competency that was evident at 90 percent.

teaching strategies, using research-based knowledge and principles of teaching and learning to enhance professional practice, and using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement were evident with 10 frequencies which had an equivalent percentage of 100%.

Additionally, ensuring the positive use of ICT to facilitate the teaching and learning process was evident with 9 frequencies or 90%.

Lastly, planning and delivering teaching strategies that are responsive to multigrade settings was evident with 8 frequencies or 80%.



*Table 1-C Teachers' Competencies along with Teaching*

Competencies	F	Percentage (%)
Apply knowledge of content within and across curriculum teaching areas in multigrade classes	10	100
Apply appropriate teaching techniques in implementing the LRP	10	100
Ensure the positive use of ICT to facilitate the teaching and learning process	9	90
Use a range of teaching strategies	10	100
Use research-based knowledge and principles of teaching and learning to enhance professional practice	10	100
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	10	100
Plan and deliver teaching strategies that are responsive to a multigrade setting	8	80

This means that the competencies of multigrade teachers in Matnog I and II districts in terms of teaching are very evident as per the implementation of the 8-week learning recovery program is concerned. This implies that multigrade teachers need to plan and deliver teaching strategies that are responsive to multigrade settings.

### ***C. Teachers' competencies influencing the implementation of the 8-week learning recovery program.***

To briefly describe the competencies of multigrade teachers influencing the implementation of a learning recovery program, an unstructured interview was conducted. Nevertheless, the lived experience of multigrade teachers with their knowledge and skills in ICT, feedback, and lesson maps was discussed in this part of the study.

#### ***2.1. Influence of teachers' knowledge and skills on ICT in the implementation of 8-Week LRP.***

In terms of how the knowledge and skills of teachers on ICT influence the implementation of a learning recovery program, all of the key respondents mentioned that pupils were very attentive and engaged in lessons that had technology-related activities. Participant 2 mentioned that "With my knowledge and skills in ICT, I executed most of the lessons well, customized the content of the lessons easily, and addressed learning gaps immediately through various learning activities." on the other hand, Participant 7 told that "My knowledge and skills in ICT helped me improve my presentation of the lessons which facilitated students' engagement and learning." Meanwhile, Participant 1 revealed that "It helped my job easily in terms of downloading the lessons, downloading or creating PPT presentations, and printing learning materials." Likewise, Participant 5 stated that "My strong ICT skills

allowed me to leverage technology in creating personalized learning pathways for my pupils."

Although all of the key respondents agreed that it was an advantage to have an understanding and expertise on ICT, three (3) of them revealed that they often used traditional ways of teaching in the delivery of their topics in LRP because of their limited knowledge in using that technology. Participant 3 said: "My background in using PowerPoint Presentations is very minimal, and it takes me a lot of time just to make one. Instead, I make my own - made visual materials since it is easier for me to prepare them than doing a PowerPoint presentation."

Also, Participant 9 disclosed that as much as he wanted to integrate multimedia tools such as videos, animations, and interactive software applications in his lessons, he did not have the means to do so because of the lack of internet connection and mobile signal in his station. He narrated, "I don't have access to the internet because there is no wi-fi and signal in my station. So, my lessons are purely discussed in a traditional method of teaching."

#### ***2.2. Teachers' feedback skills in the implementation of the 8-Week LRP.***

Relative to the importance of teachers' feedback skills in the 8-week learning recovery program, all of the key respondents emphasized that it was essential to provide feedback related to the performance of learners in the LRP, as it directly influenced their learning progress. Participant 1 stated, "Providing feedback is important in a learning recovery program because it emphasizes the competencies that I need to allot more focus so that learners may be able to acquire the targeted competencies. Thus, it helps in bridging the learning gaps and ensures in achievement of student progress.

Participant 6 said, “Students are motivated when they hear positive feedback from me regarding their learning progress. It also boosts their confidence, especially those students who are not participating well in the class.” Meanwhile, some parents were encouraged to adopt home-based learning support for their children when they were informed of their child’s learning progress, with Participant 5 stating, “Giving feedback about my pupils’ performance encouraged their parents to teach them at home.”

### 2.3. Influence of lesson maps in the implementation of 8-Week LRP.

Moreover, the key respondents all agreed that knowledge of the use of lesson maps greatly influenced the implementation of the learning recovery program.

Participant 6 said, “It helps me identify the different ability groups of my learners, which in turn allows me to give appropriate instructions and interventions to them.” Similarly, Participant 2 disclosed that “teaching every group of learners is easy and convenient as the lesson map provides clear learning pathways in terms of the objectives, contents, activities, and assessments for each lesson.”

