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Early literacy language and numeracy program in public elementary schools: An evaluation

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Abstract

Aim: This study evaluated the implementation and perceived outcomes of the Early Literacy, Language, and Numeracy (ELLN) program in public elementary schools in Claveria North District, Masbate. It examined context, input, process, and product dimensions, as well as observed benefits for K–3 learners and the role of school-head support, to identify strengths, gaps, and areas for improvement in educational practice and policy.

Methodology: A descriptive survey design was employed involving a census of sixteen (16) public elementary schools. Data were collected using a validated questionnaire covering context, input, process, and product indicators, along with open-ended reflection items from school administrators. Quantitative data were analyzed using weighted means and percentages, while qualitative responses were thematically analyzed to support and explain the quantitative findings.

Results: The overall implementation of the ELLN program was rated "Highly Evident" ($M = 2.68$, 89.38%). Strong implementation was observed in context ($M = 2.81$, 93.78%) and process ($M = 2.80$, 93.43%), while input ($M = 2.58$, 86.15%) and product ($M = 2.52$, 84.06%) showed relatively lower ratings. The program contributed to improved foundational skills, learner confidence, and early intervention, as well as enhanced teaching practices and school collaboration. However, challenges were identified in resource availability, parent engagement, assessment practices, and differentiated instruction.

Conclusion: The ELLN program is generally well implemented, particularly in contextual alignment and instructional processes. However, its effectiveness is limited by gaps in instructional resources, inconsistent teacher–parent collaboration, and moderate learner performance outcomes. Strengthening teacher professional development, improving assessment and monitoring systems, enhancing leadership support, and increasing community engagement are essential to optimize learning outcomes and sustain program impact.

Keywords: Early Literacy Language and Numeracy (ELLN); program evaluation; K–3 learners; implementation level; teacher professional development; instructional resources; school leadership; curriculum alignment; learner outcomes; parental engagement

INTRODUCTION

The global educational landscape increasingly emphasizes that early literacy, language, and numeracy skills are the primary architects of academic success. As highlighted by global tracking data from the World Literacy Foundation (2023), foundational skills acquired during early childhood are essential for cognitive engagement and long-term academic resilience. However, a persistent global "learning crisis" remains a critical concern, with a substantial portion of primary-level learners failing to meet minimum proficiency standards. Recent baseline data published by Yap and Futalan (2025) emphasizes that these missing foundational competencies trap learners in a compound cycle of academic failure, preventing the future development of complex problem-solving and mathematical modeling skills. Furthermore, population-level reviews by researchers such as Janus et al. (2021) confirm that systemic social determinants, including severe localized economic strains and health barriers, directly undermine a child's early capacity to acquire these essential milestones.

In response to these compounding issues, the Philippine Department of Education launched the Early Literacy, Language, and Numeracy (ELLN) Program (Department of Education, 2015). While the overarching framework remains a foundational cornerstone of national basic education, schools continue to grapple with fundamental challenges at the

ground level. For instance, investigations by Agustin et al. (2026) highlight the severe factors that consistently affect class attendance and subsequent academic performance. Because these foundational issues persist, it is essential to evaluate how broad educational policies are actually experienced and implemented in daily classroom practices.

This translation of policy into practice is uniquely critical in the Claveria North District of Masbate, where public elementary schools operate under severe systemic bottlenecks, characterized by rural isolation, severe learning resource shortages, and physical access challenges. Although broad studies on the ELLN framework are documented in literature, a profound research gap exists regarding its long-term efficacy in marginalized settings during the ongoing post-pandemic recovery era. For instance, while local investigations by Minguito et al. (2025) demonstrate how specific factors contributing to student absenteeism significantly disrupt behavioral engagement among Grade 7 learners in rural Leyte, there remains a critical need to evaluate how similar localized attendance and resource challenges threaten foundational K-3 education in other provincial settings. Furthermore, investigations by Nadeem et al. (2023) note that the true deployment of digital or game-based learning interventions remains completely unmapped within these resource-depleted environments.

