

Early Language, Literacy and Numeracy Strategies: Unfolding the Experiences of Primary Grade Teachers

Maricel M. Anocop

Abstract. This study uncovered the strategies for capacitating primary-grade teachers in the Early Language, Literacy, and Numeracy Programs. Ten (10) teachers of Talisay Elementary School, Dujali District of Davao Del Norte, participated in the study. This study used a phenomenological approach to discover the participants' experiences. The in-depth interview was employed to gather information regarding the strategies and coping mechanisms of teachers trained in the Early Language, Literacy, and Numeracy Program. Using the thematic analysis, the following themes emerged: the strategies employed in capacitating teachers focused on sustainability measures, enhancing teaching proficiency, and adapting to diverse learning styles. The identified coping mechanisms with the challenges dealt with establishing mentorship programs, keeping flexible teaching strategies, and strengthening reflective practices. The insights drawn from the study's findings centered on maintaining cultural relevance in the curriculum, acknowledging the importance of individualized approaches, and improving sustainability planning. Results revealed that training programs should address the specific challenges and opportunities relevant to literacy and numeracy programs, ensuring that teachers are well-equipped to cater to the diverse needs of learners. The experiences of primary grade teachers underscored the need to sustain and strengthen professional development initiatives. To make this study meaningful, publication in a reputable journal is essential.

KEY WORDS

1. Early Language 2. Literacy 3. Numeracy

Date Received: May 21, 2024 — Date Reviewed: May 23, 2024 — Date Published: July 1, 2024

1. Introduction

Early language, literacy, and numeracy are critical components of a child's educational foundation, yet primary-grade teachers face significant challenges in effectively delivering these skills. These challenges include addressing diverse learning needs in increasingly heterogeneous classrooms, coping with limited resources, and accessing continuous professional development. Understanding and addressing these issues is crucial for creating an environment where young learners can thrive and develop the essential skills for academic and life-long success. In many Indian primary schools, teachers face the challenge of large class sizes, which can hinder individualized attention and practical instruction. According to a study by Jha and Chand (2018), managing a classroom with a high student-teacher ratio can dilute the

effectiveness of early language and literacy instruction. Adequate training and continuous professional development are crucial for teachers effectively teaching early literacy and numeracy. However, many primary-grade teachers in India do not receive sufficient training. A report by the Azim Premji Foundation (2019) highlighted the gap in teacher preparedness, particularly in using interactive and child-centered teaching methods. The curriculum often does not align with students' diverse needs. Additionally, a lack of access to quality teaching materials and resources can impede the implementation of adequate literacy and numeracy strategies. According to Banerji and Chavan (2018), many schools lack basic infrastructure and learning materials for fostering early literacy and numeracy skills. One persistent challenge in the Philippines is large class sizes, which can impede effective teaching and learning. Teachers often struggle to provide individual attention to students, which is crucial for early literacy and numeracy development. A study by the Philippine Institute for Development Studies (PIDS, 2018) highlights the strain on resources and difficulty managing large groups of young learners. Effective early language, literacy, and numeracy instruction requires specialized training, which many Filipino teachers lack. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), there is a need for continuous professional development programs to equip teachers with the necessary skills and strategies. The Department of Education (DepEd) has been working to address this through various training initiatives, but gaps still exist. The alignment and adequacy of the curriculum and instructional materials are critical for effective learning. The Enhanced Basic Education Act of 2013 (K-12 program) aimed to address some of these issues, but implementation challenges remain. Research by David et al. (2019) from PIDS indicated that many schools still lack appropriate

and sufficient instructional materials, particularly for literacy and numeracy. Literacy trends have fluctuated since the new millennium. The five pillars of reading education (fluency, phonemics, awareness, and phonics) received less attention in the Philippines and were regarded as a forefront issue. 1.2 million Filipinos aged 5 to 15 are out-of-school youth with limited literacy skills (Gatcho, 2018). The availability and quality of instructional materials are critical for implementing effective early learning strategies. In Davao City, there are reports of insufficient and outdated materials, which hinder the teaching process. A report by the Department of Education Davao Region (2021) indicated that many schools lack the necessary resources to fully implement the K-12 curriculum, especially in early literacy and numeracy. The linguistic diversity in the Davao Region, where many students speak different local languages at home, challenges implementing the Mother Tongue-Based Multilingual Education (MTB-MLE) policy. Teachers often struggle with a lack of training and resources to teach multiple languages effectively. Research by Herath (2020) found that the inconsistency in implementing MTB-MLE in Davao City schools impacts students' early language and literacy development. This research explored the experiences and challenges of capacitating primary-grade teachers on early language, literacy, and numeracy strategies. The foundation of a child's education begins in the early primary grades, where they acquire fundamental skills in language, literacy, and numeracy. To ensure a solid educational base, it is crucial to capacitate primary grade teachers with practical strategies to support and enhance these developmental areas.

1.1. Purpose of the Study—The study focused on capacitating primary-grade teachers' phenomenological inquiry on early language, literacy, and numeracy strategies. DepEd has implemented various programs and initiatives to improve primary-grade students' early lan-

guage, literacy, and numeracy skills. These programs often involve teacher training and professional development opportunities, such as the Early Language, Literacy, and Numeracy Program (ELLNP). The ELLNP initiative aims to enhance early literacy and numeracy skills among kindergarten to Grade 3 students. It provides guidelines and instructional materials for teachers to facilitate learning in these areas. DepEd regularly conducts professional development programs for teachers to enhance their pedagogical skills. These programs may include workshops, seminars, and training sessions on various subjects, including early language, literacy, and numeracy strategies. Also, DepEd supports the development and dissemination of learning resources and materials that are aligned with early language, literacy, and numeracy skills development. These resources aim to provide teachers with practical strategies and materials to support student learning in these areas. As the process outstretched on teachers' expe-

riences, this study also revealed the underlying challenges or factors the respondents encountered in capacitating primary-grade teachers on early language, literacy, and numeracy strategies—the researcher in-depth interviews where important details were unveiled. Moreover, this study endeavored to gain insights from the information data gathered. The insights drawn from Vygotsky's Sociocultural Theory advance the study's framework, emphasizing the role of social interactions and cultural factors in cognitive development. The idea is that the development of an individual's thinking processes and abilities is deeply influenced by the social and cultural environment in which they grow and learn.

1.2. Research Questions—The primary purpose of this study was to determine how to capacitate the primary grade teachers on early language, literacy, and numeracy strategies. Specifically, this study sought answers to the following questions:

- (1) What are the strategies for capacitating primary grade teachers on early language, literacy, and numeracy programs?
- (2) What are their coping mechanisms while training in early language, literacy, and numeracy programs?
- (3) What educational management insights can be drawn to enhance the primary grade teachers on early language, literacy, and numeracy programs?

Capacitating primary-grade teachers on early language, literacy, and numeracy strategies is crucial for addressing global issues related to education and achieving sustainable development goals. By equipping teachers with practical strategies, knowledge, and skills, we can enhance the quality of education and promote inclusive learning environments for all children. This study may find significance in the following: Department of Education. The Department of Education is often responsible for developing and revising curriculum standards and frameworks that outline the expectations for early language, literacy, and numeracy instruc-

tion in primary grades. School administrators. School administrators are instrumental in setting a vision and creating a supportive environment for early language, literacy, and numeracy initiatives. Teachers. Teachers may tailor instruction to meet the diverse needs of students in their classrooms, employing strategies to differentiate instruction based on students' language proficiency levels, learning styles, and strengths and weaknesses in literacy and numeracy. Students. Primary-grade students develop metacognitive awareness as they engage in language, literacy, and numeracy activities, becoming increasingly aware of their learning processes

and strategies. Future Researchers. Future researchers may explore innovative pedagogical approaches that promote early language, literacy, and numeracy skills. This includes studies on the effectiveness of play-based, inquiry-based, and project-based learning in fostering holistic development among young learners.

*1.3. Review of Significant Literature—*This section presents literature and studies on capacitating primary-grade teachers in early language literacy and numeracy strategies, outlining significant components and related topics.

*1.3.1. Key Components of Early Literacy Curriculum—*Phonological Awareness: Activities like rhyming, segmenting, and blending are foundational for literacy (Adams, 2019; Ehri, 2021). Alphabet Knowledge: Multisensory approaches and explicit instruction are effective (Treiman Kessler, 2020). Vocabulary Building: Rich language environments and interactive read-alouds support vocabulary acquisition (Beck McKeown, 2018). Comprehension Strategies: Predicting, questioning, summarizing, and making connections foster reading comprehension (Duke Pearson, 2022). Emergent Writing Skills: Stages of writing development and effective instructional practices are crucial (Clay, 2019; Goodman, 2023). Literacy-Rich Environment: Access to print materials and meaningful literacy experiences are essential (Neuman Roskos, 2024). Integration of Literature and Language Arts: Using quality children’s literature enhances language development (Morrow, 2021). Capacitating Teachers on Early Language Literacy and Numeracy Professional Development Models: Workshops, coaching, and communities of practice build teacher capacity (Johnson, 2018). Integration of Technology: Digital tools and online resources enhance teacher skills (Chen, 2020). Culturally Responsive Practice: Incorporating students’ cultural backgrounds into teaching strategies is important (Nguyen, 2021). Family and Community Engagement: Collaborative part-

nerships with families and communities support literacy and numeracy development (Martinez, 2022). Ongoing Support and Mentorship: Sustained professional learning opportunities improve teacher efficacy (Wang, 2023). Reflective Practice: Self-assessment and feedback enhance teaching effectiveness (Lee, 2024).

*1.3.2. Early Language Literacy and Numeracy in the Philippines—*Early numeracy skills are essential for academic success and predict long-term achievement. The 2018 Program for International Student Assessment (PISA) revealed Filipino students ranked low in reading, math, and science, indicating a need for improved numeracy skills. The Department of Education (DepEd) introduced the Early Language Literacy and Numeracy (ELLN) framework to enhance reading and numeracy abilities among Kindergarten to Grade III students. The curriculum aligns with the K to 12 Basic Education Curriculum and includes professional development for teachers.

The ELLN Program equips teachers with fundamental literacy and numeracy knowledge. DepEd Order No. 12, s. 2015, supports storytelling and read-aloud activities to improve literacy. However, the Annual Status of Education Report (ASER 2015) noted low performance in mathematics among primary-grade students in CALABARZON, highlighting the need for continuous improvement in teaching practices and resources.