### D. Facilitating and hindering factors on teachers’ competencies in the implementation of 8-week learning recovery program.

Table 2 – A shows the facilitating factors on Teachers’ Competencies in the implementation of the 8th week learning recovery program.

**Table 2-A Facilitating Factors on Teachers’ Competencies**

Factors	Sum of Rank	Final Rank
Teachers’ commitment to teaching multigrade classes likely changed their classroom practices to meet the demand of the learning recovery curriculum	13	1
Instructional and technology materials were sufficient and available	41	2
Teachers have adequate knowledge or training on how to implement a learning recovery curriculum	46	3
Learning materials were readily available and accessible to all primary teachers	50	4
The teacher can adapt teaching strategies to meet diverse student needs	53	5
Has strong administrative support and guidance	64	6
Has a supportive and encouraging school environment	70	7
Parents have an active role in the learning process	73	8
The teacher has opportunities to collaborate and share practices	75	9
The student has high levels of motivation and participation	77	10
Has regular feedback from peers, students, and administrators	98	11

It can be seen that teachers’ commitment to teaching multigrade classes likely changed their classroom practices to meet the demand of the learning recovery program, earning a sum of ranks of 13, which placed it in rank 1. Instructional and technology materials were sufficient and available, with a sum of ranks of 41 was in rank 2. Following this was the teacher’s adequate knowledge or training on how to implement a learning recovery program, with a sum of ranks of 46 and rank 3. Then, learning materials were readily available and accessible to all primary teachers with a sum of ranks of 50 and rank 4.

The teacher can adapt teaching strategies to meet diverse student needs with a sum of ranks of 53, has strong administrative support and guidance with a sum of ranks of 64, has supportive and encouraging school

environment with a sum of ranks of 70, parents have active participation in the learning process with a sum of ranks of 73, and teacher has opportunities to collaborate and shared practices with a sum of ranks of 75 are in rank 5,6,7,8, and 9, respectively.

Additionally, the student has high levels of motivation and participation with a sum of ranks of 77 and in rank 10. Lastly, regular feedback from peers, students, and administrators with a sum of ranks of 98 and in rank 11.

This means that teachers’ commitment to teaching multigrade classes likely changed their classroom practices to meet the demand of the learning recovery curriculum is the most important facilitating factor considered by multigrade teachers in implementing a learning recovery program.



Table 2 – B revealed the hindering factors on Teachers' Competencies in the implementation of the 8-week learning recovery program.

It can be reflected that the hindering factor that affected teachers' competencies was the lack of teachers' knowledge about the program, with a sum of ranks of 26, which placed it in rank 1. Following this, with the same sum of ranks of 52, a teacher spent too much time reproducing the activity sheet; teachers' workload in a multigrade setting negatively influenced the program, and teachers took a lot of time to prepare, print, and reproduce the activity sheets of the different learner's ability groupings were in rank 3. Lack of funds with a sum of ranks of 64 was in rank 5. Additionally, lack of time hampered the successful implementation of the program with a sum of ranks of 77 in rank 6. Ready-

made activity sheets were not readily available at all times due to time constraints, and a lack of school head support hampered the successful implementation of the program; both had a sum of ranks of 79, which tied in rank 7.5. Meanwhile, lack of parental involvement in the learning process with a sum of ranks of 82, limited access to teaching materials and technology with a sum of ranks of 85, teachers' lack of capacity to use appropriate teaching approaches to groups of learners of different learning abilities with a sum of ranks of 86, high levels of stress and burn out among teachers with a sum of ranks of 97, and few opportunities for teachers to collaborate and share ideas with a sum of ranks of 102 were in rank 9, 10, 11, 12, and 13, respectively. Lastly, those reluctant to adopt new teaching methods or curricula had a sum of ranks of 107, which placed them in rank 14.