This study sharply differentiates itself from previous investigations that traditionally approach program evaluation from a distance, which frequently confine their focus to affluent urban centers or restrict their scope to macro-level regulatory compliance "audits" (Falcon et al., 2024). Furthermore, while structural analyses like that of Flores (2025) highlight the severe systemic financing challenges and budget constraints pervading the broader Philippine educational system, conventional research fails to examine how these overarching financial realities trickle down to affect day-to-day foundational instruction, leaving a critical separation between policy formulation and localized execution. By contrast, this research explicitly addresses these omissions by executing a descriptive survey within a highly specific, vulnerable environment to directly capture the lived struggles, adaptive instructional strategies, and leadership paradigms of stakeholders on the ground, ultimately providing an empirically grounded framework designed to withstand the severe resource constraints of Claveria North District and comparable rural divisions across the Philippines.

Review of Related Literature and Studies

The interconnectedness of early literacy and numeracy remains a cornerstone of modern learning sciences, as recent evidence suggests that these domains are mutually reinforcing cognitive processes. Contemporary research focuses heavily on the pedagogical design and instructional leadership required to sustain these gains, with global studies by Mastikawati (2023) demonstrating that interdisciplinary approaches yield significantly higher cognitive flexibility than rote instruction, a finding supported by recent meta-analyses emphasizing language-rich mathematical environments in modern, technology-enhanced classrooms (Juhaevah et al., 2025). Conversely, global data underscores a persistent learning crisis, warning that learners who fail to meet minimum proficiency standards face persistent cycles of poverty. In response, national evaluations of the Philippine basic education sector emphasize that foundational interventions depend heavily on cultural and linguistic responsiveness.

Public elementary schools in this remote district operate under severe local constraints, characterized by stark rural conditions, acute learning resource shortages, and physical access challenges. Despite broad institutional emphasis, a significant research gap remains regarding the long-term efficacy of foundational programs in marginalized environments during the post-pandemic recovery era. Contextual data point out that chronic student absenteeism—exacerbated by rural poverty and poor community infrastructure—continues to undermine foundational education in provincial settings. Furthermore, current evaluations suggest that high-quality standards are heavily dependent on educational leadership providing data-driven assessment practices that track holistic development (Lee et al., 2024), while the deployment of emerging digital game-based learning tools remains completely unmapped within these resource-depleted environments (Nadeem et al., 2023).

This study sharply differentiates itself from distant institutional evaluations that confine their focus to affluent urban centers or restrict their scope to macro-level regulatory compliance audits (Falcon et al., 2024). While it is evident that systemic financing challenges and budget constraints pervade the broader Philippine educational sector, a critical gap remains in the literature. Specifically, the present study argues that conventional research fails to examine how local educational leadership actively intersects with day-to-day instructional design to bypass these overarching barriers. By contrast, this research explicitly addresses these omissions by providing a descriptive survey within the vulnerable environment of Claveria North District to capture the lived struggles, adaptive instructional strategies, and leadership paradigms of stakeholders on the ground. Ultimately, this research provides an empirically grounded framework for responsive education designed to withstand severe resource constraints, offering a roadmap to secure the holistic well-being of rural learners.

Synthesis and Research Gap

The synthesis of the aforementioned literature reveals a consistent global consensus: integrated, high-quality early childhood interventions are the most effective predictors of academic success. However, a significant research gap persists in the context of post-pandemic recovery within the Philippine public school system, where most existing studies focus on theoretical benefits or high-resource Western environments rather than localized realities. There is a dearth of recent (2021–2026) empirical evidence that evaluates how educational leadership and policy in the Philippines specifically support teachers in implementing these innovative pedagogies amidst localized challenges such as resource scarcity and linguistic diversity. This study justifies its necessity by addressing this gap, providing a timely evaluation of the ELLN program to determine how current instructional designs can be refined to ensure equitable, quality education for the modern Filipino learner.

Theoretical Framework

Vygotsky's (1978) emphasis on social interaction and the Zone of Proximal Development (ZPD) highlighted that learners progressed most when tasks were just beyond independent ability but achievable with guided support. Practically, this meant teachers, peers, or community volunteers scaffolded reading and math tasks prompting, modeling, asking guiding questions, and gradually withdrawing help as competence grew so lessons were continually tuned to each child's developmental edge. Piaget's (1964) constructivism reinforced the need for active, experiential learning, translating into play-based literacy centers, manipulatives for counting and measuring, story dramatizations, and problem-solving activities that let children test hypotheses and internalize concepts rather than passively receive facts. Mayer's (2008) cognitive theory of multimedia learning informed instructional design by encouraging dual-channel presentation: pairing spoken or written language with relevant images, animations, or interactive elements reduced cognitive overload and strengthened encoding, which in early grades looked like illustrated stories, interactive counting apps, and multimedia lessons connecting audio, text, and manipulatives.