In summary, capacitating teachers through professional development, technology integration, and reflective practice, alongside creating supportive learning environments, is crucial for enhancing early language literacy and numeracy skills in the Philippines

*1.4. Theoretical Lens—*This study dealt with capacitating primary-grade teachers on early language, literacy, and numeracy strategies. It is anchored on the theory of Vygotsky’s sociocultural theory (1978), developed by the Russian psychologist Lev Vygotsky in the early

20th century, emphasizing the role of social interactions and cultural factors in cognitive development. According to Vygotsky, the development of an individual's thinking processes and abilities is deeply influenced by the social and cultural environment in which they grow and learn. Key Concepts refer to Zone of Proximal Development (ZPD): Vygotsky introduced the Zone of Proximal Development concept, which refers to the gap between a learner's current developmental level and their potential developmental level with the assistance of a more knowledgeable individual. Vygotsky believed that learning and cognitive development occur when someone with more knowledge and expertise in a particular area supports a learner. Scaffolding: Scaffolding is a teaching technique that helps learners within their ZPD. The more knowledgeable individual provides guidance and support to the learner, gradually reducing the level of assistance as the learner becomes more competent and independent. Vygotsky also emphasized the importance of cultural tools in cognitive development, such as language, symbols, and other artifacts. These artistic tools are acquired through social interactions and are essential for shaping an individual's thinking processes and problem-solving abilities. Social Interaction: Vygotsky argued that social interaction is fundamental to cognitive development. Through interactions with more skilled individuals, such as parents, teachers, or peers, learners acquire new knowledge and skills, internalize them, and gradually develop higher mental functions. Language: Vygotsky viewed language as a critical tool for cognitive development. Language allows individuals to communicate with others, express their thoughts, and engage in internalized self-talk. According to Vygotsky, language and thought are interconnected and mutually influence each other. Implications: Vygotsky's sociocultural theory has several implications for education and instructional practices. It emphasizes the importance of social

interactions, collaboration, and providing appropriate levels of support to learners. Some educational practices inspired by Vygotsky's ideas include collaborative learning, which encourages students to work together in groups or pairs to discuss, share ideas, and learn from each other's perspectives. Sensitive Instruction: Teachers should be aware of the ZPD of their students and provide appropriate levels of support and guidance to scaffold their learning effectively. Use of Cultural Tools: Integrating cultural tools, such as language, technology, and symbolic representations, into instructional activities to enhance students' understanding and problem-solving abilities. Peer Tutoring: Promoting peer tutoring, where more knowledgeable students assist their peers in understanding and mastering new concepts and skills. Overall, Vygotsky's sociocultural theory highlighted the significance of social interactions, cultural context, and collaboration in cognitive development, and it continues to be influential in education, psychology, and human development. In addition, Ecological Systems Theory (Bronfenbrenner, 1979) supports this study. This theory emphasizes the complex interactions between children and their environment, which includes family, school, and broader societal influences. This model can be applied to understand how various contexts affect language, literacy, and numeracy development. Bronfenbrenner's Ecological Systems Theory highlights the importance of considering the multiple layers of a child's environment in understanding their literacy and numeracy development. By recognizing the interconnectedness of these systems, parents, educators, and policymakers could work together to create supportive environments that nurture children's learning and growth. This strategy focuses on capacitating primary-grade teachers and instructional leaders in the basic knowledge and pedagogical skills of literacy and numeracy and on establishing and managing a school-based mentoring/learning partner-

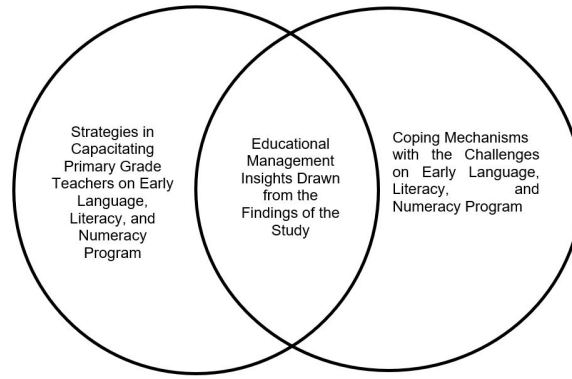


Fig. 1. Conceptual Framework of the Study

ship program as a mechanism for continuous professional development of teachers to support the needs of learners in basic subjects like numeracy and literacy. Figure 1 presents the conceptual framework of the study. The experiences of strategies in capacitating primary grade teachers on early language, literacy, and numeracy programs, connected to coping mechanisms with the challenges of early language, literacy, and numeracy programs with a common denom-

inator, were educational management insights drawn from the study’s findings. There was a genuine concern, as could be viewed with the first circle, which interlinks to the second circle; however, the center of the two circles determines that there was a way of capacitating primary grade teachers in trying times, a way of educational management insights drawn from the findings of the study.

2. Methodology

In this chapter, the researcher introduces the philosophical assumptions, qualitative assumptions, research procedures, participants, data collection, and analysis. Artificial intelligence (AI) was used for proofreading, as it is a common ethical practice in many articles today. The three most common qualitative methods were participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) were optimal for collecting data on individuals’ histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups were influential in eliciting data on a group’s cultural norms and generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2002) defined phenomenology as an inquiry that asks, “What is the structure and essence of the experience of his phenomenon for these people?” “The goal of this research worked well with this definition in trying to understand the experiences of teachers while being trained in early language, literacy, and numeracy programs. Giorgi (2007) cautioned researchers to be prepared for an investigation greater in depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg.

2.1. *Philosophical Assumptions*—The philosophical assumption was a framework used to collect, analyze, and interpret data in a specific field. It establishes the background used to

reach conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. Good research involves selecting the topic, problem, area of interest, and paradigm. Stanage (1987) traces ‘paradigm’ back to its Greek (paradigm) and Latin origins (paradigm), meaning pattern, model, or example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm was an action of submitting to a view. This view was supported by Denzin and Lincoln (2000), who defend a research paradigm as a “basic set of beliefs that guide action,” dealing with first principles, “ultimates’ or the researcher’s worldview or philosophy. Ontology. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality was subjective and multiple, as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. Reality is constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the participants discussed the realities of teachers’ experiences and tried to understand their ways of coping with challenges. I relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participant’s answers to the study were coded and analyzed to build and construct the commonality and discreteness of responses. I ensured that the participants’ responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims were justified by staying as close to the participants

as possible during the study to obtain firsthand information. Guba and Lincoln (1985), as cited by Creswell (2013), state that on the epistemological assumption, the researcher attempted to lessen distance himself or herself from the participants. He suggests that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an “insider.” Based on Davidson (2000) and Jones (2011). I identified phenomenology with thematic analysis as the best means for this type of study. In this regard, individual researchers “hold explicit belief.” This study intended to gather information from the participants or the teachers who were trained in early language, literacy, and numeracy programs (ELLN). I assured that I would establish a close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry, particularly on the experiences and challenges of the teachers who underwent the ELLN program. Axiology refers to the role of values in research. Creswell (2013) avers that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes their interpretation in conjunction with participants’ interpretation. I upheld the dignity and value of every piece of information obtained from the participants. The researcher understood the information’s personal and value-laden nature. Therefore, I preserved the merit of the participants’ answers and carefully interpreted them in light of the participants’ personal interpretations. Rhetoric. This philosophical assumption stressed that the researcher may write in a literary, informal style using a personal voice, qualitative terms, and limited definitions. In the study, the researcher used the first person to elucidate the teachers’ experiences as they were trained in the program.

2.2. *Qualitative Assumptions*—The methodology was different from the method. The methodology was a creative and responsive approach to understanding questions and sub-

ject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). In this study, the teachers' experiences regarding strategies were gathered through an In-Depth Interview (IDI), and the challenges encountered by the participants were extracted. The researcher's inquisitiveness about the experiences of the teachers trained in the ELLN program became the basis for doing qualitative research, a means which Kalof and Dietz (2008), as cited from Gerodias (2013) considered helpful in looking for "meanings and motivations that underline cultural symbols, personal experiences, and phenomena." By using phenomenology, this need was hoped to be addressed by bringing the stories of the teachers in a manner that, as David (2005) wrote, the themes, symbols, and meaning of the experiences were presented. Phenomenological research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge. According to Becker (1992), as cited in Morrissey and Higgs (2006), experience is a source of knowledge and shapes one's behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not as an unreliable source. The second premise of phenomenological research lies in the view that the everyday world is a valuable and productive source of knowledge. We can learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By doing phenomenology, which concerns the "what" and the "how" (Moustakas, 1995), the researcher hoped that the subjective experiences and perspectives of the participants, who happen to be teachers, would provide highlights as to how they were trained and capacitated on the ELLN program.

2.3. *Design and Procedure*—This study used qualitative research employing phenomenology. Interviews were conducted with

individuals with first-hand knowledge of an event, situation, or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994). The data was then read, reread, and culled for like phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher constructed the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon. In this study, phenomenology attempted to extract the most pure, untainted data. In some interpretations of the approach, the researcher used bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing was memoing (Maxwell, 2013).

2.4. *Ethical Considerations*—Ethical considerations were paramount in the design of this research study. The researcher needed to consider several ethical issues regarding the research participant groups addressed in this fieldwork. Ethical considerations could be specified as one of the most critical parts of the research. The researcher must also promote the research aims, impart factual knowledge and truth, and prevent errors. Social Value. Research was essential to society. In this study, the social value focuses on the experiences of teachers trained in early language, literacy, and numeracy programs. Thus, the social problem that pushed the researcher's interest was the challenges faced by the teachers while being capacitated. This study could serve as a basis for the higher authorities to create more programs and resolutions to benefit the school and the stakeholders. Informed Consent. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pellerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required

to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and identify the anticipated information that the informants are expected to provide. All participants were then required to sign and return the consent letter to the researcher before participating. The Treaty Principle of Participation, as cited by McLeod (2009), was adhered to in the conduct and practice of this study. The invitation to participate ensured that participation in the research was voluntary and based on understanding adequate information. The recruitment and selection of participants were lodged in the appendices of this study. The Vulnerability of Research Participants. The study participants were deemed capable of answering the research instrument because they were all literate teachers. Thus, the researcher then assured the participants that they could easily be reached through their contact number and address in case of any clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members if they had queries related to the study. This was done to answer the respondents' possible questions. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered conveniently. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This

was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their natural sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study were kept in anonymity. Furthermore, all the issues were considered so there would be no conflict of interest among the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way were avoided. Community Involvement. The researcher respected the respondents' local traditions, culture, and views in this study. Moreover, this study would not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher deemed it necessary to express their great pleasure for their wholehearted participation in this study.

