



TEACHERS' PERCEPTION AND CHALLENGES IN THE 8-WEEK LEARNING RECOVERY PROGRAM

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Abstract:

This study examined the challenges and perceptions primary school teachers in Bacon West District faced during the implementation of the 8-week learning recovery program in the school year 2022-2023. The study collected qualitative and quantitative data through surveys and interviews to understand administrative and instructional support, teacher perceptions, and difficulties faced during the program. Findings indicated that informational support was strong, with 93% of teachers feeling supported. School heads, district supervisors, and education program supervisors provided 89% support, while budgetary support followed closely. Emotional and appraisal support were both rated at 70%. However, instructional support was hampered by limited physical space in many schools. Despite these constraints, teachers generally agreed that the program was relevant, but they noted a lack of training and preparation time. The main challenges identified included tight schedules, teacher burnout, diverse learner needs, and resource limitations. Although teachers found the program effective, they suggested improving training, allocating more time, and providing better resources. Recommendations included increasing administrative and instructional support, improving the availability of instructional materials, and allowing more time for teacher training. The study also proposed that teachers' direct experiences should inform program design and suggested that an action plan be submitted to the division office for implementation. Additionally, these findings could guide further research into similar programs with broader outcomes.

Keywords: Teachers' Perceptions, challenges, 8-week learning recovery program

2. INTRODUCTION

Prior to the COVID-19 pandemic, education had been severely impacted. An estimated 50 million primary school-age children in East Asia and Pacific region were failing to master fundamental skills in core disciplines such as language, mathematics, and science (UNESCO, 2017) Up to 80% of children in some countries did not master fundamental reading, writing and mathematics skills by the end of primary school (UNICEF & SEAMEO, 2020). COVID-19 related school closures stood to intensify the learning crisis across the nation.

The pandemic's unceasing pursuit of effective strategies to bridge the learning gaps and promote academic resilience had become an urgent necessity. The educational landscape had experienced unprecedented disruptions, ranging from global crises affecting traditional classroom settings to the emergence of new learning modalities. The abrupt transition to remote learning, as well as the subsequent interruptions to traditional classroom instruction, caused many children struggled academically.

In response to this dilemma, education systems all around the world established learning recovery programs to help students make up on missed learning opportunities. Many schools postponed formal assessment in favor of lighter approaches that were less demanding for returning students. These programs, while well-intentioned, presented particular challenges to educators.

This introduction investigated teacher's perceptions of these learning recovery programs as well as the multiple challenges they confronted while striving to close the educational gaps created by the pandemic. Understanding these teacher perspectives and challenges was crucial in the ongoing endeavor to ensure that students received the support they needed to recover from the disruptions of the pandemic and thrive in a post-pandemic educational landscape.

The overall purpose of the World Bank's learning recovery plan was to make education more inclusive, effective, and resilient, as well as to enable education systems to recover, prosper, and experience positive transformations in the face of adversity. Recovering learning losses also required countries to make fundamental adjustments to their educational systems, which required high-level leadership, long-term planning, and the financial resources to implement the plan immediately.

According to Angrist, et al. (2021), rather than going right into grade-level curriculum, primary schools in LMICs were advised to quickly assess learning levels to grasp what children know (or not) and plan effective solutions. They could accomplish this by

employing basic methods to assess students on a regular basis rather than relying on high-stakes exams, which could have a big impact on a child's future by, for example, determining grade promotion.

During the conference on "Experts Recommend Strategies to Bridge the Learning Gap After the COVID-19 Pandemic," Mr. Abdur Rashid from the All-India Education Movement placed a strong emphasis on enhancing infrastructures and implementing plans for providing pupils with certain bridge classes. He had requested that the Academic Intensive Care Unit (AICU) approach used by the Karnataka-based organization Shaheen Group of Institutions be copied in order to close the achievement gap among pupils.