Rogers' (2004) diffusion of innovation theory drew attention to the system-level processes that made classroom practices sustainable, such as the role of school leaders as champions, the influence of early adopters among teachers, the compatibility of new approaches with local culture, and the availability of resources and training. Understanding diffusion helped planners design rollout strategies including pilot sites, peer mentoring, visible wins, and ongoing support—to increase program uptake across schools. To bridge these concepts, the EIL model a proposed framework synthesized specifically for the present study integrates these theoretical threads by centering empowerment and cultural relevance: teachers were capacitated to scaffold and design constructivist, multimedia-rich lessons; curricula were adapted to local languages and contexts; and administrators ensured resources, training, and community engagement. Empowerment also meant building teacher agency to assess ZPD, adapt materials, and co-create learning experiences with families. Taken together, the integrated framework implied specific program features and evaluation priorities—such as differentiated instruction, multimodal lesson design, culturally relevant materials, leadership-driven capacity building ensuring that classroom techniques, instructional media, and system support worked in concert to produce sustained learning gains.

Conceptual Framework

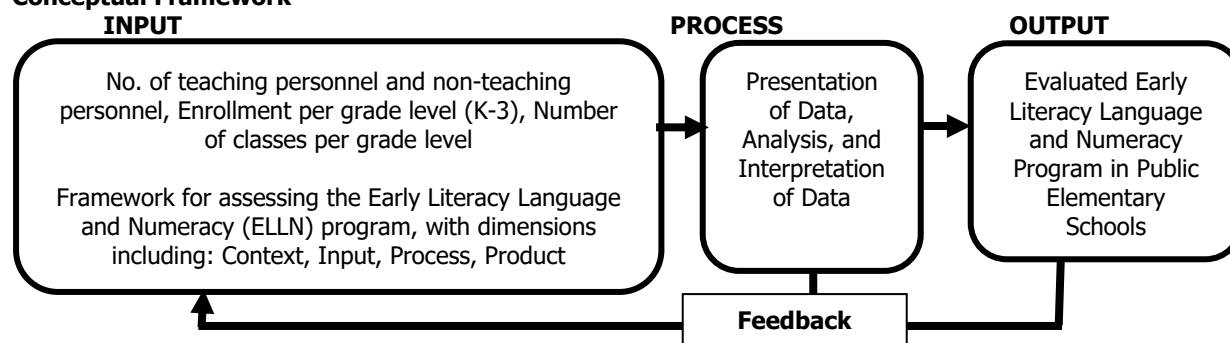


Figure 1. Research Paradigm

The conceptual framework for this study is designed to illuminate the relationship between various elements influencing the Early Literacy Language and Numeracy (ELLN) program in public elementary schools. At its foundation,

the Input Data encompasses crucial information about the schools, including their demographic profiles (number of teaching and non-teaching personnel, enrollment, and class sizes) and a detailed assessment framework. This framework, segmented into context, input, process, and product, provides a structured means to evaluate the program's relevance, resource availability, implementation strategies, and learning outcomes. The input data, therefore, serves as the baseline for understanding the circumstances under which the ELLN program operates.

The Process element of the framework describes the actions taken to collect and analyze data related to the ELLN program. This primarily involves the distribution and retrieval of survey questionnaires, which gather insights from educators and administrators regarding their perceptions, experiences, and challenges related to program implementation. The subsequent interpretation and analysis of this collected data aim to identify patterns, relationships, and significant trends, transforming raw information into meaningful and actionable findings.

Ultimately, the Output Data reflects the measurable results and synthesized insights derived from the research process. These outputs include a comprehensive assessment of the ELLN program's implementation level, an understanding of the benefits it provides for K-3 learners and the school, identification of specific areas needing improvement, and an account of the support provided by school heads. In short, early literacy language and numeracy program in public elementary schools was evaluated. Through this framework, the study seeks to provide a holistic understanding of the ELLN program, offering valuable insights for improving policy and practice in early childhood education.

