

Preparedness of primary grade school teachers on the Key Stage 1 Foundation for Effective Learning Transitions project: Basis for enhanced curricular implementation

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ABSTRACT

The primary education years are pivotal for a child's overall academic and holistic growth. However, the COVID-19 pandemic has severely disrupted educational progress, exacerbating existing challenges in literacy and numeracy. This study explores the preparedness of primary grade school teachers in Cabucgayan, Biliran Province, for implementing the Key Stage 1 Foundation for Effective Learning Transitions (K-3 FELT) Project, part of the National Learning Recovery Program. The study employed a mixed-methods approach, utilizing surveys and interviews with primary grade school teachers. The findings indicate a high overall preparedness among teachers, particularly in engaging students and adapting instructional strategies. To improve the effectiveness of the K-3 FELT Project, it is recommended that a structured and ongoing professional development program be established, focusing on practical classroom applications and resource utilization, to better support teachers in their roles.

Keywords: Key Stage 1 Foundation, Effective Learning Transitions, National Learning Recovery Program, DepED Biliran Division, mixed method, primary education

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INTRODUCTION

The primary education years are pivotal for a child's overall academic and holistic growth. Literacy and numeracy skills established during these foundational years serve as the bedrock for all subsequent learning. The Philippines boasts a high literacy rate of 97.0% among its population aged five years and older as of 2020 (Philippine Statistics Authority, 2023). However, the COVID-19 pandemic has severely disrupted educational progress, exacerbating

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existing challenges in literacy and numeracy. This disruption underscores the critical need for robust curriculum implementation and teacher preparedness to navigate crises effectively.

Teacher preparedness is a multifaceted concept encompassing educators' readiness and ability to implement educational programs, adapt to new pedagogies, and respond efficiently to diverse learning environments and student needs. This aspect is vital for the success of initiatives like the Key Stage 1 Foundation for Effective Learning Transitions (K-3 FELT) Project, which forms part of the National Learning Recovery Program aimed at countering educational setbacks caused by the pandemic. Despite the comprehensive design of such projects, their success largely depends on the preparedness and adaptability of primary grade school teachers.

While extensive literature covers curriculum development and evaluation, focusing largely on student outcomes and material effectiveness, there is a notable gap in research from the perspective of teacher preparedness for curriculum changes. Studies such as Guskey (2000) and Fullan (2015) have highlighted the critical role of continuous professional development, resource availability, and alignment with student needs in successful curriculum implementation. However, less is known about how primary grade teachers perceive their readiness and the challenges they face in implementing projects like K-3 FELT. This gap is significant because primary grade teachers are instrumental in the foundational years of education, and their preparedness can make or break the success of such educational programs.

Statement of the problem

This study aimed to bridge this gap by exploring the preparedness of primary grade school teachers in Cabucgayan for the K-3 FELT Project. It sought to understand their perspectives, challenges, and needs in the context of this curriculum implementation. By focusing on teacher preparedness, this study posited that enhancing this through targeted professional development and support mechanisms will significantly improve the effectiveness of the K-3 FELT Project, and by extension, student learning outcomes in literacy and numeracy.

METHODOLOGY

This study employed an explanatory-sequential mixed-methods design, appropriate for exploring complex phenomena such as teacher preparedness in implementing the K-3 FELT Project. This design involves two (2) distinct phases: an initial quantitative phase followed by a qualitative phase where findings from the first phase are further explored and explained (Creswell & Plano Clark, 2018).

The study was set in the municipality of Cabucgayan, located in the province of Biliran, Eastern Visayas, Philippines. This locale encompassed two (2) distinct districts—District I (5 elementary schools) and District II (7 elementary schools)—which collectively represent a diverse educational landscape.

The study employed a total enumeration of primary grade school teachers for quantitative data. For qualitative data, a subset of respondents was selected for in-depth interviews. Criteria for selection included teachers who had been practicing for more than five (5) years, who were actively teaching in primary grades (Grades 1 to 3) during the academic year of the study, who

were involved in the implementation of the K-3 FELT Project, and who consent to participate in the study. A total of 10 teachers were selected for the in-depth interview.

The research instrument for assessing teacher preparedness in implementing the Key Stage 1 Foundation for Effective Learning Transitions (K-3 FELT) Project was adapted from the study on "Teacher Sense of Efficacy Scale" developed by Tschannen-Moran and Woolfolk Hoy (2001). Adapting the original scale for the present study involved a careful modification of the items to align with the specific objectives and context of the K-3 FELT Project. The reliability and validity of the questionnaire was also determined.