2.5. Research Participants—The participants in this study were composed of ten (10) informants. The selected informants were the selected kindergarten to Grade 3 teachers of Talisay Elementary School, Dujali District, who were male or female and had been in the service for at least three years and above. Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most perceptions. Obtaining most or all of the perceptions would lead to saturation. Saturation occurs when more participants are added to the study, which does not result in additional perspectives or information. Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size

in qualitative studies. For phenomenological studies, Creswell (1998) recommends five (5) to 25, and Morse (1994) suggests at least six (6). There were no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

2.6. Data Collection—The following was the step-by-step process of gathering the data needed. Securing endorsement. The researcher secured an ethics compliance certificate from the Dean of the Graduate School of Rizal Memorial Colleges to pursue the study during the third week of November 2023. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study during the third week of November 2023 in the identified schools. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument explaining the study's objectives and the participants' identification. The researcher received approval the same week. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools during the first week of December 2023. Obtaining consent from the participants. The researcher asked permission from the participants. They were formally oriented about the study and the process they would undergo as participants during the second week of December 2023. Conducting the interview. The researcher conducted the in-depth interview using the questionnaire on the third week of December 2023. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. I was transcribing the responses of

the interviewees. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder on the 4th week of December 2023. Data Coding and Thematizing. After the transcription, the data were categorized and coded during the first week of January 2024. Then, themes were extracted, and individual participant data were compared and contrasted to create patterns and trends.

2.7. Data Analysis—In this study, all the data collected were carefully examined and thoughtfully analyzed. The researcher first described personal experiences with the phenomenon under study. The researcher began with a complete description of her experience of the phenomenon. This was an attempt to set aside the researcher's personal experiences so that the focus could be directed to the participants. She developed a list of significant statements. She then finds statements about how the individual was experiencing the topic, lists these significant statements as having equal worth, and works to develop a list of non-repetitive, non-overlapping statements. The researcher took the significant statements and grouped them into larger information units called "meaning units" or themes. She wrote a description of "what" the participants in the study experienced with the phenomenon. Next, he wrote a description of "how" the experience happened. This is called "structural description," the inquirer reflects on the setting and context in which the phenomenon was experienced. Finally, she wrote a composite description of the phenomenon incorporating textural and structural descriptions.

2.8. Framework of the Study—Braun and Clark (2006) state that qualitative data analysis methods fall into two groups. The first group consists of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis

(IPA) and methods that are situated within a broad theoretical framework and can therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA). The second group includes methods independent of theory and epistemology, which could be applied across various theoretical and epistemological approaches and were, therefore, very flexible. One such method was thematic analysis, which, through theoretical freedom, “provides flexible and valuable research tool, potentially providing a rich, detailed, yet complex account of data (Braun Clark, 2006). I observed several steps in conducting a thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my resources to do the transcription, using my personal computer and some reliable headphones. I spent several nights listening to the interviews to deepen my understanding of the nuances of the language and semantics of the participants. Practice varied considerably in terms of agreeing conventions with transcribers. Some negotiated themselves to the layout and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved and accepted the conventions generally used by the one transcribing the information. The next step was data extraction and analysis. I used manual techniques based on note-taking and summary while listening to the recordings. My manual technique usually included some process of verbatim recordings of selected spoken words. I selected quotations about central issues or when what was said seemed important or interesting. I used several different techniques as taught to

me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used thematic grids and charts, the framework technique developed by the National Centre for Social Research (Ritchie et al., 2003). This technique was helpful to me in the process of coding, sorting, and collecting data for interrogation. This technique was instrumental in understanding links and relationships between issues. All these efforts and procedures included saving verbatim spoken words from the transcripts, which could be cross-referenced to the thematic displays or the maps. To summarize, the thematic analysis method outlined by Braun and Clarke (2006) consisted of six (6) phases used in analyzing the data. Phase 1. I familiarized myself with the data by reading the whole data set and noting down initial ideas; Phase 2. I generated initial codes, with code being the most essential segment of the raw data that can identify a feature of the data that appears attractive; Phase 3. I searched for themes by sorting different codes into potential themes and collated all data extracts within identified themes; Phase 4. I reviewed the themes and refined them further (at the level of coded data extracts and the entire data set) and produced a thematic map showing relationships between themes and sub-themes; Phase 5. I defined and named themes, ensuring they gave the reader an immediate sense of the theme. Phase 6. I wrote the report to convince the reader of the merit and validity of the analysis (within and across the themes). I used data extracts embedded within an analytic narrative to make arguments related to the research question. Phase 7. Seeking Verification of the Fundamental Structure Figure 2 illustrates this rigorous process, highlighting each step to comprehensively explain the actions taken to analyze the data.

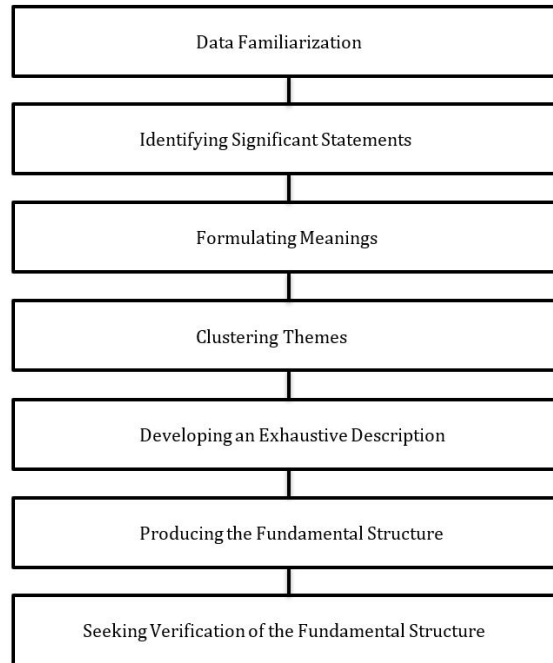


Fig. 2. Analytical Framework of the Study

3. Results and Discussion

This chapter presents and discusses the study’s results regarding its aim and the themes that emerged from the data gathered. The results present the description and background of the participants assigned pseudonyms to conceal their identities.

3.1. Strategies for Capacitating Primary Grade Teachers on Early Language, Literacy and Numeracy Program—Building a solid educational foundation for young learners requires a concerted effort in capacitating primary grade teachers on Early Language, Literacy, and Numeracy (ELLN) programs. This comprehensive report delves into the strategic initiatives to equip educators with the necessary skills and knowledge to foster a robust learning environment. Enhance primary grade teachers’ proficiency in facilitating Early Language development. Strengthen educators’ capabilities in promoting Literacy skills among young learners. Build a solid foundation in Numeracy education through practical teacher training. Johnson (2018) discusses the effectiveness of workshops and seminars in providing teachers with the foundational knowledge and practical skills needed for early literacy and numeracy instruc-

tion. These sessions often focus on evidence-based practices and hands-on activities. Garcia (2019) highlights the importance of coaching and mentoring in supporting teachers’ ongoing professional growth. This strategy involves experienced educators providing personalized feedback and guidance to help teachers refine their instructional techniques.

3.1.1. Sustainability Measures—These focus on the strategic initiatives implemented to ensure educators’ continuous development and empowerment in fostering a robust foundation for young learners. Create collaborative networks and learning communities where teachers can continue to share insights, resources, and best practices. Darling-Hammond et al. (2019) emphasized the importance of sustained professional development for teachers. Continuous training and workshops help teachers stay updated with the latest instruc-

tional strategies and adapt to evolving educational needs. Avalos (2020) highlighted the benefits of mentorship programs and professional learning communities (PLCs). These initiatives promote knowledge-sharing and collective problem-solving, enhance teachers' instructional capabilities, and ensure consistent program implementation. The statements of Participant 1 and Participant 4 underscored the multifaceted approach to enhancing learners' early language, literacy, and numeracy skills. Statement Participant 1 highlighted the importance of leveraging technology and online resources, such as Google and YouTube, to supplement traditional professional development methods. By conducting research independently, educators can access a wealth of information, instructional strategies, and innovative approaches to teaching. Moreover, statement Participant 4 advocated for engaging learners in differentiated activities, fun games, and interactive activities at the early stages of language, literacy, and numeracy development. This approach recognizes the importance of catering to diverse learning styles and preferences while fostering a positive and enjoyable learning experience. The finding is congruent with the study of Mansfield et al. (2018), which found that seeking advice from seasoned teachers and conducting research on online platforms such as Google and YouTube are valuable strategies for professional development and gathering instructional resources. Experienced educators can offer practical insights, tips, and strategies based on their years of teaching experience. At the same time, online resources provide access to a wealth of instructional materials, lesson plans, and educational videos. Likewise, research suggests that collaborative learning communities, where educators share knowledge, resources, and best practices, contribute to teacher effectiveness and student learning outcomes. By seeking advice from colleagues and leveraging online platforms for research, teachers can ex-

pand their professional networks, stay updated on current trends, and access a wide range of instructional resources to enhance their teaching practice (Fullan, 2018). Statement Participant 6 opened the need for teachers to be resourceful, encouraging them to seek out and utilize various instructional materials, strategies, and tools to enhance their teaching practices. Meanwhile, statement Participant 7 emphasized the value of capacity-building opportunities such as workshops, training, and mentorship programs. By actively participating in these professional development activities, educators can expand their knowledge, refine their skills, and stay abreast of the latest trends and best practices in education. This corroborates the finding supported by Darling-Hammond (2018), which states that integrated professional development programs that focus on early language, literacy, and numeracy simultaneously are more effective. Sustainable measures involve ongoing, job-embedded training that aligns with teachers' daily classroom practices. Birchak's (2019) study found that integrating content and pedagogical knowledge is essential for teacher development. Sustainable measures include professional development programs that enhance teachers' knowledge of early language, literacy, and numeracy and provide practical strategies for implementation.