Statement of the Problem

The acquisition of foundational skills in early literacy, language, and numeracy is widely recognized as a critical determinant of learners' long-term academic success and socio-economic mobility. However, a persistent educational challenge exists in the inconsistent implementation of high-quality early intervention programs in public school systems. Despite the institutionalization of the Department of Education (DepEd) Early Literacy, Language, and Numeracy (ELLN) Program, a gap remains between national policy intentions and actual implementation at the local level. This gap is influenced by variations in resource allocation, teacher preparedness, instructional practices, and community engagement, all of which affect program sustainability and effectiveness.

In the context of Claveria North District, Schools Division Office (SDO) of Masbate Province, these challenges are further intensified by rural conditions, limited instructional materials, and constrained access to professional development opportunities. These contextual factors may hinder the effective delivery of innovative and inclusive teaching strategies aligned with the ELLN framework.

Moreover, there is limited empirical evidence examining how these local conditions influence the implementation processes and outcomes of the ELLN program. In particular, there is a need to assess how context, input, process, and product dimensions interact to affect learner outcomes and instructional effectiveness.

Therefore, this study seeks to evaluate the implementation and perceived outcomes of the ELLN program in public elementary schools in Claveria North District. By identifying strengths, gaps, and areas for improvement, the study aims to provide evidence-based recommendations to enhance instructional practices, educational leadership, and program outcomes in early childhood education.

Research Objectives

General Objective

To evaluate the implementation and perceived outcomes of the Early Literacy, Language, and Numeracy (ELLN) program in public elementary schools in Claveria North District, SDO Masbate Province.

Specific Objectives

1. To assess the level of implementation of the ELLN program in terms of context, input, process, and product dimensions.
2. To describe the perceived outcomes of the ELLN program on K-3 learners' literacy and numeracy development and classroom engagement.
3. To identify the benefits of the ELLN program to teachers and school performance, including professional development and instructional support.
4. To examine the challenges encountered in the implementation of the ELLN program and the support provided by school heads.

Revised Research Questions

1. What is the level of implementation of the ELLN program in public elementary schools in terms of context, input, process, and product?
2. What are the perceived outcomes of the ELLN program on K–3 learners' literacy and numeracy development and classroom engagement?
3. What benefits does the ELLN program provide to teachers and school performance?
4. What challenges are encountered in the implementation of the ELLN program?
5. What forms of support do school heads provide to strengthen the implementation of the ELLN program?

METHODOLOGY

Research Design

This study utilized a descriptive survey design to evaluate the implementation and perceived outcomes of the Early Literacy, Language, and Numeracy (ELLN) program within the public elementary schools of Claveria North District, Masbate. According to Creswell (2018), a descriptive survey design is employed to systematically gather detailed, quantifiable data regarding the specific characteristics, instructional behaviors, and attitudes of a particular group or population without manipulating the research environment. This design was uniquely suited for the investigation as it directly aligned with the research objectives, facilitating a comprehensive assessment of the program's operational status, localized implementation challenges, and overall influence on early childhood foundational outcomes.

By deploying structured questionnaires and surveys across the district, this approach allowed for the efficient gathering of macro-level quantitative insights directly from the field. Following the methodological framework outlined by Creswell (2018), the design provided the necessary empirical baseline to describe the current status of the phenomenon and analyze how localized instructional design and educational leadership actively intersected to navigate severe resource constraints and rural isolation.

Population and Sampling

The study employed a census sampling method to determine the participants of the investigation. As outlined by Creswell (2018), census sampling involves including every member of a defined target population in the study to ensure complete data coverage and minimize sampling error. To eliminate any ambiguity regarding the unit of analysis, the primary institutional sample comprised all 16 public elementary schools within the Claveria North District of Masbate. The specific respondents who provided the data for these institutions were explicitly defined as the school administrators of the 16 public elementary schools tasked with overseeing and executing the foundational literacy and numeracy curriculum.