Qualitative data were collected through semi-structured interviews. This phase is designed to explore themes from the quantitative results, providing a richer contextual understanding.

The process began by securing permission from the school administrators to access and distribute the questionnaires to the teachers. Once permission was granted, paper-based questionnaire was administered. The process was closely monitored to maintain a high standard of data integrity and completeness (Creswell & Creswell, 2018).

In qualitative survey, semi-structured interviews were conducted. Each interview lasted approximately 30-45 minutes and was recorded, with prior consent from the participants, to ensure that detailed data were captured for subsequent transcription and analysis. The interviews were scheduled at times convenient for the participants to facilitate open, reflective discussions (Ivankova, Creswell, & Stick, 2006).

For the socio-demographic profile, the categories were divided into nominal or ordinal groups based on their characteristics. The frequencies were calculated to illustrate the proportion of each category within the total sample. For the preparedness component, responses were collected using a Likert scale ranging from 1 to 5, with ratings from "Strongly Disagree" to "Strongly Agree." The mean score was calculated for each preparedness statement to represent the central tendency of responses and the overall agreement level with the various curriculum implementation aspects.

Based on the calculated mean scores, responses were assigned to interpretative categories that define the level of agreement as follows: Strongly Agree (4.21 - 5.00), Agree (3.41 - 4.20), Neutral (2.61 - 3.40), Disagree (1.81 - 2.60), and Strongly Disagree (1.00 - 1.80).

For quantitative data, descriptive statistics summarized the socio-demographic characteristics of the teachers and their responses to survey questions. This step helped in profiling the participants and understanding the baseline of teacher preparedness. For the qualitative component, thematic analysis was utilized as suggested by Creswell & Plano Clark (2018). After transcribing the interviews, data were meticulously coded to identify patterns and themes related to the challenges faced during the K-3 FELT Project implementation.

The study adhered to rigorous ethical standards as outlined by the American Psychological Association (2020), ensuring all practices were ethically sound and legally compliant. Participants were fully informed about the study's objectives, methods, potential risks, and benefits through a detailed informed consent process. Privacy and confidentiality were critical; hence, personal identifiers were removed and replaced with unique codes, and data were securely stored and accessed only by authorized personnel (Resnik, 2018).

RESULTS AND DISCUSSION

Socio-demographic characteristics of teacher respondents

In terms of sex, results show that the majority of respondents (98.41%) were female, with only 1.59% identifying as male. Sex refers to the roles and behaviors that a society typically associates with males and females (World Health Organization, 2022). The significant female majority may influence classroom dynamics and pedagogical approaches, given that gender differences can impact teaching styles and student interactions. Research indicates that female teachers often employ more nurturing tactics and are perceived as more supportive, potentially affecting student engagement and performance (Helms-Lorenz et al., 2016). However, the lack of male teachers might also limit the diversity of role models for students, which could affect the learning environment, particularly for male students.

Respondents were primarily between 31 and 50 years old (68.25%), indicating a mature workforce with substantial teaching experience. Age groups are categorized to reflect life stages and associated behavioral attributes (Census Bureau, USA). This mature age profile suggests a stable teaching force with seasoned educators who likely possess a wealth of classroom management skills and pedagogical knowledge. However, it may also imply resistance to new educational technologies and methodologies, potentially hindering innovative educational practices. Studies have shown that while experienced teachers bring depth of knowledge, they may require additional support to adapt to new curriculum changes (Borko, 2004).

As to civil status, most respondents were married (77.78%), which might influence their commitment and availability, impacting their teaching efficacy and professional development opportunities. Civil status, as defined by the United Nations, refers to the legally recognized familial partnership status of an individual. Married individuals may have more familial obligations that could affect their energy and time allocation for professional development activities. Conversely, stability in personal life might contribute to greater job satisfaction and stability, enhancing teaching performance (Marks, 2006).

A significant portion of respondents (66.67%) had more than 10 years of teaching experience. This parameter is crucial as it often correlates with pedagogical proficiency and curriculum knowledge. Long-term teaching experience usually equates to a deeper understanding of student needs and more refined teaching strategies, which can significantly enhance the learning experience (Hanushek & Rivkin, 2006). However, extended tenure without ongoing professional development might also lead to outdated teaching methods, which could conflict with current educational demands and innovations.