Following the progressive enlargement of face-to-face classes, the Department of Education (DepEd) was developing a learning recovery plan framework to guide schools in addressing learning gaps due to pandemic-related disruptions. DepEd Order No. 024, s. 2022 the Adoption of the Basic Education Development Plan 2030 (BEDP), aimed to address the immediate impact of the pandemic on learning and participation by addressing learning loss while deepening learning gains, closing remaining access gaps, confronting the issue of education quality, and anticipating the future of education, and introducing innovations in fostering resiliency and embedding the rights of children and youth in education.

Meanwhile, the Department of Education in Bicol region developed a three-year learning structure to help learners catch up after two years of interruption due to the pandemic. In Regional Memorandum No. 74, s. 2022 titled Implementation of the 8-Week Learning Recovery Program in grades one to three for school year 2022-2023, aimed to address learning loss and close the gap between current and expected literacy and numeracy skills allowing grade learners to progress effectively. It was developed in all elementary schools in the region to determine if the gaps had been overcome.

Following the issuance of the Regional Memorandum, the Schools Division of Sorsogon City held a Division Mass Orientation on the 8-Week Learning Recovery Curriculum (DepEd, 2022). It was a two-day activity that primarily aimed to introduce the lesson maps in the mother tongue, Filipino, Mathematics and English. It also aimed to orient the teachers on the utilization of worksheets, interactive learning materials and appropriate pedagogies during the program's implementation enabling schools to plan their class schedule for the 8-week LRP.

Bacon West District primary teachers had dealt with the difficulties caused by the pandemic. In response to these, Bacon West teachers were prepared to administer the 8-week learning recovery program, which was meant to provide intervention and support to pupils grappling with learning loss. However, throughout this learning recovery program, it was crucial to delve into teachers' perceptions, since they played an important role in its effectiveness. Understanding how the teachers viewed the program, its impact on the students, and their own experiences could provide valuable insights into its effectiveness. Bacon West teachers' feedback and insights could offer valuable information about the program's strengths and areas that may have needed adjustments. Recommendations and comments on the long-term sustainability of the program were important for planning its continuation or expansion.

2.3 Conceptual Framework

This study employed the Input-Process-Output method. The study examined the perceptions and challenges encountered by the Bacon West District teachers upon the implementation of the learning recovery program. The input comprised the profile of the school in terms of administrative and instructional support. Understanding the profile of a school was critical for making informed decisions, promoting accountability, and nurturing a positive and effective learning environment for learners. Teachers' perception about the program included the time-frame, lesson-maps, instructional materials along with the challenges encountered by both the learners and the teachers during and after the 8-Week Learning Recovery Program. Understanding the challenges and perceptions of teacher could provide insights that were valuable for educational leaders and administrators seeking to enhance the quality of the learning recovery program. The process component involved the conduct of survey through questionnaire and an unstructured interview. The output referred to the study's result. This research provided action plan for implementation. This aimed to enhance the program's implementation, awareness, and effectiveness

3. METHODOLOGY

3.1 Research Design

This study involved the collection of both qualitative and quantitative data. A descriptive survey method and an unstructured interview were used to collect data to determine Teacher's perceptions and challenges regarding the 8-Week learning recovery program of primary teachers in Bacon West District. The collected data was compiled, tallied and prepared for statistical treatment. The statistical methods used were frequency count, percentage and ranking.

3.2 Respondents

The primary source of data was the primary teachers from 19 Bacon West District schools. Table 3.1 presents the breakdown of teacher-respondents across different grade levels. It revealed that Grade 1 had the highest number of teachers with 17 individuals, representing 37% of the total respondents. Grade 2 followed with 14 teacher-respondents, representing 30% of the total. Meanwhile, Grade 3 accounts for 15 teacher respondents, or 33% of the total respondents. It was worth mentioning that the total number of the respondents stood at 46, ensuring a complete representation of teachers at all three grade levels.