This comprehensive institutional census included Claveria North Central School, Albasan Elementary School, Arriesgado Elementary School, Balet Elementary School, Bodega Elementary School, Calpi Elementary School, Cawayan Elementary School, Curvada Elementary School, Gaway-Gaway Elementary School, Imelda Elementary School, Mababangbaybay Elementary School, Nonoc Elementary School, Pasig Elementary School, Sampinitan Elementary School, San Ramon Elementary School, and Sto. Niño Elementary School. By engaging the entire population of the sixteen (16) school heads (school administrators) across these public elementary schools, the study gathered comprehensive district-wide data regarding the implementation of the ELLN program. This is consistent with the methodology framework of Creswell (2018) which allowed the study to gather localized, macro-level insights directly from the ground. This comprehensive data gathering ensured an exhaustive assessment of the program's real-time execution, implementation bottlenecks, and localized outcomes, making the final findings fully representative of the entire district's basic education sector.

Instruments

The primary data collection instrument used in this study was a researcher-developed structured questionnaire, which was constructed into two main operational sections: a profile of the respondents and a quantitative evaluation of the level of program implementation. The first section gathered demographic and institutional baseline metrics from the participating schools, specifically capturing the number of teaching and non-teaching personnel, total student enrollment across Kindergarten through Grade 3, and the matching number of classes operated per grade level. The second section evaluated the level of program implementation using a 20-item scale distributed evenly across four core variable dimensions adapted directly from Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation framework and aligned with the national parameters of the Philippine Department of Education's ELLN

Program (DepEd Order No. 12, s. 2015). Each dimension comprised exactly 5 indicators evaluated via a 4-point Likert scale ranging from 3 (Highly Evident) to 0 (Not Evident), where Context items (1–5) focused on baseline localized classroom conditions such as learner profiling and teacher training histories; Input items (6–10) assessed the availability and allocation of learning assets, technological instructional media, and fiscal resources; Process items (11–15) tracked real-time classroom execution, delivery of differentiated instruction, and strategies via Weekly Home Learning Plans; and Product items (16–20) measured success outcomes through holistic learner development and foundational competency mastery. The questionnaire concluded with open-ended qualitative reflection items designed to capture immediate ground-level execution challenges, institutional support requirements, and strategic interventions initiated by school heads.

Data Collection

To evaluate the implementation and perceived outcomes of the Early Literacy, Language, and Numeracy (ELLN) program, this study utilized a researcher-developed structured questionnaire tailored to its specific objectives. The instrument was divided into a quantitative component consisting of a 20-item survey based on a 4-point Likert scale to measure program implementation, and a qualitative component featuring open-ended reflection questions to capture situational challenges. To ensure rigorous academic standards, the initial draft underwent content validation by a panel of three educational evaluation experts to guarantee alignment with national ELLN standards. Following their recommendations to improve clarity and contextual relevance, a pilot test was conducted with school heads from a neighboring, non-participating district. The quantitative items yielded a Cronbach's alpha coefficient of 0.86, demonstrating high internal consistency and methodological reliability prior to actual deployment. Once finalized, data gathering followed a structured sequential procedure starting with securing formal permissions and administrative clearances from the DepEd Division Office and the District Supervisor of Claveria North District. Upon coordination with the school heads of the 16 target elementary schools, the researcher personally administered the questionnaires to the administrators. The collected quantitative Likert-scale data were subsequently coded and analyzed using statistical software to calculate weighted means and percentages. Concurrently, the qualitative open-ended reflection responses were processed using thematic analysis to identify recurring themes and operational bottlenecks. Ultimately, this parallel stream of data provided a comprehensive, descriptive survey necessary to evaluate the program's localized execution.

Treatment of Data

The data were treated using a parallel convergent approach to blend the quantitative and qualitative streams seamlessly. Quantitative data gathered from the census of 16 schools were statistically processed using descriptive statistics, specifically utilizing weighted means and percentages to establish baseline implementation scores across the context, input, process, and product dimensions. These findings were compiled systematically into descriptive tables to track program execution trends.

Concurrently, qualitative insights from the open-ended reflection items were subjected to thematic analysis to identify recurring core patterns, operational bottlenecks, and support roles. This qualitative layer was directly utilized to triangulate and contextualize the quantitative metrics. All final interpretations were mapped against the study's CIPP evaluation framework, ensuring data security and strict respondent anonymity throughout the lifecycle of the data.