A vast majority (84.13%) of respondents possessed a Master's degree, reflecting a highly educated workforce. Higher educational qualifications are associated with advanced pedagogical skills and a better understanding of curriculum complexities (Darling-Hammond, 2000). This high level of education among teachers is likely to translate into more effective curriculum implementation and adaptive teaching strategies, directly benefiting student learning outcomes. Nonetheless, it is essential to consider whether these qualifications translate into practice, as the theoretical knowledge gained must be effectively integrated into daily teaching practices.

K-3 FELT preparedness of Cabucgayan primary grade school teachers

Personal Efficacy in Curriculum Implementation. The teachers reported a mean score of 4.33 in their ability to engage students in relevant learning activities, indicating a high level of confidence. This suggests they feel well-prepared to create engaging lessons, potentially increasing student interest and participation in the K-3 FELT Project. Research has shown that teachers who can actively engage their students see improved learning outcomes since engagement promotes better absorption and reflection on presented material (Fredricks, Blumenfeld, & Paris, 2004).

Moreover, the teachers showed strong agreement with their ability to adapt teaching strategies to diverse student needs, evidenced by a mean score of 4.27. This confidence implies they are not only aware of but also adept at modifying their instructional approaches to accommodate varying academic needs. As research supports, teachers who adapt their teaching styles to meet students' unique requirements often achieve higher academic performance in diverse classrooms (Tomlinson, 2001).

In addition, the teachers expressed strong agreement (mean score of 4.27) in assessing student progress effectively, reflecting their ability to monitor and evaluate understanding accurately. This capability facilitates the identification of learning challenges early on, enabling timely intervention. Studies emphasize that accurate assessment is foundational for educational success, ensuring that students receive targeted support where needed (Black & Wiliam, 1998).

Furthermore, the teachers scored 4.00, indicating that they agree with the availability of adequate resources to deliver the K-3 FELT Project curriculum effectively. Although positive, this score is relatively lower compared to the other parameters, suggesting some concerns about resource adequacy that could affect curriculum implementation. Literature affirms that ample teaching materials and resources are critical for effective curriculum implementation, and a lack thereof can hinder the application of new teaching strategies and affect the quality of education (Cohen, Raudenbush, & Ball, 2003).

Overall, the mean score of 4.22 reflects that teachers strongly agree with their personal efficacy in curriculum implementation, demonstrating confidence in engaging students, adapting strategies, and assessing progress. High personal efficacy is linked to better student outcomes and more effective curriculum delivery (Bandura, 1997). Confidence in adapting strategies and accurately assessing progress enables teachers to respond to students' evolving needs, ensuring that the K-3 FELT Project meets its educational goals. However, concerns about resource adequacy highlight an area for further support and development to maximize the program's success.

Efficacy in Instructional Strategies. The teachers reported a mean score of 4.19 in their ability to employ various assessment strategies, reflecting their agreement with this capability. This score suggests that teachers feel competent in using diverse assessment methods to evaluate student learning comprehensively. The ability to use varied assessment strategies is crucial because it allows teachers to identify learning gaps and adjust their instructional approaches accordingly (Black & Wiliam, 1998). This comprehensive assessment ultimately leads to better student outcomes and more effective curriculum implementation.

In addition, teachers strongly agree (mean score of 4.21) that they can creatively utilize resources to enhance teaching for the K-3 FELT Project. This result reflects their confidence in

accessing and leveraging institutional resources to improve the learning experience. The ability to creatively use resources is vital, as it allows teachers to tailor educational materials and approaches to the specific needs of their classrooms, thereby enriching the overall educational process (Cohen, Raudenbush, & Ball, 2003).

When it comes to motivating students who show low interest in the project's subjects, the teachers also expressed strong agreement, with a mean score of 4.29. This indicates that they believe in their ability to motivate students to engage in the curriculum, which is essential given the project's goals. Research has shown that teachers who can motivate disengaged students can improve their academic performance and foster a more positive attitude toward learning (Wentzel, 1998).

Lastly, the teachers reported a mean score of 4.32 for their belief in successfully teaching students the skills required for the K-3 FELT Project, even if these students have faced learning difficulties in the past. This high level of confidence implies that teachers believe in their ability to help students overcome previous challenges and master new concepts effectively. Studies support this belief, indicating that teacher efficacy is closely linked to improved learning outcomes, especially for students who have historically struggled (Bandura, 1997).