**Table 2-B. Hindering Factors on Teachers' Competencies**

Factors	Sum of Rank	Final Rank
Lack of teachers' knowledge about the program	26	1
The teacher spent too much time reproducing the activity sheet	52	3
Teachers' workload in a multigrade setting negatively influences the program	52	3
Teachers took a lot of time to prepare, print, and reproduce the activity sheets for the different learner's ability groupings	52	3
Lack of funds	64	5
Lack of time hampered the successful implementation of the program	77	6
Ready-made activity sheets were not readily available at all times due to time constraints	79	7.5
Lack of school heads' support hampered the successful implementation of the program	79	7.5
Lack of parental involvement in the learning process	82	9
Limited access to teaching materials and technology	85	10
Teachers' lack of capacity to use appropriate teaching approaches for groups of learners of different learning abilities	86	11
High levels of stress and burnout among teachers	97	12
Few opportunities for teachers to collaborate and share ideas	102	13
Reluctant to adopt new teaching methods or curricula	107	14

This means that the hindering factors that affected teachers' competencies, the lack of teachers' knowledge about the program. As supported by the study of Laguerta & Gamba (2024), there is an inadequate training orientation to help teachers understand the program. They further reveal that a 2-day training orientation is insufficient to equip them with the necessary knowledge and skills to effectively implement the LRP. Nevertheless, this implies that adequate time and training for teachers to prepare before the implementation of the program should be taken into account.

### ***E. Proposed Learning and Development plan for Matnog I and II multigrade teachers in the implementation of the 8-Week Learning Recovery Program***

The Department of Education issued DepEd Order No. 024, s. 2022, otherwise known as the Adoption of the Basic Education Development Plan (BEDP) 2030, which aimed to address the learning loss of learners caused by the pandemic while deepening learning gains, closing remaining access gaps, confronting the issue of education quality, anticipating the future of education, and introducing innovations in fostering resiliency and embedding the rights of children and youth in education.

In connection with this, DepEd – Bicol issued Regional Memorandum No. 74, s. 2022 to come up with the implementation of the 8 Week Learning Recovery Program (LRP), a learning remediation and intervention program that centers on teaching foundational skills in literacy and numeracy to grades 1, 2, and 3 learners who have acquired learning loss because of the implementation of distance learning, to Grades 1, 2 and 3 learners for the school year 2022–2023.

Consequently, there is a need to improve the performance concept of the multigrade teachers in the 8-Week Learning Recovery Program to align all indicators to the goals and objectives of the program. This, in turn, would help teachers improve their teaching and thus appropriately implement the LRP to support learners who have acquired learning gaps and losses. As such, this learning and development plan is designed to improve the effectiveness and efficiency of the learning recovery curriculum. To do so, key result areas, objectives, strategies, time frame, persons responsible, budget, and success indicators are taken into consideration.

This learning and development plan must improve the competencies and overall pedagogical skills of multigrade teachers and strengthen facilitating factors as well as combat hindering factors on teachers' competencies in the implementation of learning recovery program, increase the number of literate learners in terms of literacy and numeracy proficiencies, increase the participation rate of the parents to the program through the home-based support to their school children, to improve LRP instruction through updates, monitoring, evaluation and research and developed teachers' competence in LRP Implementation. Moreover, it is also suggested that a learning and development plan must be crafted that will address the deficient areas for improvement.

### **General Objective:**

The learning and development plan aims to enhance the implementation of the 8-week learning recovery program in multigrade schools.

### **Specific Objectives:**

The following are the objectives: To immerse multigrade teachers in different trainings, workshops, and seminars that will enhance their pedagogical skills;

To improve the performance of multigrade teachers by engaging them in meaningful training, seminars, and workshops; and To strengthen parents' engagement and support in the implementation of the 8-Week Learning Recovery Program.

## **V. DISCUSSIONS**

The discussions explored the significance of the results, highlighted key insights, and provided context to understand the competencies of multigrade teachers that contribute to the implementation of LRP, along with learning resources, assessment tools, and teaching methods.

### ***1. Experiences of multigrade teachers in the implementation of the 8-Week Learning Recovery Program.***

To describe and transform the actual experiences of teacher participants into textual experience, they were asked to talk about their experiences in the learning recovery program curriculum as multigrade teachers. The findings revealed that four (4) participants performed pre-diagnostic assessments as their way of preparing themselves to implement the LRP.

This is supported by Regional Memorandum No. 744, s. 2024, which set the guidelines for the implementation of the 8-Week Learning Recovery Program in DepEd – Bicol Region for the School Year 2024 - 2025. It requires the teachers to administer a comprehensive, rapid literacy assessment to determine the groupings of learners as well as to conduct pre-tests to identify where the instruction will start, and thus, later on, see the difference between learners' progress before and after carrying out the intervention.

Participant 3, Participant 8, and Participant 9 narrated that they reviewed and studied the curriculum guidelines of the LRC. This is supported by Mnyandu (2020) and Msimanga (2020), who stated that teachers involved in multigrade settings utilized differentiated teaching strategies to meet the varied learning needs, abilities, and skills of students across different grade levels.