3.1.2. Enhance Teaching Proficiency—Capacitating primary grade teachers on early language, literacy, and numeracy programs is crucial for fostering foundational skills in students. Organize regular workshops focusing on the latest research, teaching methodologies, and best practices in early language, literacy, and numeracy. Invite experts to conduct sessions on effective instructional strategies and classroom management techniques. Tomlinson (2019) advocated for differentiated instruction to meet diverse student needs in ELLN. Teachers should use varied instructional approaches and materials to cater to learning styles and abilities.

Santangelo and Tomlinson (2018) suggested using formative assessments to inform instruction and provide personalized learning experiences that enhance student engagement and achievement. The participants emphasized the need for teachers to provide materials tailored to the individual needs of young learners, supporting their ability to express, communicate, and understand. The effectiveness of using various activities, such as games, to address the needs of pupils and enhance teachers' capacity to teach language, literacy, and numeracy. By integrating patience, creativity, and diverse activities, educators can create engaging and supportive learning environments that effectively promote the development of essential skills in young learners. This finding is congruent with a comprehensive study by Bodrova and Leong (2019): Patience and creativity are essential qualities for effectively teaching young learners early language, literacy, and numeracy skills. Research indicates that young children learn best through hands-on, interactive experiences that engage their senses and foster curiosity and exploration. Similarly, by being patient and creative in their approach, teachers can adapt instructional materials and activities to meet young learners' individual needs and interests (Hatch, 2022). Various materials, such as manipulatives, books, and multimedia resources, enable children to explore, experiment, and connect meaningfully with the concepts taught. Another response demonstrates an evident quote on the importance of adapting teaching strategies to meet the specific needs of learners. It emphasizes that teachers should carefully consider their students' abilities, learning styles, and preferences when selecting instructional approaches. By tailoring strategies to address the unique requirements of each learner, educators can optimize engagement, comprehension, and overall learning outcomes in the classroom. This approach ensures that instruction is personalized and responsive, fostering a supportive and inclusive

learning environment where all students can succeed. The preceding results of the study were consistent with those of Pianta, Mashburn, Downer, Hamre, and Justice (2018), who emphasized that incorporating evidence-based practices is essential. Teachers must implement best practices in early language, literacy, and numeracy, leading to increased teaching proficiency and positive student outcomes. In a study by Lonigan et al. (2019), effective instruction involves evidence-based strategies. The literature highlighted the significance of using research-backed approaches and instructional methods in early language, literacy, and numeracy programs to enhance teaching proficiency and student achievement.

3.1.3. Adapting to Diverse Learning Styles—Provide teachers with training on various learning styles and their impact on students. Foster awareness about how students process information, such as visual, auditory, kinesthetic, and tactile learning. Conduct workshops on differentiated instruction that emphasize tailoring teaching methods, content, and assessment to accommodate diverse learning styles. Levy (2020) discussed the benefits of multisensory learning in ELLN programs. Engaging multiple senses through activities like hands-on manipulatives, visual aids, auditory tools, and kinesthetic activities can enhance learning for students with different learning preferences. Pogrow (2019) proved that multisensory approaches can significantly improve literacy and numeracy skills, particularly for students with learning difficulties. Combining the statements of Participant 2 and Participant 5 emphasized the importance of interactive and reflective approaches in primary-grade teaching. Participant 2 advocated using manipulative toys, which provide hands-on learning experiences that facilitate comprehension and engagement. Meanwhile, Participant 5 underscored the significance of encouraging learners to share and reflect on their understanding or learning. Ed-

educators create opportunities for active exploration and discovery by integrating manipulative toys into lessons, promoting a deeper understanding of concepts. Furthermore, by fostering a culture of sharing and reflection, teachers empower students to articulate their thoughts and consolidate their learning, reinforcing comprehension and encouraging critical thinking skills. Together, these strategies enhance the effectiveness of primary-grade teaching by facilitating interactive learning experiences and promoting metacognitive development among students. The study's findings agree with Clements and Sarama's (2018) assertion that manipulative toys, such as blocks, puzzles, and counting beads, are valuable tools for promoting hands-on learning experiences and enhancing understanding in various subjects, including mathematics, language arts, and science. Research indicates that manipulative toys engage multiple senses and facilitate active exploration, experimentation, and problem-solving (Ginsburg, 2019). By providing concrete, tangible materials, teachers can make abstract concepts more accessible and understandable for young learners. The participant conveyed that this approach recognizes the unique developmental needs and abilities of young learners and emphasizes the importance of tailoring instructional strategies and materials to align with their stages of development. By incorporating de-

velopmentally appropriate practices, educators can create engaging and effective learning experiences that support children's natural progression and readiness for language, literacy, and numeracy skills. This approach promotes holistic development, fosters a positive attitude toward learning, and lays a strong foundation for academic success in later years. The findings were consistent with the results of the research by Pear (2019) and Tomlinson (2021) on differentiated instruction tailored to individual student needs. The literature highlighted the importance of adapting early language, literacy, and numeracy programs to accommodate diverse learning styles, ensuring that instruction is responsive to primary-grade students' varied strengths and preferences. Winebrenner and Espeland (2020) state that differentiated instruction supports student engagement and academic achievement. Adapting content, processes, and products in early language, literacy, and numeracy programs caters to diverse learning styles, fostering a more inclusive and effective learning environment. Based on the figure above, the emerging themes regarding strategies to capacitate primary-grade teachers in early language, literacy, and numeracy programs revolve around three key aspects: sustainability measures, enhancing teaching proficiency, and adapting to diverse learning styles.

3.2. Teachers Coping Mechanisms with the Challenges In Early Language, Literacy, and Numeracy Program—The importance of developing comprehensive, long-term plans for teacher capacitation is recognized in sustainability measures. This involves creating programs that extend beyond short-term interventions and incorporate ongoing support mechanisms. A sustainable approach involves nurturing leadership within the school community. By identifying and training teacher leaders, schools can en-

sure that initiatives are sustained through collaborative efforts and shared responsibilities. The involvement of community stakeholders, such as parents, local businesses, and organizations, is seen as a sustainable measure. Building partnerships with the community creates a support network that can contribute to the longevity and success of teacher training programs. Organizing regular workshops is a crucial strategy for enhancing teaching proficiency. These workshops focus on the latest research, effective in-

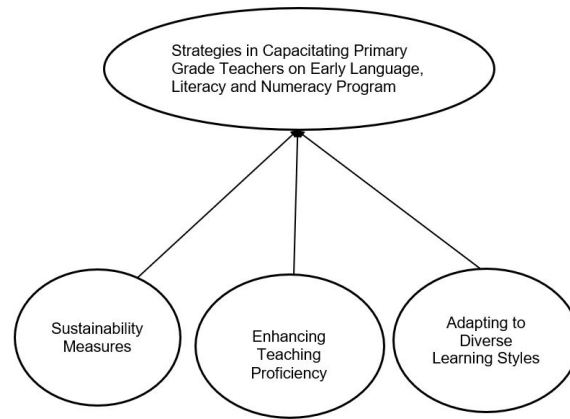


Fig. 3. Emerging Themes On The Strategies In Capacitating Primary Grade Teachers On Early Language, Literacy, And Numeracy Program

structional strategies, and best practices in early language, literacy, and numeracy. Providing opportunities for teachers to be observed and receive constructive feedback helps them refine their teaching methods. Continuous evaluation, modeled lessons, and peer mentoring contribute to professional growth. Recognizing the role of technology in education, training programs emphasize the integration of educational tools and online resources to enhance teaching proficiency. Training programs emphasize differentiated instruction in adapting to diverse learning styles and acknowledging the diversity of learning styles among students. Teachers are encouraged to tailor their methods, content, and assessments to accommodate the varied needs of learners. Addressing diverse learning styles also involves promoting cultural competence among teachers. This includes understanding and integrating culturally relevant content into lessons to make education more inclusive. Individualized Learning Plans: Training teachers to create individualized learning plans ensures that each student’s unique learning style is considered, fostering a more personalized and practical educational experience. These emerging themes collectively suggest a holistic and integrated approach to teacher capacitation. By combining sustainability measures, teaching proficiency enhancement, and strategies for diverse learning

styles, the goal is to create a robust and enduring framework that positively impacts teachers and students in early language, literacy, and numeracy programs. Training teachers in early language, literacy, and numeracy programs can present various challenges. Teachers may encounter difficulties related to program implementation, adapting to diverse student needs, and managing the demands of their profession. Engage in regular self-reflection to assess teaching practices and identify areas for improvement. This introspective approach allows teachers to adapt their methods and strategies based on the outcomes and challenges they face. Seek mentorship from experienced educators or specialists in early language, literacy, and numeracy. Mentorship provides guidance, practical insights, and a supportive relationship that helps teachers navigate challenges effectively.

3.2.1. *Establishing Mentorship Programs*—This ongoing guidance helps teachers refine their practices and address specific challenges. Mentors can demonstrate effective teaching strategies, allowing mentees to observe and learn best practices in action. This hands-on experience helps teachers develop and refine their skills. The participants believed in the value of seeking guidance from experienced educators and engaging in self-directed learning through online exploration. By combining these

strategies, educators can effectively navigate challenges, enhance their skills, and adapt their teaching approaches to better support the diverse needs of young learners in early language, literacy, and numeracy education. The preceding results of seeking assistance from experienced educators and engaging in self-directed learning through online exploration are effective strategies for professional development and enhancing teaching practices (Guskey, 2020). Likewise, Boulos et al. (2018) supported the study's findings. Online resources, such as educational websites, forums, and professional development platforms, provide access to a wealth of information, instructional materials, and research findings. By exploring online resources, teachers can expand their knowledge, discover innovative teaching strategies, and stay updated on current trends and best practices in early language, literacy, and numeracy training (Fullan, 2018). In addition, participants expressed the importance of seeking guidance from colleagues and engaging in continuous professional development to meet the needs of diverse students effectively. The value of seeking guidance from other teachers and engaging in self-directed learning through online platforms. With these approaches, educators can effectively manage deadlines, address challenges, and meet the diverse requirements of their students. Moreover, continuous professional development and tailored support for teachers are essential for enhancing instructional practices and ensuring student success. Prince (2024) and Ingersoll Strong (2021) stressed that professional development and support, including mentorship, are essential for teacher retention. Literature indicates that teachers benefit from ongoing professional development and mentorship programs during their early language, literacy, and numeracy training, helping them cope with challenges and enhancing their teaching proficiency. Moreover, Feiman-Nemser (2022) cited mentorship as providing personalized guidance. Effective

mentorship programs offer individualized support, addressing the specific needs of teachers as they navigate the challenges associated with implementing early language, literacy, and numeracy programs.