Ethical Considerations

Several ethical safeguards were implemented throughout this evaluation to protect the participants and the community, beginning with securing institutional permissions from the Schools Division Office and school heads, alongside obtaining written informed consent from all adult participants who were fully apprised of the study's purpose, data procedures, and their voluntary right to withdraw without penalty. Because the program evaluated foundational learners, data handling strictly adhered to child-protection norms; no sensitive minor data were collected, only aggregated, de-identified student performance data were analyzed, and parental permission paired with age-appropriate child assent was mandated for any direct observation or assessment. Confidentiality was rigorously maintained by assigning numeric codes to all participants and institutions, storing master identification sheets apart from data files, protecting electronic and paper materials in secured locations restricted to the research team, and reporting findings exclusively at the group level to avoid identifying individual teachers, pupils, or schools. Ultimately, guided by cultural respect and community benefit, research instruments were phrased in locally appropriate language, data collection was scheduled in consultation with stakeholders to prevent scheduling conflicts during critical school hours, and a summary of findings and actionable recommendations was shared with the district to support local program improvement in full compliance with DepEd and local school research policies.

RESULTS and DISCUSSION

Included in this section are the analysis and interpretation of the data gathered during the study. The discussion of the results and the answers to the questions are presented.

Level of Implementation of Early Literacy Programs in Public Elementary Schools

Understanding the level of implementation is crucial to evaluating the perceived outcomes of early literacy programs. This section provides a comprehensive overview of implementation across five key areas: context, input, process, product, and overall implementation in public elementary schools.

Context

Table 1.1

Level of Implementation of Early Literacy Programs in Public Elementary Schools in Terms of Context

Indicators	Weighted Mean	Adjectival Description	Percentage
1. The teacher conducts a profiling of the learners' literacy/family background.	2.73	Highly Evident	91.11%
2. The teacher assesses the reading interests of the learners.	3.00	Highly Evident	100.00%
3. The teacher underwent ELLN training.	2.67	Highly Evident	88.89%
4. The teacher is implementing the differentiated instruction which is ELLN context.	2.73	Highly Evident	91.11%
5. The teacher is trained on using explicit teaching.	2.93	Highly Evident	97.78%
Overall	2.81	Highly Evident	93.78%

Note. Scale Range: 2.50–3.00 (Highly Evident); 1.50–2.49 (Moderately Evident); 0.50–1.49 (Somewhat Evident); 0.00–0.49 (Not Evident).

The data in Table 1.1 indicate a high level of perceived implementation of early literacy programs in public elementary schools in terms of context ($M=2.81$, 93.78%). This general trend is supported by strong alignment in student reading interest assessments ($M=3.00$, 100.00%) and explicit teaching preparation ($M=2.93$, 97.78%), alongside a high presence of learner profiling ($M=2.73$) and differentiated instruction practices ($M=2.73$).

When evaluated through Stufflebeam's framework, these baseline context scores reflect a structured organizational commitment by educators in the Claveria North District of Masbate to establish receptive educational spaces. However, a localized divergence appears when juxtaposing these foundational preparation metrics against operational constraints, as descriptive indicators reveal that actual instruction must navigate rural challenges such as student absenteeism and limited physical materials. As observed by Pillay and Pant (2022), foundational basic education initiatives achieve long-term viability when broad guidelines move past formal administrative adherence to accommodate local linguistic and logistical variations through sustained, data-driven school leadership.

Input

Table 1.2

Level of Implementation of Early Literacy Programs in Public Elementary Schools in Terms of Input

Indicators	Weighted Mean	Adjectival Description	Percentage
6. The K-3 teachers apply the ELLN practices and principles in everyday teaching.	2.69	Highly Evident	89.58%
7. The principal ensures all K-3 teachers implement ELLN.	2.69	Highly Evident	89.58%
8. The teacher has adequate instructional materials and resources for effective learning.	2.33	Moderately Evident	77.78%

Indicators	Weighted Mean	Adjectival Description	Percentage
9. The teachers and parents work cooperatively to ensure learning of K-3 learners.	2.47	Moderately Evident	82.22%
10. The school head supports the K-3 teachers by providing instructional materials and training/SLAC on ELLN.	2.73	Highly Evident	91.11%
Overall	2.58	Highly Evident	86.15%

The data in Table 1.2 indicate a generally high level of program implementation regarding inputs (M=2.58, 86.15%). This structural layer is characterized by strong administrative support for capacity building and School Learning Action Cells (SLAC) (M=2.73, 91.11%), as well as consistent monitoring from school principals (M=2.69, 89.58%).