Table 3.1
The Respondents

Teachers	F	%
Grade 1	17	37
Grade 2	14	30
Grade 3	15	33
Total	46	100

3.2 Data Collection Procedures

To facilitate the conduct of the study, permission was sought from the Sorsogon City Division Superintendent, Public Schools District Supervisors, and all the school heads of Bacon West District. Upon the approval of the Sorsogon City Division Superintendent, the crafted and revised survey questionnaires were given to each school. Confidentiality and informed consent were observed during the survey distribution and interview process. The researcher prioritized the protection of participants' rights and well-being.

The researcher personally distributed the questionnaires and conducted interview with the first ten (10) elementary schools on June 06, 2023 and retrieved on the same date. In the same month on June 07, 2023, the researcher distributed the questionnaires on the five (5) school respondents and right after the respondents finished the questionnaires and the interview, the researcher received them on the same day. For the remaining coastal schools, the researcher chose to distribute the questionnaire through the school head. On June 13, 2023, the researcher retrieved the questionnaires from the coastal schools.

3.4 Data Analysis Procedures

The data gathered were analyzed and interpreted using descriptive statistical tools. Frequency count and percentage were used to determine the status of the school when it comes to administrative support. On the other hand, frequency count and mean were used on the instructional support. The 4-Point Scale was used to determine the perceptions of the teachers in terms of the time frame, lesson maps and instructional materials. And lastly, for the unstructured interview thematic analysis and ranking was used to determine the experiences, challenges and suggestions of teachers on the implementation of the 8-week learning recovery program.

4. RESULTS AND DISCUSSION

4.1 Administrative support

In Tables 4.1A and 4. 1B, the profile of the schools in Bacon West District was presented in terms of administrative and instructional support. The data analysis utilized frequency and percentage.

Table 4.1 A
Administrative Support

A. Administrative Support	With		Without	
	F	%	f	%
1. Assistance from School Head/District Supervisors/EPS	41	89	5	11
2. Budgetary Support	41	89	5	11
3. Emotional Support	32	70	14	30
4. Appraisal Support	32	70	14	30
5. Informational Support	43	93	3	7

As shown in Table 4.1 A, represented the administrative support, whether it was evident or not. Respondents reported the highest amount of informational support, with 93% receiving it and only 7% expressing no support. Assistance from school head/district supervisors, EPS and budgetary support tied for the next highest level of support at 89% each, with 11% reporting no support. Following that, emotional support and appraisal support were both tied, with 70% receiving support and 30% reporting no support.

The table showed the respondents' stated level of administrative support, which was generally satisfactory. The category with the highest level of support was informational support, showing that most respondents received enough assistance with information. Budgetary support and assistance from school heads, district supervisors, and EPS also seemed to be generally available, suggesting the existence of organizational support systems. While still significant, the levels of support for appraisal and emotional support are slightly lower, indicating potential areas for improvement in staff performance and emotional support.

The literature on management emphasized the importance of different administrative support alternatives in improving employee well-being, job satisfaction, and productivity. According to Hamzeh (2021) the implementation of a learning recovery plan during pandemic needed collaboration between educational institution and government units to better assess the effectiveness of remedy to educational crisis. Watson's (2021) study supported the prior assumption by identifying these various supports, allowing practitioners to focus on high-leverage behaviors in order to effectively support teachers. It has also been associated with teacher fulfillment and a positive school climate. Furthermore, the study of Dionglay, et al. (2023) concluded that commitment and effort of the teachers, administrators, and other stakeholders in the implementation of the program led to its effectiveness.

The data provided by the teachers demonstrated the availability of various administrative services. Finding out what kind of assistance a teacher was lacking helped us come up with solutions. The action plan offered strategies for addressing the areas that

required development. Table 4.1 B, presented the different aspects of instructional supports given to the teachers. The data given pertained to the allocation of resources between schools.

