

The effectiveness of the 8-week learning recovery curriculum in improving the numeracy skills of grade 1 learners

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Abstract:Numeracy has become a significant concern in primary education, as it is a fundamental skill required in education. The Department of Education's Regional Office V implemented the 8-Week Learning Recovery Curriculum (LRC) in Region V to improve numeracy skills among Grade 1 learners. However, there is only a little body of knowledge that exists as to the effectiveness of the program in Sorsogon City. To investigate this, the study has surveyed six (6) teachers which were selected through stratified sampling method based on their geographical locations. A mixed-method research design was utilized employing a survey-questionnaire, interview, and a 5-point Likert Scale to gather the necessary data. The 8-week Learning Recovery Curriculum is highly effective in improving the numeracy skills of Grade 1 learners. There were identified facilitating factors in program implementation which include teachers' commitment, understanding, and appropriate assessment tools while the identified hindering factors include lack of parental support, limited materials, learners' readiness, teachers' knowledge, ineffective training, and limited time allotment. Teachers implement the program through various strategies, varied classroom activities, and continuous assessment of learners' skills. High level of interest in the program is evident among Grade 1 learners which emphasize that readiness and attitudes towards learning are crucial during the program implementation. These findings highlighted the importance of parental orientation, teachers' commitment, understanding, assessment tools, teaching strategies, and training in facilitating the implementation of the 8-week Learning Recovery Curriculum. Recommendations include parent conferences, appropriate instructional materials, school administration support, collaboration, and professional development.

Keywords: 8-Week Learning Recovery Curriculum, curriculum effectiveness, numeracy skills, Grade I learners, intervention, facilitating and hindering factors

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INTRODUCTION

With programs such as the Department of school's 8-Week Learning Recovery Curriculum, numeracy is a fundamental skill in primary school today. High school levels of school dropout and adult education in a technology-driven society where one must comprehend the relationship between numbers and be capable of handling material objects are reliant on numeracy. Low numeracy skill has an economic impact; 58.6% of American adults possess low numeracy skill. Numeracy is a hierarchical quality demanded by each individual in society to perform rightly in their life. Formal learning settings have earlier been found to make children more capable of perceiving numerical relationships and operations. Targeting such key areas of learning as languages, mathematics, science, and social studies, the K–12 Program has been implemented in

the Philippines to contribute to improving numeracy skills of kindergarten learners. Targeting enhancement of the numeracy program and numeracy skills of kindergarten learners, the Early Language, Literacy, and Numeracy Program (ELLN) seeks to prepare kindergarten to grade three teachers and instructional leaders with literacy and numeracy skills.

The COVID-19 pandemic greatly interrupted Philippine basic education, leading to learning loss and gaps. Most especially among vulnerable groups of students, the transition from face-to-face to distance learning diminished the levels of learning. The pandemic also showed the weaknesses in the education system, which low PISA 2022 scores followed. With fewer than a quarter of children meeting minimum competency levels, the Philippines ranks among the world's lowest performers in science, reading, and mathematics. The K–12 curriculum, which prioritizes basic literacy and numeracy for disadvantaged learners, is one of the government's programs where numeracy and literacy are being developed. Region V is addressed by the MATATAG Agenda with the 8-Week Learning Recovery Curriculum—LRC being implemented by the Department of Education for an enhanced quality of basic education.

Problem Statement

This study determined the effectiveness of the 8-Week Learning Recovery Curriculum in Improving the Numeracy Skills of Grade 1 Learners. Specifically, this study answered the following questions:

1. What is the level of effectiveness of 8-Week Learning Recovery Curriculum in improving the numeracy skills of Grade 1 learners?
2. What are the facilitating and hindering factors in the implementation of the 8-Week Learning Recovery Curriculum in improving the numeracy skills of Grade 1 learners?
3. How do teachers implement the 8-Week Learning Recovery Curriculum in improving the numeracy skills of Grade 1 learners?
4. What is the level of interest of Grade 1 learners in dealing with the 8-Week Learning Recovery Curriculum?
5. What intervention activities can be proposed to strengthen the implementation of the Learning Recovery Curriculum as a numeracy intervention program?

METHODOLOGY

Research design

The research employed the mixed-method research method to determine the effectiveness of the 8-Week Learning Recovery Curriculum in increasing Grade 1 students' numeracy. In this regard, a quantitative data was collected through the 5-point Likert Scale, frequency, and rank. This encompasses the level of interest Grade 1 students have in dealing with the 8-Week Learning Recovery Curriculum (LRC), the facilitating and obstructive factors, and the level of success of the curricula in enhancing the numeracy skills of Grade 1 students. On the other hand, qualitative data were obtained through the survey-questionnaire and interviews. Instructors also utilized a qualitative strategy to implement the 8-Week Learning Recovery Curriculum to improve the numeracy level of Grade 1 pupils.

The primary tool employed by the researcher in collecting the information required in the study was a researcher-constructed questionnaire. Besides this, interview was conducted to obtain insight from teacher-responders on the utilization of the 8-Week Learning Recovery Curriculum

(LRC). The objective was to gather complete descriptions of the processes and methodologies adopted.