In summary, the overall mean score of 4.25 for this section demonstrates that teachers strongly agree with their efficacy in employing institutional strategies. This confidence implies that they are well-prepared to assess student learning, creatively utilize resources, motivate students, and teach the necessary skills effectively. Research further confirms that high teacher efficacy in institutional strategies often leads to better student outcomes, as it enables teachers to tailor their approaches to address classroom challenges and ensure that the curriculum is delivered successfully (Bandura, 1997; Black & Wiliam, 1998; Wentzel, 1998).

Efficacy in Classroom Management. Teachers reported a mean score of 4.44 for their ability to effectively manage classroom behavior to create a conducive learning environment. This score indicates strong agreement, suggesting that teachers are confident in setting clear expectations, managing disruptions, and fostering a positive atmosphere. Effective classroom management is essential for maintaining a structured learning space where students feel secure and focused on their academic tasks (Marzano, Marzano, & Pickering, 2003). This is crucial in the K-3 FELT Project, where sustained student engagement is key to success.

In addition, teachers expressed agreement (mean score of 4.11) in their preparedness to address any emotional or behavioral challenges students may exhibit during the project's activities. Although positive, this score is slightly lower, indicating that some teachers may require additional support in managing complex behavioral issues. Research shows that addressing students' emotional needs is pivotal for reducing classroom disruptions and improving academic outcomes (Emmer & Sabornie, 2015). Therefore, providing resources for managing emotional challenges is essential for effective implementation.

Furthermore, teachers scored 4.30 on their ability to organize classroom activities that utilize the K-3 FELT Project's learning materials effectively, showing strong agreement. This confidence suggests that teachers can structure lessons to incorporate project materials creatively, ensuring that students receive well-organized and engaging learning experiences. When classroom activities are carefully organized, students are more likely to stay focused and understand the material better (Brophy, 2006).

Moreover, with a mean score of 4.32, teachers strongly agreed on their ability to manage classroom challenges while implementing the K-3 FELT Project. This strong agreement reflects teachers' readiness to tackle any unexpected classroom issues that arise, ensuring that students remain engaged and the curriculum delivery remains smooth. Effective challenge management is crucial because it allows teachers to handle disruptions calmly while maintaining high standards of instruction (Wubbels et al., 2015).

Lastly, teachers agreed (mean score of 3.78) that they have not encountered difficulties in applying theoretical knowledge to practical teaching scenarios within the project. While positive, this lower score may suggest that some teachers struggle with bridging theory and practice, possibly due to the complexity of the curriculum or unique classroom dynamics. This gap can hinder effective teaching if not addressed, underscoring the importance of professional development opportunities that focus on practical classroom application (Darling-Hammond & Bransford, 2005).

Overall, the section's mean score of 4.19 indicates that teachers are confident in managing classroom behavior, organizing activities, addressing challenges, and applying theoretical knowledge in practical settings. Effective classroom management is crucial because it establishes an environment conducive to learning and helps maintain consistent curriculum delivery. Literature affirms that teachers with high classroom management efficacy often create more engaging and supportive learning environments that positively impact student outcomes (Marzano, Marzano, & Pickering, 2003; Brophy, 2006). However, the relatively lower score in theoretical knowledge application highlights a need for ongoing training and support in translating theoretical concepts into practical teaching strategies to ensure the successful implementation of the K-3 FELT Project.

Efficacy in Engaging with Parents and Community. Teachers reported a mean score of 4.37, indicating strong agreement in their confidence to communicate the goals and benefits of the K-3 FELT Project to parents and guardians. This high level of confidence suggests that teachers are adept at conveying project information in a way that resonates with parents, facilitating understanding and support. Effective communication with parents is essential, as it helps establish a shared vision and collaborative approach to student success (Epstein, 2011). When parents are well-informed and involved, they are more likely to support learning activities and reinforce classroom lessons at home.

Moreover, teachers strongly agree (mean score of 4.24) that they can engage community resources to enhance the K-3 FELT Project learning experience. This score reflects teachers' belief in their ability to identify, access, and utilize external resources effectively to enrich the curriculum. Engaging local resources expands the learning opportunities available to students, providing them with practical experiences that complement classroom instruction (Bouffard & Weiss, 2008). It also demonstrates that teachers see value in involving the community, which can offer diverse perspectives and expertise to support student learning.