Nevertheless, Mortazaviz et al. (2017) added that multigrade teachers used activities tailored to the diverse learning styles of their students to accommodate the unique dynamics of their classrooms and considered individualized instruction to organize activities based on the specific capabilities and skills of each pupil.

Concerning the conducted activities to involve the parents in the implementation of the learning recovery program, eight (8) key participants disclosed that they kept them updated with their children's learning progress under the LRP program and reminded them constantly to reinforce their children's reading performance at home.

Also, Participant 5 and Participant 8 said that they initiated orientation meetings regarding the program before its implementation to explain to them the objectives of the program as well as their significant role in adopting home-based learning support for their children.

Requiring the involvement of parents in the implementation of LRP was one way of ensuring the success of the program. Cabalo and Cabalo (2019) revealed that most parents seldom follow up on the progress of their children once they go home. They further concluded that the low reading proficiency observed in multigrade classes was linked to factors at home, as parents did not take any steps to enhance their children's reading and numeracy skills. As a result, students, regardless of their age, gender, or family income, were often unaware of or indifferent to the importance of achieving good performance in school.

Contextualizing and applying the guidelines or mechanics of the learning recovery program in class was also experienced by nine (9) key respondents. As Moghaddas (2025) emphasized, contextualization is an essential learning process that involves connecting concepts and principles from various disciplines. Hence, teachers need to ensure that the context of the learning materials aligns with targeted skills within real-world scenarios, making learning more meaningful for students. The same finding was affirmed by Bonganciso (2016), who highlighted that learning materials should be contextualized according to the interests and contexts of the students to achieve the desired performance of learners. Meanwhile, the study of Onde (2023) disclosed that multigrade teachers were greatly challenged in crafting and constructing the learning resources, as there were no ready-made contextualized learning resources provided for them to smoothly execute the lessons.

Eight (8) key participants also acknowledged the need to monitor the impact of the learning recovery program. Meanwhile, Participant 4 and Participant 7 stated that active engagement and participation of learners is a sign

that they are interested in learning, which affirms that the program is positively addressing the learning losses and gaps. Dionglay et al. (2023) said that learners who participate in an 8-week learning recovery curriculum benefit from the intervention. This improvement is attributed to the individualized and group lessons tailored to students' abilities, the intensified delivery of lessons, and the incorporation of hands-on activities, all of which facilitate the enhancement of targeted competencies.

The experiences of multigrade teachers in implementing the learning recovery program (LRP) reveal a blend of challenges and successes from their perspective. Many teachers have found that the initial phase of the LRP required significant preparation, including conducting pre-diagnostic assessments to understand the varying levels of their students. This step was crucial in tailoring lessons to meet the diverse needs of learners. Teachers noted that maintaining open communication with parents was essential, as it helped reinforce learning at home and kept parents engaged in their children's progress.

On the positive side, teachers observed that integrating ICT and digital educational resources significantly enhanced student engagement and learning outcomes. Lessons that included technology-related activities were particularly effective in capturing students' attention and fostering active participation. However, teachers also faced obstacles, such as a lack of comprehensive knowledge about the LRP and the need for more targeted professional development. Despite these challenges, the commitment of multigrade teachers to adapt their teaching practices and continuously improve their skills played a pivotal role in the successful implementation of the LRP. Their dedication to providing feedback and using assessment data to inform their teaching practices was seen as a critical factor in supporting student learning and recovery.

## ***2. Competencies of teachers that contribute to the implementation of the 8-Week Learning Recovery Program.***

Having basic knowledge along with the use of ICT, utilizing relevant and additional learning materials, and integrating the use of digital educational resources in teachers' developed lesson plans were the most evident competencies of teachers that contributed to the implementation of the learning recovery program, along with learning resources.



The study of Camilleri & Camilleri (2017) revealed that teachers incorporating technology into education, such as using projectors, computers, and other advanced technological tools, offer students an engaging learning experience, helping them stay focused on the subject matter. Also, by creating in-class activities that leverage technological resources, oral presentations, and group collaboration, student learning can become more dynamic and interactive.

This showed that teachers utilized learning resources that were prescribed and accredited by the DepEd. Two important factors that educators take into account when choosing learning materials for their students are demonstrated effectiveness and reliable quality (Allen & Seaman, 2014). This is supported by Hewlett (2017), who specified that using quality-approved learning resources has a positive impact on the teaching performance of the teacher.