Respondents of the study

The key informants of data were the Grade 1 teachers in the four respondent schools namely: (1) Bacon West Central School to represent the central zone; (2) Sto. Niño Integrated School to represent the coastal schools; (3) San Roque Elementary School to represent the schools along the highway; and (4) Osiao Paglingap Elementary School to represent the upland schools. There were six (6) respondent teachers from the four (4) schools to the following extent: 2 were from Bacon West Central School; 2 from Sto. Niño Integrated School; 1 from San Roque Elementary School; and 1 from Osiao Paglingap Elementary School.

Data Gathering Instruments

The study used a researcher-developed questionnaire and open-ended interview guide to gather feedback from teacher-participants on the utilization of the 8-Week Learning Recovery Curriculum. The questionnaire was submitted to the research adviser for suggestions and input, and after revision and finalization, it was piloted and validated by experts in test construction and content to determine items to be added to the questionnaire or checklist. Interviews were conducted based on survey responses and evaluations.

Data Gathering Procedure

The researcher conducted the dry run with Grade I teachers at Bacon West to check and confirm the research instruments. After the instruments had been perfected, the researcher proceeded to gather data. They obtained the permission of the Schools Division of Sorsogon City, Public Schools District Supervisors, and school heads of four schools: Bacon West Central School, Sto. Niño Integrated School, San Roque Elementary School, and Osiao Paglingap Elementary School. Researchers sent a survey-questionnaire to Grade 1 teachers and had three days to answer. Following the analysis of the answers, participants were selected for a semi-structured interview. Statistical treatment, descriptive statistical tools, and appropriate interpretation methods were employed to analyze and interpret the data with the help of a statistician.

Data Analysis Procedure

Different statistical measures were used in the research to assist one in comprehending and analyzing the data that was researched. The mean weight was used in Problem 1 to ascertain, based on teacher ratings, the effectiveness of the 8-Week Learning Recovery Curriculum in building numeracy skills among Grade I students. At a scale of 4.50–5.00 for Very Highly Effective, 3.50–4.49 for Very Effective, 2.50–3.49 for Moderately Effective, 1.50–2.49 for Slightly Effective, and 1.00–1.49 for Not at least Effective, the effectiveness was rated.

Particularly in answering the facilitation of Grade I learners' numeracy skills, rating and frequency count were employed to determine the facilitators and barriers to the implementation of the 8-Week Learning Recovery Curriculum, thereby responding to Problem 2.

Frequency count was utilized again in the instance of Problem 3, which was aimed at how teachers deliver the curriculum to improve numeracy competencies. Finally, weighted mean was applied to ascertain the extent of interest Grade I students exhibited in interacting with the 8-Week Learning Recovery Curriculum. On a scale of 4.50–5.00, it was scored as Very Highly Interested,

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3.50–4.49 as Very Interested, 2.50–3.49 as Moderately Interested, 1.50–2.49 as Slightly Interested, and 1.00–1.49 as Not at all Interested.

DISCUSSION OF FINDINGS

Designed to target key math skills and bridge knowledge gaps resulting from prior educational disruption, the study assesses the success of an 8-Week Learning Recovery Curriculum (LRC) in Grade 1 schools. With a mean weighted score of 4.22 the program is highly effective. Some of the major indicators are orientation, objectives, ideas, and goals of parents, teachers using various teaching and learning approaches, students engaging in manipulatives, number charts, number cards, and mathematical games, teachers adhering to the rules established, teachers being fully supported by the school, teachers keeping very close track of progress, and the head of the school providing timely feedback and technical assistance. The study highlights the importance of assessment in learning and teaching since it helps in determining academic readiness, learning achievement, proficiency attainment, and results.

Adoption of the LRC is hindered by inadequate provision of resources, lack of parental support, inadequate training, minimal time allocation, and teachers' knowledge deficit. The instructors use group discussion, group assignment, and co-teaching methods among others in order to improve the numeracy levels of students in Grade 1. Grade 1 students' level of interest in using the LRC is also looked into and is found highly interested in manipulative activities and learning activities. Conclusions can guide subsequent research on a wider range of educational populations and enhance technique and methods of early years mathematics instruction.

CONCLUSION

The research came up with most of its findings based on what one can conclude. Firstly, according to what their instructors indicated, the 8-Week Learning Recovery Curriculum was highly effective at enhancing Grade 1 students' numeracy. Secondly, commitment, teamwork, passion, and orientation of the parties involved supported the program to be effectively executed; however, some inhibiting aspects were found, like students' attitude, preparedness, or conduct towards the program. Third, teachers employed different instructional strategies, diverse classroom activities, and ongoing student numeracy testing to execute the curriculum successfully. Fourth, Grade 1 students showed extremely high interest in interacting with the 8-Week Learning Recovery Curriculum. Finally, the research suggested creating intervention activities that could help increase the curriculum implementation so as to enhance the numeracy ability of first graders.

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