Table 4.1 B
Instructional Support

Variables	F	%
1. Number of Classrooms		
• 5 and below	16	55%
• 6-10	8	28%
• 11 and above	5	17%
Total	29	100%
2. Number of Teachers		
• 5 and below	2	6%
• 6-10	25	81%
• 11 and above	4	13%
Total	31	100%
3. Availability of Instructional Materials		
• Adequately available	17	38%
• Moderately available	24	53%
• Few available	4	9%
Total	45	100%

In terms of classroom numbers, the majority, 55% had five or fewer classes. In contrast, just 17% of schools claimed having 11 or more classroom. In terms of teachers' number, the majority, at 81%, fell between 6 and 10 teachers. Conversely, just 6% of schools had five or fewer teachers. In terms of the instructional materials, a substantial portion (53%) reported moderately available resources. However, 9% of schools had very few instructional materials.

Most schools appeared to have functioned in physically constrained premises, as evidenced by the presence of less than six classrooms. Larger educational facilities were uncommon in Bacon West. Some schools operated with the use of old and makeshift classrooms. Additionally, most schools had moderate-sized teaching staff, often ranging from six to ten teachers. This suggested a common trend of low teacher-to-student ratios, which had an influence on individualized instruction and student support. Furthermore, while the majority of schools considered to have a moderate supply of educational materials, a significant number of them continued to have accessibility issues. Numerous studies in education often highlighted the importance of adequate classroom space and teacher-student ratios for effective learning. In connection to this, Suralta, (2022) mentioned that many students struggled to acquire fundamental abilities and skills including writing, reading, and simple arithmetic operations. So, in his study, he emphasized the need to have a learning support center and that more learning support assistants should be hired. The number of teachers also affected the learning climate of learners.

What instructional materials and technologies significantly impacted the educational system was supported by a study by Haleem (2022). How well a school and its teachers were able to provide a decent education was significantly impacted by the materials available there. This was further underpinned by Lagata (2022), whose study supported investing in appropriate resources to offset the learning losses, minimize dropout rates, mitigate the potential downstream in the economic and labor markets, and address the social impact of learning losses. Instructional materials were essential in the teaching and learning process; identifying their availability provided us with an overview of how schools operated. The insufficiency of instructional materials could be addressed in the action plan, as it provided strategies on how to mitigate the utilization of resources.

4.2 Teachers' Perception on 8-Week Learning Recovery Program

This section covered the perceptions of teacher regarding the timeframe, lesson maps, and instructional materials. Teachers worked directly with students and were crucial to the effective execution of learning recovery programs. Effective carrying out these initiatives depended on their acceptability and understanding.

In Table 4.2 A revealed teacher perspectives on the time frame of the 8-week learning recovery program. First, there was a strong agreement among teachers regarding the relevance of the program to the current school year (2022-2023). This proposed a prevalent acknowledgment of the program's alignment with the ongoing educational needs and challenges, with a weighted mean of 3.72 indicating a strong agreement.

Table 4.2A
Teachers' Perception Based on Time Frame

Indicators	Weighted Mean	Interpretation
The 8 th week learning recovery program is relevant to school year 2022-2023.	3.72	Strongly Agree
The 8-week time frame is adequate to help learners compensate for the learning loss caused by the pandemic.	3.02	Agree
Teachers have received sufficient training to get familiar with the program.	2.41	Disagree
The time frame for teachers to prepare instructional materials and worksheets is enough before the implementation.	2.09	Disagree
Overall weighted mean	2.81	Agree

Following closely, with a slightly lower weighted mean of 3.02, was the perception that the 8-week time frame allocated for the program was adequate for helping learners compensate for the learning loss induced by the pandemic. There was notable disagreement, reflected in a weighted mean of 2.41, regarding the adequacy of training offered to teachers to familiarize themselves with the program.

Additionally, teachers expressed dissatisfaction with the time frame allocated for preparing instructional materials and worksheets before implementation, with a weighted mean of 2.09 indicating disagreement. The overall weighted mean of 2.81 proposed a general agreement across all indicators, indicating a moderate level of agreement regarding the program's overall effectiveness and implementation.