In summary, the section's mean score of 4.31 shows that teachers are confident in their ability to engage parents and the community effectively. This overall positive assessment indicates that teachers understand the importance of building strong relationships with parents and tapping into local resources to foster a supportive and enriching environment for the K-3 FELT Project.

Research supports the notion that strong collaboration between teachers, parents, and the community contributes to improved student outcomes, as it provides a broader network of support for learning (Epstein, 2011; Bouffard & Weiss, 2008). Nevertheless, ongoing efforts are needed to ensure that these relationships remain dynamic and responsive to the changing needs of students, families, and the local environment. The K-3 FELT Project can thus benefit greatly from sustained and strategic partnerships that continue to evolve and strengthen over time.

Efficacy in Addressing Diverse Learning Needs. Teachers reported a mean score of 4.35 for their ability to tailor teaching strategies to different learning styles and needs, indicating strong agreement. This high level of confidence suggests that teachers are capable of recognizing students' unique learning preferences and adapting their instructional approaches accordingly. Effective differentiation in instruction ensures that students receive customized learning experiences, enabling them to engage with the material in a way that best suits their individual needs (Tomlinson, 2001). Such adaptability is crucial for inclusive education, as it helps bridge learning gaps and ensures that all students are equally supported.

Furthermore, teachers expressed strong agreement (mean score of 4.23) with their capacity to modify curriculum materials for students who require additional support. This score reflects teachers' belief in their ability to create alternative materials or modify existing ones to suit students facing academic challenges. Modifying instructional materials is vital for ensuring that students with different learning abilities can understand and engage with the content, ultimately helping them achieve better learning outcomes (Friend & Bursuck, 2014).

In addition, teachers reported a mean score of 4.28 for their confidence in collaborating with support staff and specialists to address the diverse needs of students. This positive assessment indicates that teachers recognize the value of interdisciplinary collaboration and are open to working with specialists to create more comprehensive support plans. Collaborative partnerships can significantly enhance teachers' capacity to provide tailored support, as they benefit from the expertise and insights of specialists who can guide the development of effective intervention strategies (Murawski & Dieker, 2013).

Lastly, teachers strongly agreed (mean score of 4.31) with their ability to identify students who might need specialized interventions and refer them to the appropriate support services. This confidence implies that teachers can recognize early warning signs and act promptly to connect students with the necessary resources. Early identification and referral are essential components of successful intervention, as they enable students to receive targeted support before their learning challenges become more significant (O'Connor, Harty, & Fulmer, 2005).

Overall, the mean score of 4.29 for this section indicates that teachers are confident in addressing the diverse learning needs of their students. This positive self-assessment reflects their readiness to modify strategies, collaborate with specialists, and identify students requiring additional support. The literature affirms that differentiated instruction, interdisciplinary collaboration, and early intervention are key practices that contribute to effective inclusive education (Tomlinson, 2001; Friend & Bursuck, 2014; Murawski & Dieker, 2013). Therefore, building on these practices within the K-3 FELT Project can help create a more inclusive and supportive learning environment that meets the varied needs of all students.

Reflective Practices and Professional Growth. Teachers reported a mean score of 4.40 for their ability to reflect on their teaching methods regularly, suggesting strong agreement. This

high score indicates that teachers consistently assess their instructional practices, identifying what works and what needs improvement. Regular self-assessment is crucial for enhancing the quality of teaching because it allows educators to refine their strategies based on classroom experiences (Schön, 1983). This practice enables them to be more responsive to students' needs and adjust their approaches accordingly.

Moreover, teachers showed strong agreement (mean score of 4.32) regarding their openness to constructive feedback from colleagues and supervisors. This positive assessment suggests that teachers are willing to incorporate suggestions into their teaching practices to improve their efficacy in delivering the curriculum. Seeking feedback is essential for professional growth, as it exposes teachers to new perspectives and innovative strategies that can enhance their instructional methods (Hattie & Timperley, 2007).

In addition, teachers agreed (mean score of 4.21) with their willingness to participate in training or professional development programs to stay updated on the latest educational trends and research. This willingness reflects a recognition of the importance of continuous learning to stay relevant and effective in the rapidly evolving educational landscape. Research shows that professional development programs that align with teachers' needs significantly enhance their pedagogical knowledge, ultimately leading to better student outcomes (Desimone, 2009).