3.2.2. *Keeping Flexible Teaching Strategies*—Tailor instruction to accommodate different learning styles, abilities, and interests. Provide varied materials, activities, and assessments to ensure all students can access and engage with the content. The first statement, "Adopt the program and follow it" (P4), suggested embracing and adhering to a specific program or plan. The second statement, "Self-development through watching different teaching strategies on YouTube" (P7), implies improving oneself by observing various instructional methods on the YouTube platform. The study's findings agree with Wiggins and McTighe (2018), who argue that adopting educational programs involves implementing structured curricula or instructional frameworks designed to meet specific learning objectives and standards. Educational programs provide a systematic approach to teaching and learning, offering educators guidance on content, instructional methods, and assessment practices. Research suggests that adopting evidence-based educational programs can improve student outcomes by providing a coherent and rigorous learning experience (Slavin, 2022). Effective programs are aligned with research-based best practices, address the needs of diverse learners, and offer opportunities for differentiation and individualization. The participant further conveyed the need to invest additional energy and time into creating the teaching materials for the lesson. This deals with Mouza's (2018) idea that technology enhances personalized learning. Literature suggests that adapting early language, literacy, and numeracy programs through technology integration provides opportunities for personalization, catering to diverse learning styles and allowing students to engage with content in

various ways. Similarly, Ertmer (2020) opined that effective technology integration requires ongoing support. Literature indicates that educational technology can be adapted to accommodate diverse learning styles, and sustained support ensures teachers can effectively leverage technology in early language, literacy, and numeracy programs.

3.2.3. Strengthening Reflective Practices— Incorporating reflective practice into the professional development of primary grade teachers is crucial for enhancing their effectiveness in early language, literacy, and numeracy programs. Reflective practice involves educators examining and evaluating their teaching methods, classroom experiences, and outcomes. The participants commented that educators can create a dynamic and supportive learning environment where students are actively engaged in their learning journey. At the same time, teachers continuously refine their skills and adapt their instructional methods to effectively meet their students' diverse needs. This holistic approach promotes student success and facilitates ongoing professional growth for educators. Further, the results were consistent with the significant findings of the study by Ryan and Deci (2020). Engaging learners to pursue their growth involves fostering a learning environment that encourages curiosity, self-motivation, and a desire for personal development. Research suggests that intrinsic motivation is crucial in promoting student engagement and achievement. According to the study's findings, Pink (2019) affirmed that educators can promote learner growth by providing opportunities for autonomy, mastery, and purpose in learning activities. By allowing students to make choices, set goals, and take ownership of their learning, teachers empower them to pursue their interests and develop a growth mindset, highlighted by the study's findings by Dweck (2019). Statement Participant 10 emphasized establishing a school-based mentoring/learning partnership program

through SLAC (School-based Learning Action Cell). This initiative promotes collaborative learning and support among educators within the school community. Educators can benefit from peer support, guidance, and professional development opportunities by implementing a structured mentoring program. Additionally, this program fosters a culture of continuous improvement and shared learning, enhancing teaching practices and ultimately improving student outcomes. Through SLAC, educators can engage in collaborative problem-solving, exchange ideas, and access tailored support to address the diverse needs of their students effectively. This finding is congruent with a comprehensive study by Creswell, J. W. (2023). Action research contributes to teacher development. Literature suggests that incorporating action research projects into early language, literacy, and numeracy training allows teachers to actively investigate and reflect on their practices, leading to informed decision-making and continuous improvement. Comprehensive research by Sagor, R. (2020) states that action research empowers teachers. Teachers engaged in action research during early language, literacy, and numeracy training experience a sense of empowerment as they actively shape their professional development through reflection, inquiry, and data-driven decision-making. Based on Figure 5 above, the emerging themes regarding teachers' coping mechanisms with challenges, while trained in early language, literacy, and numeracy programs, were establishing mentorship programs, maintaining flexible teaching strategies, and strengthening reflective practices. In establishing mentorship programs, mentorship programs guide teachers in implementing new early language, literacy, and numeracy strategies. Mentors provide practical advice on overcoming challenges and share their experiences with successful implementation. Mentors offer emotional support and encouragement, acknowledging teachers' challenges during the

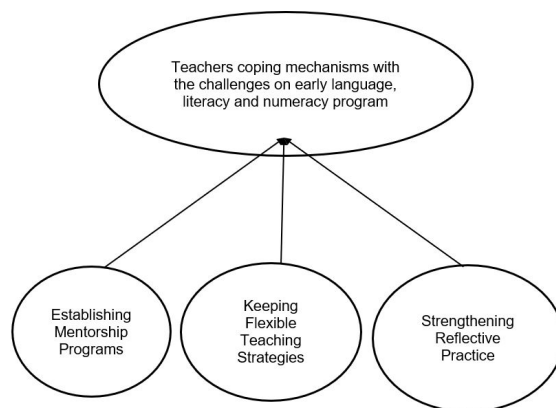


Fig. 4. Emerging Themes On Teachers’ Coping Mechanisms With The Challenges In Early Language, Literacy, And Numeracy Program

training process. This support helps alleviate stress and builds resilience among educators. Mentorship fosters professional growth by assisting teachers in setting and achieving early

language, literacy, and numeracy goals. Mentors provide constructive feedback and help teachers develop actionable improvement plans.

In keeping flexible teaching strategies, flexible teaching strategies allow teachers to adapt to the diverse learning needs of students. Educators learn to tailor their approaches to accommodate various learning styles, ensuring inclusivity in early language, literacy, and numeracy instruction. Teachers embrace differentiated instruction, catering to the individual needs of students. This flexibility allows for adjustments in teaching methods, content, and assessment to address varying levels of proficiency and understanding. Flexible teaching includes the integration of technology to enhance learning experiences. Teachers learn to leverage digital tools that cater to different learning preferences and provide interactive learning opportunities. Strengthening reflective practices is embedded in teachers’ coping mechanisms. Educators engage in regular reflection to assess the effectiveness of their instructional methods, enabling continuous improvement in their teaching practices. Reflection involves analyzing data related to student performance and adjusting teaching strategies accordingly. Teachers learn to use assessment data to inform decision-

making and identify areas for refinement. Reflective practices contribute to both personal and professional growth. Teachers develop a deeper understanding of their teaching styles, strengths, and areas for development, fostering a commitment to lifelong learning.

3.3. *Educational Management Insights Drawn from the Findings of the Study*—The participants shared their educational management insights, and the list was narrowed down to one to generate the themes. These themes were carefully analyzed and formulated based on informants’ accounts and reflections. The subthemes are shown below:

3.3.1. *Maintain Cultural Relevance in the Curriculum*—Several educational management insights may emerge Based on a study focusing on cultural relevance in the curriculum for early language, literacy, and numeracy programs. Findings indicated that a curriculum incorporating cultural relevance positively influences student engagement. Educational managers can use this insight to emphasize the importance of including diverse cultural perspectives, traditions, and languages in the curricu-

lum to enhance students' interest and involvement. Participant 1 and Participant 4 stressed the importance of continuous training and support to elevate the professionalism of primary-grade teachers, particularly in language, literacy, and numeracy instruction. Participant 1 highlighted the necessity of continuous professional development, tailored support, and updated methodologies to enhance teaching practices. Similarly, Participant 4 recommended the development of primary-grade teachers through ongoing training, mentorship programs, and resource allocation. This underscores the importance of providing educators mentorship, guidance, and resources to enhance teaching skills and improve student outcomes in language, literacy, and numeracy. Feiman-Nemser (2022) supported these findings. Mentorship programs pair novice teachers with experienced mentors to provide guidance, support, and professional development opportunities. Research indicates that mentorship programs contribute to teacher retention, job satisfaction, and instructional effectiveness (Ingersoll Strong, 2021). Mentors offer practical advice, share pedagogical insights, and model effective teaching practices for novice teachers (Johnson et al., 2018). The participant remarked that allocating resources such as funding, materials, and support services is crucial for implementing innovative teaching strategies and providing students with access to quality education. By investing in professional development and resources, educators can create engaging and effective learning environments supporting student success in language, literacy, and numeracy. Delgado-Gaitan (2024) researched community involvement as a support for cultural relevance. Engaging the community in the educational process, particularly in early language, literacy, and numeracy programs, contributes to cultural relevance by incorporating local perspectives and values. Epstein's study (2018) showed that parental involvement enhances cultural connections. Col-

laborating with parents and caregivers ensures that early education programs are culturally relevant by incorporating home and community perspectives into the curriculum.

3.3.2. Acknowledging the Importance of Individualized Approaches—The study emphasized the importance of individualized approaches in early language, literacy, and numeracy programs; educational management insights can be drawn. These insights can inform strategies and decisions to enhance the effectiveness of educational management in promoting individualized learning. Findings pointed out the importance of adopting diverse approaches to accommodate different learning styles and facilitate comprehension—the necessity of ongoing assessment and evaluation to identify students' weaknesses and transform them into strengths. By continuously monitoring students' progress, educators can pinpoint areas where additional support and intervention are needed, enabling targeted instruction to enhance learning outcomes in language and numeracy. Together, these statements highlight a comprehensive approach to teaching and supporting students in mastering essential language and numeracy skills. The study's findings agree with Moats and Tolman (2019), who argue that research supports the use of strategies such as explicit instruction, phonics instruction, vocabulary development, and language immersion techniques for language instruction. These strategies help students develop essential language skills, including reading, writing, speaking, and listening comprehension. Effective strategies in numeracy instruction include hands-on manipulatives, problem-solving activities, real-world applications, and scaffolded instruction (Carpenter et al., 2023). These strategies help students build conceptual understanding, computational fluency, and problem-solving skills in mathematics. The participants imparted that by monitoring progress regularly, educators can identify areas where students may be struggling

and adjust instruction accordingly to promote continued growth and success. Together, these statements emphasize the critical roles of time management and progress monitoring in facilitating effective teaching and learning experiences. Research by Hamre and Pianta (2021) revealed that positive teacher-student relationships support individualization. Studies emphasize the impact of positive relationships between teachers and students in early education programs, facilitating a better understanding of individual needs and promoting personalized instruction. Further, a study by Roorda, Koomen, Spilt, and Oort (2021) found that teacher sensitivity enhances student learning. Educational management insights highlight that teacher sensitivity to individual differences contributes to a supportive learning environment, allowing for effective individualized instruction in early language, literacy, and numeracy.