However, looking at the distribution of scores within this input layer reveals clear variations in resource and stakeholder distribution. Specifically, the adequacy of instructional materials (M=2.33, 77.78%) and parent-teacher cooperation (M=2.47, 82.22%) were marked at a lower level of "Moderately Evident." This variance highlights that while leadership and professional intent remain high, the material and collaborative inputs are more constrained by the economic realities of the district. This descriptive trend is consistent with modern educational policy evaluations noting that centralized mandates face execution variances when translating into remote spaces; without localized strategies to secure physical assets and increase community ties, input structures remain focused on compliance rather than fully realized classroom integration (Pillay & Pant, 2022).

Process

Table 1.3

Level of Implementation of Early Literacy Programs in Public Elementary Schools in Terms of Process

Indicators	Weighted Mean	Adjectival Description	Percentage
11. The teacher's Weekly Home Learning Plan (WHLP) is anchored on DepEd's CG, TG, and LM and integrates explicit teaching strategy.	2.91	Highly Evident	96.97%
12. The teacher uses differentiated instruction and tiered activities to pupils at different grade levels.	2.60	Highly Evident	86.67%
13. The teacher conducts regular monitoring and feedback on learners' using various modalities to assist them in their learning tasks.	2.87	Highly Evident	95.56%
14. The teacher/parent ensures a child-friendly, gender-sensitive, safe, and motivating home/ virtual learning environment/ platform.	2.87	Highly Evident	95.56%
15. The teacher employs various seating arrangement in a school year.	2.80	Highly Evident	93.33%
Overall	2.80	Highly Evident	93.43%

According to the data in Table 1.3, the process dimension shows a consistently high level of program implementation (M=2.80, 93.43%). The strongest area is the alignment of Weekly Home Learning Plans (WHLP) with official Department of Education curriculum guides, teacher guides, and learner materials (M=2.91, 96.97%), followed by high marks for regular learning feedback and environmental safety considerations (M=2.87, 95.56%).

While these results point to solid process-oriented fidelity, the lowest indicator within this section relates to the actual use of differentiated instruction and tiered activities across diverse grade levels (M=2.60, 86.67%). This descriptive difference indicates an implementation gap where administrative compliance on paper is more readily achieved than complex pedagogical adaptations under resource-scarce and logistically isolated conditions. In line with

contemporary educational evaluations, uniform policy guidelines often face practical execution issues when applied to marginalized or isolated educational institutions, which underscores the value of moving past standard documentation routines to foster active instructional leadership and sustained professional support (Pillay & Pant, 2022).

Product

Table 1.4

Level of Implementation of Early Literacy Programs in Public Elementary Schools in Terms of Product

Indicators	Weighted Mean	Adjectival Description	Percentage
16.The teacher uses appropriate and varied assessment tools based on the school's learning delivery modality to evaluate learners' skill in each grade level.	2.82	Highly Evident	93.94%
17.The learner performs activities within standard level of mastery and automaticity.	2.40	Moderately Evident	80.00%
18.The learner's outputs/performances meet the prescribed content and performance standard through ELLN practices.	2.33	Moderately Evident	77.78%
19.The learner manifests positive behavior, discipline, and engagement in face-to-face/ virtual sessions.	2.69	Highly Evident	89.74%
20.The improvements of learners' and community's perspective, behavior, and way of life are evident as influenced by the school's implementation of ELLN program.	2.47	Moderately Evident	82.22%
Overall	2.52	Highly Evident	84.06%

The results in Table 1.4 present a more varied picture within the product dimension, despite its overall classification (M=2.52, "Highly Evident", 84.06%). On the positive side, educators show high adherence to diversifying student assessment tools (M=2.82, 93.94%) and note high levels of student discipline and engagement during sessions (M=2.69, 89.74%).

Conversely, the data reveal noticeable score drops regarding direct learning outputs. The indicator for learners meeting prescribed DepEd content and performance standards through ELLN practices scored lowest (M=2.33, 77.78%), while independent mastery and automaticity (M=2.40, 80.00%) along with wider community improvements (M=2.47, 82.22%) remained limited to "Moderately Evident." This pattern shows that while the administrative structures for assessment and tracking are well-established, actual student mastery and output metrics lag behind. As highlighted by Pillay and Pant (2022), foundational primary interventions require more than standardized record-keeping; they depend on targeted resource distribution and ongoing data-driven leadership to transform structural compliance into deeper student achievement.