Lastly, teachers expressed strong agreement (mean score of 4.37) with their practice of sharing successful instructional strategies and experiences with colleagues. This willingness to collaborate reflects a culture of knowledge-sharing that can benefit the entire school community by allowing educators to learn from one another. Such collaboration fosters a supportive environment where teachers can adopt tried-and-tested practices that improve overall curriculum delivery (DuFour, 2004).

Overall, the mean score of 4.33 for this section indicates that teachers are highly confident in engaging in reflective practices and pursuing professional growth. This strong commitment to self-improvement and collaboration with colleagues aligns with research that emphasizes the value of continuous learning and feedback in enhancing teaching quality (Schön, 1983; Hattie & Timperley, 2007). The culture of self-reflection and professional growth within the K-3 FELT Project helps ensure that teachers stay responsive to classroom dynamics while consistently striving for better educational outcomes.

Suggestions for enhanced curricular implementation of the K-3 FELT project

Context Evaluation. In the context evaluation phase, understanding the environmental and situational backgrounds within which the K-3 FELT Project operates is crucial. To enhance curricular implementation, it is necessary to conduct thorough needs assessments to tailor the curriculum to the specific needs of the community and the educational standards required. This involves aligning the curriculum with the educational goals and the socio-economic backgrounds of the students to ensure relevance and effectiveness. Theoretical backing for this approach is provided by Stufflebeam and Zhang (2017), who emphasize that context evaluation should guide the development and implementation phases by highlighting the specific needs and conditions the program aims to address.

Input Evaluation. For this component, focusing on the resources, strategies, and training provided to teachers is essential. Enhancements here could include increasing resource allocation to ensure all materials necessary for effective implementation are available. Additionally, expanding professional development opportunities to include more in-depth training sessions that not only cover the curriculum itself but also effective pedagogical strategies could significantly improve implementation outcomes. Guskey (2000) and Fullan (2015) support the view that adequate preparation and continuous professional development are key to successful curriculum implementation.

Process Evaluation. During the process evaluation, examining how the curriculum is implemented and the methodologies used by teachers is key. Suggestions for enhancement include promoting active learning and teaching methodologies that engage students more effectively. Furthermore, incorporating regular feedback mechanisms from teachers to monitor and adapt the teaching process continuously can lead to better implementation strategies, as recommended by Stufflebeam and Zhang (2017).

Product Evaluation. This focuses on the outcomes of the educational program. Enhancements could include more rigorous assessment strategies to measure both teacher and student outcomes more accurately. Implementing standardized tests and regular assessments to gauge the effectiveness of the curriculum and adapt it as necessary would align with the recommendations by Stufflebeam and Zhang (2017) to ensure the product meets its intended goals.

Thorndike's Law of Readiness. The theory suggests that students learn best when they are physically, mentally, and emotionally prepared to act. To enhance curricular implementation under this theory, it is crucial to prepare teachers to create learning environments that motivate and ready students for learning. This could involve training teachers to identify readiness levels in students and adapt their teaching strategies accordingly. It also means ensuring that students are not only intellectually prepared but also motivated and interested in the learning activities, aligning with Thorndike's emphasis on the readiness to perform tasks (Thorndike, 1913).

By integrating these theoretical frameworks into the enhancement suggestions for the K-3 FELT Project, it is ensured that the curriculum not only addresses immediate educational needs but also builds a robust foundation for continuous improvement and adaptation to changing educational demands. These frameworks collectively support a holistic approach to curriculum implementation, significantly impacting both teaching practices and student achievements.

CONCLUSION

Socio-demographic characteristics of the teachers, such as a predominantly female teaching force with advanced educational qualifications and extensive teaching experience, positioned them favorably for implementing complex educational programs like the K-3 FELT Project. However, it also highlighted the need for addressing diverse perspectives and potentially differing needs among teachers, especially considering the limited representation of male teachers and less experienced educators.

Teachers felt well-prepared in several key domains critical for the success of the K-3 FELT Project. Teachers reported strong self-efficacy in curriculum implementation, classroom management, and parent engagement. This suggests that the current training and support systems

are effective to some extent but may require further enhancement to address all aspects of teaching efficacy comprehensively.

The K-3 FELT Project positively affected student engagement and learning, particularly in improving literacy and numeracy skills among early-grade students. Teachers noted an increase in student motivation and participation due to the project's activities. Nonetheless, the effectiveness of the project could be significantly enhanced by addressing the identified gaps in teacher preparedness and resource allocation.

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