In terms of the competencies of teachers that contributed to the implementation of the learning recovery program in terms of assessment tools, the most evident were selecting constructive alignment of objectives, strategies, and activities and assessment, designing and utilizing assessment strategies to meet the varying needs and abilities of all students, monitoring and evaluate learner progress and achievement using prescribed assessment tools, utilizing assessment tools to gather feedback and to improve the learning process, capacitated in using the tools required by the Learning Recovery Curriculum, communicating the learner needs, progress and achievement to key stakeholders, using of assessment data to enhance teaching and learning practices and programs, and providing necessary feedback to the learners/to their parents.

Dionglay & Callo (2024) stated that the regular implementation of literacy and numeracy assessments by teachers, including ongoing monitoring and evaluation of activities to identify gaps and areas for improvement, plays a crucial role in addressing these gaps and enhancing learning outcomes. On the contrary, Onde (2023) revealed that there are no readily available assessment tools specifically designed for multigrade learners due to a lack of technical expertise in creating leveled assessment tools and time constraints in preparing these tools.

Meanwhile, teachers' competencies such as applying knowledge of content within and across curriculum

teaching areas in multigrade classes, applying appropriate teaching techniques in implementing the LRP, using a range of teaching strategies, using research-based knowledge and principles of teaching and learning to enhance professional practice, and using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement were the most evident along teaching.

Berry (2025) emphasized that teachers, as planners, consider all factors that influence their teaching careers. They employ a variety of teaching strategies to meet the diverse needs of their students. It is essential for teachers to not only understand how to implement a strategy but also to know when to apply these methods or which combinations of strategies to choose. Primarily, teachers teaching multiple grades illustrate teaching methods separately. In essence, they need to adopt differentiated instruction and explicit teaching approaches 1.

The competencies of teachers that significantly contribute to the successful implementation of the learning recovery program (LRP) are multifaceted and encompass various aspects of teaching and professional development.

Firstly, proficiency in ICT and digital educational resources is crucial. Teachers who effectively integrate technology into their lessons can enhance student engagement and learning outcomes. This includes the ability to use digital tools for creating interactive and engaging learning materials, as well as leveraging online platforms for assessments and feedback.

Another key competency is the ability to design and utilize assessment strategies that cater to the diverse needs of students. This involves selecting appropriate assessment tools, monitoring and evaluating learner progress, and using assessment data to inform teaching practices. Teachers who are skilled in these areas can provide targeted support to students, helping them overcome learning gaps more effectively.

Strong communication skills are also essential. Teachers need to maintain open lines of communication with parents and other stakeholders to keep them informed about student progress and involve them in the learning process. This helps create a supportive learning environment both at school and at home.

Additionally, contextualizing lessons based on learners' abilities and applying knowledge of content across different curriculum areas are important competencies. Teachers who can adapt their teaching techniques to suit the specific needs of their students can make learning more relevant and accessible.

Finally, commitment to continuous professional development is vital. Teachers who engage in regular training and professional development activities stay updated with the latest educational practices and can continuously improve their teaching methods. This commitment to lifelong learning ensures that they are well-equipped to implement the LRP effectively and address the evolving needs of their students.

### **3. Teachers' competencies influencing the implementation of the 8-Week Learning Recovery Program.**

To briefly describe the competencies of multigrade teachers influencing the implementation of a learning recovery program, an unstructured interview was conducted. Nevertheless, the lived experience of multigrade teachers with their knowledge and skills in ICT, feedback, and lesson maps is discussed in this part of the study.

In terms of how the knowledge and skills of teachers on ICT influence the implementation of a learning recovery program, all of the key respondents mentioned that pupils were very attentive and engaged in lessons that had technology-related activities.

This confirms the findings of Liao and Chen (2015) that the use of technology, particularly online teacher education programs, significantly improves the efficiency and effectiveness of multigrade education. Nevertheless, their study highlighted that participating in online teacher education programs that combine both theoretical and practical knowledge helps bridge the gap between students' learning needs and the teacher's pedagogical knowledge.

However, although all of the key respondents agreed that it was an advantage to have an understanding and expertise in ICT, three (3) of them revealed that they often used traditional ways of teaching in the delivery of their topics in LRP because of their limited knowledge in using those technologies. The report of the International Society for Technology in Education (ISTE) in 2023 supported this statement, which

highlighted that teachers are hesitant to integrate technology in their teaching as they are having difficulty in determining the appropriate tools to use and when to integrate technology in the delivery of their discussion. This comes with a suggestion that teachers need to undergo training on how to manage a classroom in a technology-rich environment and on what technology tools to use that support the learning needs of students following different learning situations. Furthermore, increased focus on teachers' digital competencies within initial teacher education programs or continuing professional development could enhance these skills. However, courses that solely concentrate on building technological knowledge and skills do not effectively facilitate the integration of content, pedagogical, and technological knowledge among teachers (Admiraal et al., 2017; Mishra & Koehler, 2006).