3.3.3. Improving Sustainability Planning—When examining findings related to sustainability planning in early language, literacy, and numeracy programs, educational management insights can be drawn to inform strategies for long-term success. Findings emphasized the importance of a long-term vision and commitment to sustaining early language, literacy, and numeracy programs. Participant 3 and Participant 6 emphasized the multifaceted role of primary teachers in fostering a supportive learning environment while effectively managing instructional tasks and time. Educators need empathy and compassion, mainly when working with struggling learners. This highlights the significance of building positive relationships and providing emotional support to create a nurturing atmosphere conducive to learning. Teachers must possess strong organizational and time management skills to maximize instructional efficiency. By balancing the emotional needs of students with the practical demands of lesson planning and time allocation, primary teachers can create an environment where all learners

feel valued and supported while achieving academic success. Banks's study (2023) states that primary teachers must possess compassion and empathy when working with struggling learners. These qualities are essential for creating a supportive and nurturing learning environment. Research suggests that teachers who demonstrate care and concern for their students' well-being foster positive relationships and trust, which are critical for promoting academic and socio-emotional growth. This is supported by the findings of the study by Gallagher and Johnson (2023). One participant emphasized the importance of fostering students' love and interest in learning. This highlights the educator's role in creating engaging and meaningful learning experiences that captivate students' curiosity and enthusiasm. By cultivating a positive learning environment and providing opportunities for exploration and discovery, educators can inspire students to develop a genuine passion for learning. Encouraging curiosity, creativity, and intrinsic motivation enhances academic achievement and instills lifelong learning habits and a positive attitude toward education. Ultimately, nurturing students' love for learning fosters their overall growth and development, both academically and personally. Fullan (2018) states that a long-term vision is essential for sustainability. Educational management insights emphasize the importance of developing a clear, long-term vision for early language, literacy, and numeracy programs. Sustainable initiatives require planning that extends beyond short-term goals. A comprehensive study by Hargreaves and Shirley (2019) showed that sustainable change requires strategic planning. Literature suggests that sustainability planning involves strategically aligning educational goals with long-term visions, ensuring that early education programs can adapt to changing needs over time. Based on Figure 5 above, the emergence of three themes—maintaining cultural relevance in curriculum, acknowledging the impor-

tance of individualized approaches, and improving sustainability planning—from the responses of participants in a study on early language, literacy, and numeracy programs suggests significant insights for educational management. They recognize the importance of integrating diverse cultural perspectives in maintaining cultural relevance in the curriculum. Educational managers can work on developing policies and guidelines that encourage teachers to incorporate culturally relevant content in their instructional materials. Provide professional development opportunities for teachers to enhance their cultural competence. Workshops and training sessions can empower educators to design curriculum materials that resonate with their students' cultural backgrounds. Facilitate collaboration with parents, community members, and cultural experts to ensure an authentic representation of diverse cultures. Engaging the community in curriculum development can enhance cultural relevance and foster a sense of ownership. Recognize the need for differentiated instruction. Implement training programs for teachers to equip them with strategies for tailoring instruction to meet students' individual needs. Explore the integration of technology to support individualized learning experiences. Educational managers can invest in adaptive learning platforms and technologies catering to various learning styles and paces. Emphasize the importance of regular assessment practices to inform individualized instruction. Develop assessment frameworks that allow teachers to understand each student's strengths and areas for improve-

ment and adjust their teaching methods accordingly. On acknowledging the need for a long-term vision and commitment to sustaining early language, literacy, and numeracy programs. Develop strategic plans that outline goals, resource allocation, and milestones for long-term success. Implement resource allocation strategies that prioritize sustained efforts. Work on securing funding, staffing, and materials for the continued implementation and improvement of early education programs. Recognizing the role of community engagement in sustainability, partnerships with parents, community stakeholders, and external organizations should be fostered to create a collaborative support system for the ongoing success of early education initiatives. Develop holistic policies addressing cultural relevance, individualized approaches, and sustainability planning. Integrated policies can ensure that these themes are considered comprehensively in educational planning and decision-making. Establish systems for continuous monitoring and adaptation. Regularly assess the impact of cultural relevance initiatives, individualized approaches, and sustainability plans to make informed adjustments based on ongoing feedback and results. By incorporating these insights into educational management practices, institutions can create a more inclusive, effective, and sustainable framework for early language, literacy, and numeracy programs. Integrating these themes reflects a commitment to providing quality education that respects diversity, caters to individual needs, and ensures the long-term success of educational initiatives.

4. Implications and Future Directions

The study "Early Language, Literacy, and Numeracy Strategies: Unfolding the Experiences of Primary Grade Teachers" presents a rich set of findings that carry implications for educational practice and suggest potential future directions. The experiences of primary-grade teachers underscore the need for targeted professional development initiatives. Training programs should address the specific challenges and opportunities related to early language, literacy, and numeracy strategies. Understanding this exposure's implications and future directions is essential for

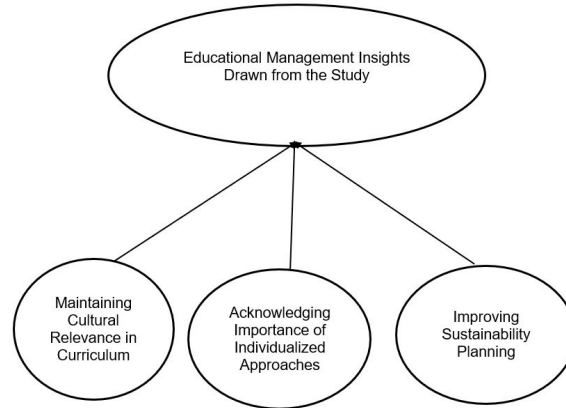


Fig. 5. Emerging Themes On The Educational Management Insights Drawn From The Study

policymakers, school administrators, and teachers to enhance literacy and educational outcomes.

4.1. Implications—The study showcased employing to enhance the quality of early education programs, ensuring that primary grade teachers are well-equipped to address the diverse needs of their students, and establishing clear guidelines and standards for the development, selection, and distribution of appropriate learning materials that align with curriculum goals. The emerging themes regarding strategies for capacitating primary-grade teachers in early language, literacy, and numeracy programs revolve around three key aspects: sustainability measures, enhancing teaching proficiency, and adapting to diverse learning styles. The importance of developing comprehensive, long-term plans for teacher capacitation is recognized in sustainability measures. This involves creating programs that extend beyond short-term interventions and incorporate ongoing support mechanisms. A sustainable approach involves nurturing leadership within the school community. By identifying and training teacher leaders, schools can ensure that initiatives are sustained through collaborative efforts and shared responsibilities. The involvement of community stakeholders, such as parents, local businesses, and organizations, is seen as a sustainable measure. Building partnerships

with the community creates a support network that can contribute to the longevity and success of teacher training programs. Organizing regular workshops is a crucial strategy for enhancing teaching proficiency. These workshops focus on the latest research, effective instructional strategies, and best practices in early language, literacy, and numeracy. Providing opportunities for teachers to be observed and receive constructive feedback helps them refine their teaching methods. Continuous evaluation, modeled lessons, and peer mentoring contribute to professional growth. Recognizing the role of technology in education, training programs emphasize the integration of educational tools and online resources to enhance teaching proficiency. Training programs emphasize differentiated instruction to adapt to and acknowledge the diversity of learning styles among students. Teachers are encouraged to tailor their methods, content, and assessments to accommodate the varied needs of learners. Addressing diverse learning styles also involves promoting cultural competence among teachers. This includes understanding and integrating culturally relevant content into lessons to make education more inclusive. Training teachers to create individualized learning plans ensures that each student’s unique learning style is considered, fostering a

more personalized and practical educational experience. These emerging themes collectively suggest a holistic and integrated approach to teacher capacitation. By combining sustainability measures, teaching proficiency enhancement, and strategies for diverse learning styles, the goal is to create a robust and enduring framework that positively impacts teachers and students in early language, literacy, and numeracy programs. Three themes emerged from teachers' coping mechanisms with early language, literacy, and numeracy program challenges: establishing mentorship programs, maintaining flexible teaching strategies, and strengthening reflective practices. In establishing mentorship programs, mentorship programs guide teachers in implementing new early language, literacy, and numeracy strategies. Mentors provide practical advice on overcoming challenges and share their experiences with successful implementation. Mentors offer emotional support and encouragement, acknowledging teachers' challenges during the training process. This support helps alleviate stress and builds resilience among educators. Mentorship fosters professional growth by assisting teachers in setting and achieving early language, literacy, and numeracy goals. Mentors provide constructive feedback and help teachers develop actionable improvement plans. In keeping flexible teaching strategies, flexible teaching strategies allow teachers to adapt to the diverse learning needs of students. Educators learn to tailor their approaches to accommodate various learning styles, ensuring inclusivity in early language, literacy, and numeracy instruction. Teachers embrace differentiated instruction, catering to the individual needs of students. This flexibility allows for adjustments in teaching methods, content, and assessment to address varying levels of proficiency and understanding. Flexible teaching includes the integration of technology to enhance learning experiences. Teachers learn to leverage digital tools that cater to different learn-

ing preferences and provide interactive learning opportunities. Strengthening reflective practices is embedded in teachers' coping mechanisms. Educators engage in regular reflection to assess the effectiveness of their instructional methods, enabling continuous improvement in their teaching practices. Reflection involves analyzing data related to student performance and adjusting teaching strategies accordingly. Teachers learn to use assessment data to inform decision-making and identify areas for refinement. Reflective practices contribute to both personal and professional growth. Teachers develop a deeper understanding of their teaching styles, strengths, and areas for development, fostering a commitment to lifelong learning. The emerging theme involves an integrated approach that combines mentorship programs, flexible teaching strategies, and reflective practices. Teachers benefit from a comprehensive support system addressing various aspects of professional development. This integrated approach emphasizes cultural competence, ensuring teachers are equipped to address the diverse needs of students from various cultural backgrounds in early language, literacy, and numeracy programs. Teachers form collaborative learning communities that share insights, strategies, and challenges. This community of practice encourages peer support and the exchange of ideas, creating a network that enhances coping mechanisms. By intertwining mentorship programs, flexible teaching strategies, and reflective practices, teachers develop a robust set of coping mechanisms to overcome challenges during training in early language, literacy, and numeracy programs. This holistic approach contributes to their professional growth, adaptability, and effectiveness in the classroom. On the educational management insights drawn from the study, the emergence of three themes—maintaining cultural relevance in curriculum, acknowledging the importance of individualized approaches, and improving sustainability planning—from the responses of