There was a dominant agreement among teachers that the program was highly relevant to the current school year and that they agreed to the program's potential to address learning challenges brought about by the pandemic. However, concerns arose regarding the support and resources provided to teachers. Specifically, there was notable disagreement regarding the sufficiency of training and preparation time. As mentioned on the interview and on the Division Memorandum No. 218, s. 2022, it indicated that teachers only got a 2-day orientation before the implementation of the program. Table 3.A indicated a generally encouraging perception but also emphasized the need for attention to specific aspects related to teacher readiness.

For the above finding, Suralta, (2022) conjectured that the school calendar should also be extended, and learning time should be increased. Many students struggled to acquire fundamental abilities and skills including writing, reading, and simple arithmetic operations. DepEd also intended to step up its reading interventions, carry out routine home visits and follow-ups, put study groups and buddy systems into place both physically and virtually, promote literacy at home and in the community, utilize parent or guardian teacher volunteers, and create appropriate assessment tasks and resources.

Teachers were given a very short time frame to prepare for the implementation of the 8-week learning recovery program based on the data that they provided. The action plan suggested giving them more time for training and preparation prior to implementation. This would have improved teacher satisfaction and confidence in the program's relevance and effectiveness.

Table 4.2 B
Teaches' Perception Based on Lesson Maps

INDICATORS	Mean	Interpretation
All of the various learner ability groupings are appropriately represented in the course flow on the given lesson maps.	3.07	Agree
Contextualization is used in the offered lesson maps.	3.07	Agree
The lesson maps are applicable to all the learner's ability groupings.	3.20	Agree
The given lesson maps/ plans are doable.	3.11	Agree
The lesson maps are crafted to address literacy crisis of the learners.	3.33	Agree
Overall weighted mean	3.16	Agree

Table 4.2 B showed how the lesson maps for the 8-weeks of the learning recovery program were perceived by the teacher. The highest level of agreement, indicated by a mean of 3.33, indicated that the lesson maps were adeptly crafted to address the literacy crisis among learners. Following closely, with a mean of 3.20, was the perception that the lesson maps were applicable to pupils across various ability groupings. Additionally, tied with a mean of 3.07, was the agreement regarding the appropriate representation of learner ability groupings within the course flow and the integration of contextualization in the lesson maps. Lastly, while slightly lower, the perception of the feasibility of the lesson maps, with a mean of 3.11, still reflected agreement among teachers. Overall, the weighted mean of 3.16 across all indicators signified a general consensus among teachers regarding the effectiveness and applicability of the lesson maps in supporting student learning.

The lesson maps provided to the teachers in the 8-week learning recovery program contained representation of learner ability groupings. Contextualization was evident across the lesson maps. Generally, there was an agreement that the lesson maps crafted addressed literacy challenges. As supported by the 8-week post-assessment, learners were promoted to grade ready.

The foregoing result was related to the view vista of Darsow (2022), who accentuated that a robust implementation plan enabled the success of any intervention program. With thorough crafting of the learning recovery plan, the provision a blueprint on how to

implement the 8-Week LRC, the set of materials needed for the implementation, and the constant monitoring and provision of technical assistance by the education program supervisors, these findings affirmed a robust implementation plan that paved the way towards the achievement of the 8-Week LRC lesson maps.

One of the highlights of the R5-LRP was the development of a contextualized curriculum that was designed as a learning remediation and intervention program on teaching literacy and numeracy to Grades 1, 2 and 3 learners who were identified as having acquired learning loss due to the distance learning in the past two years (Lagata, 2022).

The quality and quantity of lesson maps provided were crucial to the effectiveness of the program. The data provided affirmed a broad agreement among teachers about the usefulness and applicability of lesson maps in enhancing students' learning. The action plan outlined measures for improving lesson maps in order to contextualize the course content and boost student involvement.