The findings mentioned above about the relatively low scores of teachers on various digital competencies are confirmed in other studies, both in Kazakhstan (Orakova et al., 2024; Shumeiko et al., 2024) and elsewhere (Barbour & Hodges, 2024; Hathaway et al., 2023). These studies show that primary and secondary school teachers show a higher proficiency in general and subject-specific pedagogies compared to digital pedagogy and the use of digital resources. More attention to teachers' digital competencies in initial teacher education programs or CPD could help to further develop these competencies. Yet, stand-alone courses that primarily focus on the development of technological knowledge (TK) and skills do not help to integrate the content, pedagogical, and technology knowledge of teachers (Admiraal et al., 2017; Mishra & Koehler, 2006).

Nevertheless, ElSayary (2023) indicated that training programs on teachers' digital competence effectively improved teachers' abilities to utilize technology in areas such as digital citizenship, communication and collaboration, critical thinking, problem-solving, decision-making, creativity, and innovation.

Additionally, teachers expressed a positive attitude toward using technology to foster collaboration, learning, and productivity. He further said that the positive outcomes may be attributed to the program's alignment with the teachers' needs. Furthermore, the conclusion drawn was that enhancing teachers' digital competence would also benefit the development of students' digital skills.

Relative to the importance of teachers' feedback skills in the learning recovery program, all of the participants emphasized that it was essential to provide feedback related to the performance of learners in the LRP, as it directly influenced their learning progress. Meanwhile, some parents were encouraged to adopt home-based learning support for their children when they were informed of their child's learning progress. Moreover, the teacher respondents all agreed that knowledge of the use of lesson maps greatly influenced the implementation of the learning recovery program.

The foregoing result was related to the view of Laguerta & Gamba (2024), who underscored that teachers recognized the effectiveness and relevance of lesson maps in improving student learning. Moreover, they stressed that the effectiveness of the learning recovery program heavily relied on the quality and quantity of the lesson maps provided and that the data indicated a strong consensus among teachers regarding the usefulness and applicability of lesson maps in enhancing student learning. Similarly, Lagata (2022) highlighted that the learning recovery program of the Bicol region was the development of a contextualized curriculum aimed at providing remediation and intervention programs to Grades 1, 2, and 3 learners who have acquired learning losses due to distance learning in the past two years.

The successful implementation of the learning recovery program (LRP) is heavily influenced by several key competencies of teachers. These competencies ensure that teachers can effectively address the diverse needs of their students and create a supportive learning environment. Here are some of the most critical competencies:

1. **Proficiency in ICT and Digital Tools:** Teachers who are skilled in using information and communication technology (ICT) and digital educational resources can create engaging and interactive lessons. This competency is crucial for integrating technology into the classroom, which has been shown to enhance student engagement and learning outcomes.
2. **Assessment and Evaluation Skills:** The ability to design, utilize, and interpret various assessment strategies is vital. Teachers need to monitor and evaluate student progress, use assessment data to inform their teaching practices, and provide constructive feedback to students and parents. This

helps in identifying learning gaps and tailoring instruction to meet individual needs.

3. **Communication Skills:** Effective communication with students, parents, and other stakeholders is essential. Teachers must keep parents informed about their children's progress and involve them in the learning process. Clear communication helps build a supportive network that reinforces learning both at school and at home.
4. **Adaptability and Contextualization:** Teachers must be able to adapt their teaching methods to suit the varying abilities and needs of their students. This includes contextualizing lessons to make them relevant and accessible, which is particularly important in multigrade classrooms where students may be at different learning levels.
5. **Commitment to Professional Development:** Continuous professional development is crucial for teachers to stay updated with the latest educational practices and methodologies. Engaging in regular training and professional development activities ensures that teachers are well-equipped to implement the LRC effectively and address the evolving needs of their students.
6. **Knowledge of Content and Pedagogy:** A deep understanding of the subject matter and effective teaching techniques is fundamental. Teachers need to apply research-based knowledge and principles of teaching and learning to enhance their professional practice and support student achievement.