participants in a study on early language, literacy, and numeracy programs suggests significant insights for educational management. Recognizing the importance of integrating diverse cultural perspectives in maintaining cultural relevance in the curriculum. Educational managers can work on developing policies and guidelines that encourage teachers to incorporate culturally relevant content in their instructional materials. Provide professional development opportunities for teachers to enhance their cultural competence. Workshops and training sessions can empower educators to design curriculum materials that resonate with their students' cultural backgrounds. Facilitate collaboration with parents, community members, and cultural experts to ensure an authentic representation of diverse cultures. Engaging the community in curriculum development can enhance cultural relevance and foster a sense of ownership. Recognize the need for differentiated instruction. Implement training programs for teachers to equip them with strategies for tailoring instruction to meet the individual needs of students. Explore the integration of technology to support individualized learning experiences. Educational managers can invest in adaptive learning platforms and educational technologies that cater to various learning styles and paces. Emphasize the importance of regular assessment practices to inform individualized instruction. Develop assessment frameworks that allow teachers to understand each student's strengths and areas for improvement and adjust their teaching methods accordingly. Acknowledge the need for a long-term vision and commitment to sustaining early language, literacy, and numeracy programs. Develop strategic plans that outline goals, resource allocation, and milestones for long-term success. Implement resource allocation strategies that prioritize sustained efforts. Work on securing funding, staffing, and materials for the continued implementation and improvement of early education programs. Recognize the role of community en-

agement in sustainability. Foster partnerships with parents, community stakeholders, and external organizations to create a collaborative support system for the ongoing success of early education initiatives. Develop holistic policies that address cultural relevance, individualized approaches, and sustainability planning simultaneously. Integrated policies can ensure that these themes are considered comprehensively in educational planning and decision-making. Establish systems for continuous monitoring and adaptation. Regularly assess the impact of cultural relevance initiatives, individualized approaches, and sustainability plans to make informed adjustments based on ongoing feedback and results. By incorporating these insights into educational management practices, institutions can create a more inclusive, effective, and sustainable framework for early language, literacy, and numeracy programs. The integration of these themes reflects a commitment to providing quality education that respects diversity, caters to individual needs, and ensures the long-term success of educational initiatives.

4.1.1. Future Directions—This study offers valuable insights that can guide future directions for policymakers, school administrators, and teachers. Policymakers may use the study findings to inform the development of policies that support early language, literacy, and numeracy programs. These policies should emphasize cultural relevance, individualized approaches, and sustainability planning. Allocate resources strategically to support professional development initiatives for teachers. Invest in training programs, workshops, and resources that address the specific needs identified in the study, fostering continuous improvement. School administrators may develop and implement professional development initiatives that align with the identified needs of primary-grade teachers. These can include workshops, seminars, and ongoing training programs that enhance teachers' skills in early language, literacy, and numeracy

strategies. Provide cultural competence training for teachers to ensure they are well-equipped to integrate diverse cultural perspectives into their curricula. This can contribute to a more inclusive and culturally responsive learning environment. Teachers may actively engage in continuous professional development opportunities to stay updated on the latest strategies and best practices in early language, literacy, and numeracy education. They may integrate culturally relevant content and teaching strategies into daily lessons. They may recognize and celebrate the cultural diversity within the classroom. They may implement differentiated instruction techniques to address the individual needs of students. They may tailor teaching methods to accommodate varying learning styles and paces. Future researchers may conduct studies to assess the long-term impact of early language, language literacy, and numeracy programs on teachers' effectiveness and student outcomes, intensifying implementation and supporting the existing body of knowledge.

5. References

- A., P., & Greenberg, M. T. (2019). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Adams, M. J. (2020). *Beginning to read: Thinking and learning about print*. MIT Press.
- Al, C. (2020). *Building an intentional school culture: Excellence in academics and character*. Corwin Press.
- Anderson, L., et al. (2021). Professional development models for early literacy instruction: Perspectives from school administrators. *Educational Leadership*, 78(4), 45–51.
- Annual Status of Education Report (ASER). (2018). Annual status of education report. <https://www.aser.org/>
- Arcilla Jr, F., Soriano, E., & Bayeta, P. (2017). First language influence on second language phonology among visayan speakers. *16*, 18–34.
- Asian Development Bank. (2021a). *Impact of covid-19 on education in southeast asia: Learning losses in the philippines*. Asian Development Bank.
- Asian Development Bank. (2021b). *Learning and earning losses from covid-19 school closures in developing asia: Special topic of the asian development outlook 2021*. Asian Development Bank.
- Askew, M. (2018). It ain't (just) what you do: Effective teachers on numeracy. In I. Thompson (Ed.), *Issues in teaching numeracy in primary schools* (pp. 91–102). Open University Press.
- Askew, M., Brown, M., Rhodes, V., Johnson, D., & William, D. (2018). *Effective teachers of numeracy*. School of Education, King's College. [http://mjli.uum.edu.my%20Malaysian%20Journal%20of%20Learning%20and%20Instruction:%20Vol.%2013%20\(2016\):%2043-62%2061](http://mjli.uum.edu.my%20Malaysian%20Journal%20of%20Learning%20and%20Instruction:%20Vol.%2013%20(2016):%2043-62%2061)
- Authority, M. D. (2018). Socioeconomic challenges in education: Focus on davao city.
- Ayade, M. M., Dela Calzada, R. P., Sabanal, J. P., & Saballa, M. M. (2019). Early language literacy and numeracy implementation. *SMCC Higher Education Research Journal (Teacher Education Journal)*, 1(1). <http://ejournals.ph/form/cite.php?id=14384>

- Azim Premji Foundation. (2019). Teacher preparedness in indian primary schools. <https://azimpremjifoundation.org>
- Badian, N. A., & Mansfield, R. (2021). Phonological and orthographic processing: Their roles in reading prediction. *Annals of Dyslexia*, *51*, 179–202.
- Baker, J. A., Grant, S., & Morlock, L. (2019). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, *23*(1), 3–15.
- Ball, E. W., & Blachman, B. A. (2021). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, *26*, 49–66.
- Banerji, R., & Chavan, M. (2018). The learning crisis in primary education in india. <https://asercentre.org>
- Baumwell, L., Tamis-LeMonda, C. S., & Bornstein, M. H. (2018). Maternal verbal sensitivity and child language comprehension. *Infant Behavior and Development*, *20*, 247–258.
- Birchak, F. (2019). *Language education in the primary years*. UNSW Press.
- Bishop, D. V. M., & Adams, C. (2020). A prospective study of the relationship between specific language impairment, phonological disorders, and reading impairment. *Journal of Speech and Hearing Research*, *38*, 446–462.
- Blachman, B. A. (2020). Phonological awareness. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (pp. 483–502, Vol. 3).
- Blachman, B. A. (2024). Relationship of rapid naming ability and language analysis skill to kindergarten and first grade reading achievement. *Journal of Educational Psychology*, *76*, 610–622.
- Bloom, L. (2023). *The transition from infancy to language*. Cambridge University Press.
- Boudreau, D. M., & Hedberg, N. L. (2023). A comparison of early literacy skills in children with specific language impairment and their typically developing peers. *American Journal of Speech-Language Pathology*, *8*, 249–260.
- Bradley, L., & Bryant, P. E. (2023). Categorizing sounds and learning to read—a causal connection. *Nature*, *301*, 419–421.
- Brady, S., Fowler, A., Stone, B., & Winbury, N. (2024). Training phonological awareness: A study with inner-city kindergarten children. *Annals of Dyslexia*, *44*, 26–59.
- Breakwell. (2022). Character education and students social behavior. *Journal of Education and Learning*, *6*(4), 223–230.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Brown, J., & Clark, M. (2023). Resource allocation strategies for early numeracy development: Insights from school administrators. *Journal of Educational Administration*, *41*(2), 167–180.
- Bryant, P. E., Bradley, L., Maclean, M., & Corossland, J. (2019). Nursery rhymes, phonological skills and reading. *Journal of Child Language*, *16*, 407–428.
- Burton, L. (2020). Implementation challenges of the mother tongue-based multilingual education policy in the philippines. *Journal of Multilingual Education Research*.
- Byrne, B., & Fielding-Barnsley, R. (2021). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, *83*, 451–455.

- Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. (2019). Language bases of reading and reading disabilities: Evidence from a longitudinal investigation. *Scientific Studies of Reading, 3*, 331–362.
- Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. (2021). Estimating the risk of future reading difficulties in kindergarten children: A research-based model and its clinical instrumentation. *Language, Speech, and Hearing Services in Schools, 32*, 38–50.
- Chaney, C. (2022). Language development, metalinguistic skills, and print awareness in 3-year-old children. *Applied Psycholinguistics, 13*, 485–514.
- Chard, D. J., Simmons, D. C., & Kaméenui, E. J. (2018). Understanding the primary role of word recognition in the reading process: Synthesis of research on beginning reading [Retrieved November 18, 2002, from <http://darkwing.uoregon.edu/ncite/reading/WordSyn.html>].
- Christie, J. F., & Enz, B. (2022). The effects of literacy play interventions on preschoolers' play patterns and literacy development. *Early Education and Development, 3*, 205–220.
- Clarke, D., & Clarke, B. (2022). Challenging and effective teaching in junior primary mathematics: What does it look like? In M. Goos & T. Spencer (Eds.), *Proceedings of the 19th biennial conference of aamt* (pp. 309–318). AAMT.
- Cresswell, K. (2023). Differential effects of home literacy experiences on the development of oral and written language. *Reading Research Quarterly, 32*, 96–116.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Effective teacher professional development.
- David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2019). Out-of-school children: Changing landscape of school attendance and barriers to completion.
- Delgado-Gaitan, J. (2024). Individual differences in 4-year-old children's acquisition of vocabulary during storybook reading. *Journal of Educational Psychology, 87*, 218–229.
- Desimone, L. M., & Garet, M. S. (2018). Best practices in teacher's professional development in the united states. *Psychology, Society, Education, 2*(1).
- Epstein, K. (2018). Literacy objects as cultural tools: Effects on children's literacy behaviors in play. *Reading Research Quarterly, 27*, 202–225.
- Ertmer, C. (2018). Close reading and far-reaching classroom discussion: Fostering a vital connection. *Journal of Education, 196*(1), 1–8.
- Feiman-Nemser, K. (2022). *Put it in writing: Context, text and writing*. PETAA.
- for Development Studies (PIDS), P. I. (2018). Class size and student performance: Towards evidence-based education policy.
- for International Student Assessment, P. (2018). Program for international student assessment.
- Fullan, A. (2018). Joint book reading as a multiple vocabulary acquisition device. *Developmental Psychology, 19*, 445–451.
- Fullan, M. (2020). *The new meaning of educational change*. Routledge.
- Gatcho, A. G., & Gutierrez, M. G. (2018). Literacy education in the philippines: A survey on what's hot and what's not [Retrieved from <http://ejournals.ph/form/cite.php?id=14298>]. *Luz y Saber, 12*(2).
- Girolametto, L., Pearce, P. S., & Weitzman, E. (2019). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech and Hearing Research, 39*, 1274–1283.