Table 4.2 C
Teachers Perceptions Based on The Instructional Materials

INDICATORS	Mean	Interpretation
The instructional materials used for the pre- and post-assessment are adequate.	2.36	Disagree
The instructional materials provided are accessible to all primary teachers.	2.31	Disagree
The different learner ability groupings are taken into consideration while designing the learner activity sheets.	2.58	Agree
Activity sheets for students are contextualized based on their native tongue.	2.36	Disagree
Limited resources are available for creating and printing the teaching materials.	3.09	Agree
Overall weighted mean	2.54	Agree

Table 4.2 C showed the indicators for the perceptions of teachers of the instructional materials. The highest perception among teachers, with a mean of 3.09, was related to the agreement that limited resources were available for creating and printing teaching materials. Following this, with a mean of 2.58, was the agreement that different learner ability groupings were taken into consideration while designing the learner activity sheets. The next highest perception, with a mean of 2.54, was the overall weighted mean, indicating a general agreement across all indicators. The perceptions regarding the adequacy of instructional materials for pre- and post-assessment and the accessibility of instructional materials to all primary teachers were both in disagreement, with means of 2.36 and 2.31, respectively. Lastly, the perception regarding the contextualization of activity sheets based on students' native tongue also indicated disagreement, with a mean of 2.36. The overall weighted mean recommended an agreement among respondents.

Bacon West teachers' perceptions pointed to a mixed experience with instructional materials. They acknowledged efforts to take into consideration the different learners' grouping abilities when designing activity sheets, even if they also acknowledged the restricted resources available for producing and printing instructional materials. On the other hand, there were problems with the availability of instructional resources as well as the contextualization of activity sheets in the students' mother tongue. These findings indicated possible difficulties in guaranteeing adequate access to high-quality instructional materials and taking into account the language diversity of the pupils.

A variety of studies emphasized how important instructional materials were to ensuring efficient teaching and learning. The above turn-out seemed to link with the study of Mina and Cabales (2023), who underscored that a sufficient supply of instructional, learning, and assessment materials made the implementation of the program effective. In the same vein, Lagata (2022) claimed that instructional resources were essential in bridging the learning gap caused by the pandemic.

Finding out whether instructional resources were available gave us a general idea of how schools implement the program. Instructional materials were essential for the successful implementation of the 8-week learning recovery program. The action plan sought to provide strategies to optimize resource utilization and training materials for differentiation and contextualization of instructional materials.

4.3 Challenges Encountered by Teachers

To briefly describe the perceptions and challenges encountered by teachers about the 8-week learning recovery plan, an unstructured interview was conducted. The first-hand experience of the teacher before, during and after the challenges along the implementation of the 8-week learning recovery program is presented on this part of the study frequency and ranking was used to interpret the data.

Only 32 of the 46 teacher respondents agreed to the interview. According to the 32 teacher respondents, they were given limited time to prepare prior to the program's implementation. 21 of 32 teacher respondents agreed that they did not get adequate training or information about the program. They all stated that they merely given a 2-day training orientation to help them understand the program. According to the interview, the two-day orientation training was held on August 17-18, 2023 (DM No. 218, s. 2022) and the first day of class which was the assessment week, was August 22, 2023. There was a lot of planning and scheduling, and the preparation required a lot of effort and a short period of time.

As for the learners, all of them stated that most of them had little knowledge, which made it even more difficult. Considering that they were affected by the pandemic, which made it worse, this implies that teachers mostly agreed that they had a rough time processing and implementing the 8-week Learning Recovery Program in a short period of time. Thus, the experiences of the teachers during the 8-week LRP were a mix of emotions. All of them stated that teacher burnout during the learning recovery program was evident. During the program, all of the tasks, from printing, sorting and checking of activity sheets, were a problem for teachers. As stated on the interview, "*warang katapusang printing nan sorting*" (*non-stop printing of worksheets*). All of them stated that even weekends were consumed only for printing and checking.

On the other hand, resource constraints were also evident during the implementation of the program. As stated by the teachers, "*saro lang ang printer, pira kami na teachers na magamit*", "*Dakol an bondpaper an printer ang kulang*" (*there is only one printer available for numerous teachers, resulting in a surplus of bond papers compared to the printer's capacity*). This showed that there was a lack of printers to support the production of the activity sheets.