By developing and honing these competencies, teachers can significantly influence the successful implementation of the learning recovery program, ultimately leading to improved educational outcomes for their students.

#### ***4. Facilitating and hindering factors on teachers' competencies in the implementation of the 8-Week Learning Recovery Program.***

It can be seen that teachers' commitment to teaching multigrade classes likely changed their classroom practices to meet the demands of the learning recovery program was the most evident facilitating factor on teachers' competencies in the implementation of the learning recovery program.

As mentioned by Aksoy (2025), teachers in multigrade classes often struggle with managing overlapping activities and therefore must plan wisely to monitor their



classes effectively. Similarly, Laguerta and Gamba (2024) emphasized that teaching students with varying abilities presents challenges in implementing a learning recovery program. One of the most significant hindrances to teacher competency was the lack of understanding about the program itself. Their study revealed that a two-day training orientation was insufficient to equip teachers with the necessary knowledge and skills for effective implementation.

Training programs are essential components of organizational development strategies, serving as channels for knowledge transfer, skill enhancement, and performance improvement (Riege, 2025). Furthermore, acquiring new competencies through training is vital for enhancing organizational agility and maintaining competitiveness (Karman, 2025).

Furthermore, identifying training needs and providing follow-up courses are essential factors for measuring the success of a lifelong learning program. Educational requirements necessitate the training and development of professional competencies that align with the standards of the teaching profession. Consequently, enhancing the level of training and qualifications, along with promoting self-education, self-development, and the optimization of skills and individual intellectual potential, is a valuable goal for educators, learners, and trainers alike (Catalano et. al., 2020).

In designing this program, the researcher concentrated on the characteristics of the beneficiaries, specifically the need to enhance content management and communication within educational institutions. The approach used was based on research on adult education, which indicates that trainers typically present information in a declarative manner. Learners are then required to convert this declarative knowledge into procedural knowledge, which is achievable only if they possess the necessary procedural skills to perform specific tasks and act accordingly. (Stolovitch, et. al., 2017).

The implementation of the learning recovery program (LRP) by multigrade teachers is influenced by several facilitating and hindering factors. Facilitating factors include access to regular and targeted professional development sessions, which enhance teachers' competencies in using ICT, assessment strategies, and innovative teaching methods. Supportive school leadership also plays a crucial role by providing the

necessary resources and encouragement for continuous learning. Collaboration and peer support among teachers, through professional learning communities, allow for the sharing of best practices and the development of effective strategies. Additionally, active parental involvement reinforces learning at home and creates a supportive environment for students.

On the other hand, hindering factors include a lack of training and resources, which can impede teachers' ability to implement the LRP effectively. High workload and time constraints are significant challenges, as managing multiple grade levels simultaneously can be overwhelming. Limited technological infrastructure in some schools restricts the integration of digital tools in the classroom, making it difficult for teachers to utilize ICT effectively. Furthermore, resistance to change among some teachers, due to unfamiliarity with new approaches or a preference for traditional methods, can hinder the successful adoption of the LRP. Addressing these factors is essential to support teachers in their efforts to improve student outcomes through the learning recovery curriculum.

### **Theoretical Implications**

The theoretical implications of this study are multifaceted, providing a deeper understanding of the dynamics involved in multigrade teaching within the context of the learning recovery program (LRP). Firstly, the study reinforces the significance of constructivist theories in education, which emphasize the active role of learners in constructing knowledge through meaningful interactions and experiences. The findings highlight how multigrade teachers' use of pre-diagnostic assessments, contextualized lessons, and continuous feedback aligns with constructivist principles, fostering an environment where students can build on their prior knowledge and engage in self-directed learning.

Hence, the study contributes to the body of knowledge on the integration of technology in education, supporting the theoretical framework that posits the transformative potential of digital tools in enhancing teaching and learning processes. The positive impact of ICT and digital educational resources on student engagement and learning outcomes, as evidenced in this research, underscores the relevance of technology adoption theories. Moreover, the study's insights into the professional development needs of multigrade teachers align with adult learning theories, particularly andragogy, which emphasize the importance of

continuous, context-specific training for educators. These theoretical implications not only validate existing educational theories but also provide a foundation for future research and practice in multigrade teaching and learning recovery initiatives.

### ***Practical Implications***

The practical implications of this study are substantial, offering actionable insights for educators, administrators, and policymakers involved in multigrade teaching and the implementation of the learning recovery program (LRP). One key implication is the need for targeted professional development programs that equip multigrade teachers with the necessary skills and knowledge to effectively utilize ICT and digital educational resources. By providing intensive training sessions and regular professional development opportunities, educational institutions can enhance teachers' competencies, ensuring they are well-prepared to address the diverse needs of their students.