- Goswami, U., & East, M. (2020). Rhyme and analogy in beginning reading: Conceptual and methodological issues. *Applied Psycholinguistics*, *21*, 63–93.
- Groves, S., Mousley, J., & Forgasz, H. (2019). *Primary numeracy compendium*. Clearinghouse for National Literacy; Numeracy Research.
- Guzman, A. B. D. (2019). Challenges in managing large classes: Perspectives from primary school teachers in davao city.
- Hamre, B. K. (2021). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal*, *30*, 95–122.
- Hargrave, A. C., & Senechal, M. (2020). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialog reading. *Early Childhood Research Quarterly*, *15*, 75–90.
- Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin Press.
- Hargreaves, A., & Shirley, C. (2019). *Preschool children's visual attention to print during storybook reading* [Manuscript in review].
- Haskins, R., & Loeb, S. (2018). A plan to improve the quality of teaching [Retrieved from <http://www.futureofchildren.org>]. *The Future of Children*, 51–56.
- Heineman, Crain-Thoreson, C., & Dale, P. S. (2019). Enhancing linguistic performance: Parents and teachers as book reading partners for children with language delays.
- Herath, D. (2020). "multilingual education in mindanao: Implementation challenges and teacher preparedness". *Journal of Multilingual and Multicultural Development*.
- Hodges & Videto. (2018). Effectiveness of character education programs in middle and high schools [Counselor Education Master's Theses. Paper 127].
- Howes. (2018). The application of performance measurement system model using malcolm baldrige model (mbm) to support civil state apparatus law (asn) number 5 of 2014 in indonesia. *International Journal of Applied Business and Economic Research*, *14*(11), 7397–7407.
- Ingersol & Strong, J. R. (2021). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the sydney school*. Equinox.
- Instructional studies. in j. metsala l. ehri (eds.), word recognition in beginning reading. (n.d).
- Jha, P., & Chand, V. S. (2018). *Education and inequality in india: A classroom view*. Taylor Francis.
- Johnson, R., & Smith, T. (2019). Leadership practices for early language development: Perspectives from school administrators. *Educational Management Administration Leadership*, *47*(3), 367–382.
- Johnston, J. (2022). Literacy and numeracy strategy directions 2012-2013.
- Jones, S., et al. (2024). Enhancing family and community engagement in early literacy initiatives: Strategies for school administrators. *School Community Journal*, *34*(1), 89–103.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, *80*, 437–447.
- Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology*, *11*, 17–29.

- Justice, L. M., & Ezell, H. K. (2020). Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, 9, 257–269.
- Justice, L. M., & Ezell, H. K. (2021). Written language awareness in preschool children from low-income households: A descriptive analysis. *Communication Disorders Quarterly*, 22, 123–134.
- Justice, L. M., & Kaderavek, J. (2022). Using shared storybook reading to promote emergent literacy. *Teaching Exceptional Children*, 34, 8–13.
- Justice, L. M., Weber, S., Ezell, H. K., & Bakeman, R. (2022). A sequential analysis of children's responsiveness to parental references to print during shared storybook reading. *American Journal of Speech-Language Pathology*, 11, 30–40.
- Kovalik, S., & Olsen, K. (2020). *Creating a culture for high-performing schools: A comprehensive approach to school reform, dropout prevention, and bullying behavior*. Rowman & Littlefield Education.
- Lane, H. B., & Pullen, P. C. (2024). *Phonological awareness assessment and instruction: A sound beginning*.
- Lane, H. B., Pullen, P. C., Eisele, M. R., & Jordan, L. (2022). Preventing reading failure: Phonological awareness assessment and instruction. *Preventing School Failure*, 46, 11–15.
- Larson, K. (2019). Understanding the importance of character education: A research paper [University of Wisconsin-Stout].
- Lombardino, L. J., Riccio, C. A., Hynd, G. W., & Pinheiro, S. B. (2019). Linguistic deficits in children with reading disabilities. *American Journal of Speech-Language Pathology*, 6, 71–78.
- Lonigan, C. J., Allan, D. M., Lerner, M. D., & Farrington, A. L. (2019). *Academic literacies in the middle years: A framework for enhancing teacher knowledge and student achievement*. Routledge.
- Lonigan, C. J., Burgess, S. R., & Anthony, J. L. (2000). Development of emergent literacy and early reading skills: Evidence from a latent-variable longitudinal study. *Developmental Psychology*, 36, 596–613.
- Maciones. (2022). School culture and students' achievement [IB the Culture of Learning Madrid, Dubai, United Arab Emirates].
- Maclean, M., Bryant, P., & Bradley, L. (2018). Rhymes, nursery rhymes, and reading in early childhood. *Merrill-Palmer Quarterly*, 33, 255–281.
- Maligalig, D. S., & Albert, J. R. G. (2020). Teacher training and development in the philippines: A case study of davao city [Philippine Institute for Development Studies].
- Marini, A. (2019). Elementary school teachers' competences of character education [<http://dx.doi.org/10.21506/j.ponte.2016.12.15>]. *Ponte Journal*.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2019). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- Mason, J. M. (2020). When do children begin to read: An exploration of four-year-old children's letter and word reading competencies. *Reading Research Quarterly*, 15, 203–227.
- Medwell, J., Wray, D., Poulson, L., & Fox, R. (2018). Effective teachers of literacy [Retrieved from <http://www.leeds.ac.uk/educol/documents/000000829.htm>].

- Montonye, M., Butenhoff, S., & Krinke, S. (2018). The influence of character education on positive behavior in the classroom [Masters of Arts in Education Action Research Papers, Paper 6].
- Mosura, M. (2018). Competency mapping and analysis of students competency based on economics subject national examination and its alternative solutions in state high schools at pekanbaru. *International Journal of Economic Research*, 3(5), 2133–2148.
- Mouza, J. (2018). *Exploring literacy in school english (write it right resources for literacy and learning)*. Metropolitan East Disadvantaged Schools Program.
- NCERT. (2019). National achievement survey (cycle 3) [Retrieved from NCERT].
- Neuman, S. B., & Roskos, K. (2020). Play, print, and purpose: Enriching play environments for literacy development. *The Reading Teacher*, 44, 214–221.
- Nicholson, T., & Moats, G. (2018). Closing the gap on reading failure: Social background, phonemic awareness, and learning to read. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 381–408).
- of Education, M. (2019). Integrated curriculum for primary schools curriculum specifications mathematics 5.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2018). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of research on student engagement*.
- Robinson, E., & Garcia, A. (2022). Curriculum implementation in early numeracy: Perspectives from school administrators. *Journal of Curriculum Studies*, 54(1), 67–82.
- Rosenthal, R., & Jacobson, L. (2019). Pygmalion in the classroom: Teacher expectation and pupils' intellectual development. *The Urban Review*, 16(1), 16–20.
- Rubie-Davies, C. M. (2020). *Becoming a high expectation teacher: Raising the bar*. Routledge.
- Scarborough, H., & Dobrich, W. (2004). On the efficacy of reading to preschoolers. *Developmental Review*, 14, 245–302.
- Shulman, L. S. (2019). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- Smith. (2019). The effect of hidden curriculum on character education process of primary school students [Educational Sciences: Theory & Practice – 12(2) Supplementary Special Issue, Turkey: Educational Consultancy and Research Center].
- Smith, M., & Brown, K. (2020). Data-informed decision making in early literacy instruction: Practices of school administrators. *Educational Policy Analysis*, 30(4), 437–451.
- Snow, C. E., Burns, M. S., & Griffin, P. (2018). *Preventing reading difficulties in young children*. National Academy Press.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360–406.
- Stanovich, K. E. (2022). Speculations on the causes and consequences of individual differences in early reading acquisition. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 307–342). Erlbaum.
- Stronge, J. H. (2020). *Qualities of effective teachers*. ASCD.
- Stuart, M. (2022). Prediction and qualitative assessment of five- and six-year-old children's reading: A longitudinal study. *British Journal of Educational Psychology*, 65, 287–296.

- Teale, W. H. (2019). Home background and young children's literacy development. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading*. Ablex.
- Thornlie. (2019). Effects of character education on student behavior [Masters Theses, Paper 1252, <http://thekeep.edu/theses/1252>].
- Tomlinson, S. (2021). Direct instruction fit for purpose: Applying a metalinguistic toolkit to enhance creative writing in the early secondary years. *Australian Journal of Language and Literacy*, 39(3), 207–219.
- Torgesen, J. K., Morgan, S. T., & Davis, C. (2022). Effects of two types of phonological awareness training on word learning in kindergarten children. *Journal of Educational Psychology*, 84, 364–370.
- UNESCO. (2019). Teachers and teaching in the philippines: A situation analysis.
- Van Ijzendoorn, M. H., & Pellegrini, A. D. (2018). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1–21.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Winebrenner & Espeland, A. (2018). On explicit and direct instruction [ALEA 'Hot Topic' May 2014, Available at <https://www.alea.edu.au/documents/item/861>].
- Zinsser, K. M., Bailey, C. S., Curby, T. W., Denham, S. A., & Bassett, H. H. (2020). Exploring the predictive validity of teacher emotional support dimensions and teacher-child relationships on children's social-emotional and academic trajectories. *Early Childhood Research Quarterly*, 45, 29–41.