Out of 32, 26 teacher respondents had a hard time teaching the different ability groupings since they implemented a heterogenous class. As they described, "*Mabalyo ka naman sa ibong na row ta iba naman ang gigibuhon, iba nanaman ang ituturo*" (*you will move to the other row as the lesson vary based on different ability groupings*). This made it difficult for teachers to prepare different lessons, strategies and worksheets in a day. Not only that, they focused on the printing of worksheets and preparing the lesson, but they also saw to it that before the end of the 8-week LRP, all of the learners were readers. An intensive reading program was applied by all the teachers. This likewise implied that 22 of the teacher respondents stated that they even used their lunchtime just to teach the learners how to read.

And lastly, quality of the worksheets. Worksheets with errors and contextualization. Due to language barrier, some of the words in the worksheets were not familiar to the teachers and the learners. As captured, one of the teachers' experiences was that the words had different meanings like "*damulag*" (*oversize*) which in Baconon is "*karabaw*" (*carabao*) and also the "*namok*" (*mosquito*) in Baconon is "*lamok*" (*mosquito*). Teachers had a hard time translating these words, which are from Rinconada Bikol to the mother-tongue of the learners, which is the central Bikol.

But on the brighter side, the joy of the teachers was immeasurable during the program since they witnessed the progress of each learner from day one. As for the aftermath of the program, all the teacher respondents agreed that they felt a sense of relief and accomplishment since they successfully implemented the first year of the program. This is similar to the findings of Mostera and Digo (2022) that teachers are also very active in mentoring students, assessing the learners, and designing instructional materials. To add to that, after the program, a post-assessment was given to the learners, and based on the result there was visible effect on them. The evidence was visible as most of the identified full interventions were promoted to light interventions and grade-ready. 25 out of 32 respondents also stated that at the end of the program, their learners were all promoted to readers. Based on their experience, they all agreed that 8-week learning recovery program was designed to bridge the learning loss of primary learners that was caused by the pandemic.

Teacher-respondents' suggestions and recommendations on the second-year implementation of the program were highly based on their experience. The top suggestions of the teachers were to provide adequate time and training for teachers to prepare before the implementation of the program. Another was to provide teachers ready-made activity sheets to ease the burden on printing. To provide enough resources to prepare the activity sheets of the different learner's ability groupings. They were all in favor of continuing the implementation of the 8-week learning recovery plan because they witnessed the progress it had made for their learners. These were the most common answer of the teacher-respondents during the interview.

Action plan was crafted in order to address the identified perceptions and challenges met by the teachers during the implementation of the 8-week learning recovery plan. The action plan recommended equipping teachers with a longer time frame for training and preparations. Moreover, it recommended the optimization of resource utilization. The action plan was school-based, and if found feasible, other schools could adapt it.

Based on the findings of the study, the researchers arrived at the following conclusions. The study highlighted positive aspects of administrative and instructional support, there were areas for enhancement, particularly in emotional and appraisal support, as well as the availability of instructional materials. While teachers all concurred that the 8-week learning recovery program was helpful in compensating for the learning losses brought on by the pandemic, the findings revealed both strengths and areas for improvement, shaping the overall assessment of the program's effectiveness. The identified areas for improvement, particularly in training, time allocation, and resource accessibility. Regarding the experiences, challenges, and recommendations that the teachers had throughout the 8-week learning recovery program, it was apparent that the program well, but there was still plenty of potential for improvement based on the teachers' direct experience. Based on the study's findings, an action plan was crafted to help enhance the program.

In light of the foregoing conclusions, the following recommendations were offered: teachers, school heads, educational supervisors, and other stakeholders should have been able to see that the school, regardless of its size, was receiving both administrative and instructional support. The availability of instructional materials should have been made accessible and ample time for trainings and preparations should be given to the teacher upon the implementation of the program. Teachers' direct experiences, challenges and suggestions should be taken into consideration in order to improve the learning recovery program. The action plan crafted by the researcher maybe submitted to the division office for possible school-based implementation. If found feasible it may be adopted by other schools.

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