Additionally, the study underscores the importance of fostering strong communication channels between teachers, parents, and key stakeholders. Keeping parents informed about their children's progress and involving them in the learning process can significantly enhance student outcomes. The recommendation to establish linkages with the Schools Division Office of Sorsogon for the contextualization and distribution of learning materials highlights the need for collaborative efforts to support multigrade teachers. Implementing these practical steps can lead to a more effective and responsive educational environment, ultimately contributing to the success of the learning recovery curriculum and the overall improvement of student learning experiences.

### ***Limitations of the Study***

The present study, while providing valuable insights into the implementation of the learning recovery program (LRP) by multigrade teachers, has several limitations that should be acknowledged. Firstly, the study's scope was limited to a specific geographical area, which may affect the generalizability of the findings. The unique socio-economic and cultural contexts of the region could influence the applicability of the results to other areas with different characteristics. Additionally, the study relied heavily on self-reported data from teachers, which may introduce biases such as social desirability bias, where respondents might provide

answers they believe are expected rather than their true experiences.

Another limitation is the potential lack of longitudinal data to assess the long-term impact of the LRP on student outcomes. The study primarily focused on immediate and short-term effects, which may not capture the sustained benefits or challenges of the curriculum over time. Furthermore, the study did not extensively explore the perspectives of other stakeholders, such as students, parents, and administrators, which could provide a more comprehensive understanding of the LRP's implementation. Addressing these limitations in future research could enhance the robustness and applicability of the findings, leading to more effective strategies for supporting multigrade teaching and learning recovery efforts.

### ***Future Research Directions***

Building on the findings and limitations of the present study, several directions for future research can be identified to further enhance our understanding of the learning recovery program (LRP) and its implementation in multigrade settings. One important area for future research is to conduct longitudinal studies that track the long-term impact of the LRP on student outcomes. Such studies would provide valuable insights into the sustained effectiveness of the curriculum and help identify any long-term challenges or benefits that may not be apparent in short-term assessments.

Moreover, future research could expand the scope to include a more diverse range of geographical areas and socio-economic contexts. This would enhance the generalizability of the findings and provide a more comprehensive understanding of how the LRP can be adapted to different settings. Exploring the perspectives of other stakeholders, such as students, parents, and administrators, would also be beneficial. Their insights could offer a more holistic view of the curriculum's implementation and its impact on the educational community. Finally, investigating the role of specific digital tools and resources in supporting the LRP could provide practical recommendations for integrating technology more effectively in multigrade classrooms. These research directions would contribute to the continuous improvement of the learning recovery program and support the goal of addressing learning gaps in literacy and numeracy.

## VI. CONCLUSIONS AND RECOMMENDATIONS

From the results and discussions, the following conclusions were drawn:

1. Multigrade teachers demonstrate proactive preparation and strong parental engagement, with most contextualizing lessons and involving families to support the effective implementation of the learning recovery program.
2. Teachers exhibit high levels of competency in using ICT, assessment tools, and multigrade teaching strategies, which significantly contribute to the successful delivery of the LRP.
3. Teachers' competencies, especially in ICT and feedback, positively influence student engagement and learning outcomes, though some face limitations due to a lack of training and technological access.
4. While teacher commitment and collaboration are key facilitators, the most critical barriers to LRP implementation are a lack of program knowledge, excessive workload, and resistance to new teaching methods.

A comprehensive learning and development plan focusing on training, collaboration, resource access, and teacher well-being is essential to strengthen competencies and ensure the effective implementation of the LRP.

To actualize the results and conclusions of this research journey, the author highly recommends the following:

1. Schools to institutionalize regular parent-teacher communication and provide structured guidelines for contextualizing lessons to ensure consistent and effective implementation of the LRP across multigrade settings.
2. Continuous professional development programs be sustained and expanded to further enhance teachers' ICT integration, assessment literacy, and differentiated instruction skills.
3. Provide targeted ICT training and ensure equitable access to digital tools and internet connectivity, especially in remote or underserved areas, to bridge the competency and resource gaps.
4. Develop a structured onboarding and mentoring system for LRP implementation, reduce administrative burdens, and foster a culture of innovation through peer-led learning communities.
5. Design and implement a holistic L&D plan that includes technical training, collaborative platforms, mental health support, and access to ready-made

instructional materials tailored for multigrade contexts.

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