Overall

Table 1.5

Overall Level of Implementation of Early Literacy Programs in Public Elementary Schools

Indicators	Weighted Mean	Adjectival Description	Percentage
Context	2.81	Highly Evident	93.78%
Input	2.58	Highly Evident	86.15%
Process	2.80	Highly Evident	93.43%
Product	2.52	Highly Evident	84.06%
Overall	2.68	Highly Evident	89.38%

The summary data in Table 1.5 present a favorable descriptive evaluation of early literacy programs across the district, yielding a composite weighted mean of 2.68 ("Highly Evident") and an overall agreement level of 89.38%. Looking across the CIPP dimensions, the Context ($M=2.81$, 93.78%) and Process ($M=2.80$, 93.43%) layers stand out as the strongest components of local implementation, indicating that participating schools successfully set up programmatic goals and follow curricular tracking rules.

However, the relative weak points of the implementation appear in the Input ($M=2.58$, 86.15%) and Product ($M=2.52$, 84.06%) layers. This configuration identifies an implementation gap where strong initial preparation and high procedural process scores coexist with lower scores for resource availability and student mastery outcomes. The data suggest that policy intentions are widely accepted, but real-world obstacles like limited local learning materials, thin infrastructure, and home-level economic demands alter the final product outcomes. Resolving these variations requires school leaders to look past baseline compliance and focus on data-driven instructional support, targeted material distribution, and stronger parent-teacher cooperation to turn institutional goals into consistent student mastery (Pillay & Pant, 2022).

Benefits of Early Literacy Language and Numeracy Programs for K-3 Learners

The qualitative narratives shared by the sixteen elementary school administrators suggest that structured Early Literacy, Language, and Numeracy (ELLN) initiatives provide foundational benefits for early primary pupils. From the administrative perspective, the program serves as a useful vehicle for early child intervention and educational equity, helping to mitigate learning gaps during the first years of schooling while building a closer relationship between home and school environments.

Analyzed through the lens of Stufflebeam's framework, these insights highlight that accommodating the localized needs of young learners requires highly adaptive educational leadership. Program administrators observed that school mandates show greater promise when local factors—such as economic context and student attendance patterns—are actively factored into daily operations. This focus on integrated foundation-building corresponds with wider discussions in the learning sciences, which emphasize that early linguistic progress and mathematical reasoning are closely connected cognitive tracks rather than completely separate learning fields. Recent educational literature notes that integrating verbal communication support with early arithmetic lessons can help cultivate higher cognitive flexibility among young pupils, validating professional efforts to cultivate language-rich primary environments even in under-resourced school environments.

Teachers and Schools Benefits from Early Literacy Language and Numeracy Programs

The administrative insights from the sixteen participants also focused on how the ELLN framework relates to staff development and institutional performance. The school heads noted that structured literacy and numeracy programs support teacher development by refining specialized primary teaching skills, which they associated with positive trends in professional confidence and long-term job satisfaction. According to their reports, having access to an organized curriculum blueprint helps simplify daily lesson mapping and provides a shared language that encourages regular professional collaboration among the teaching faculty.

Viewing these institutional benefits through an evaluation framework suggests that administrative support serves as a key connecting factor between policy intentions and classroom performance. The qualitative reports show that even when facing major external issues—such as geographical isolation or economic resource strains—the presence of shared teaching tools helps maintain instructional continuity. This pattern aligns with recent studies in educational administration highlighting that combining structured curriculum tools with regular peer collaboration can stabilize school performance metrics. Furthermore, educational research evaluations suggest that improving primary school outcomes depends heavily on leaders maintaining data-driven assessment practices that look at the child's whole development, rather than prioritizing a checklist approach to policy compliance (Lee et al., 2024).

Areas for Improvement in Early Literacy Program Implementation Based on the Experiences of School Administrators

The thematic analysis of the administrators' feedback highlighted several areas needing institutional adjustment, particularly the necessity of securing stable learning resources and establishing formal mentorship opportunities for early grades teachers. Within an evaluation model, these recommendations show that maintaining a receptive learning environment requires moving past baseline setup permissions to address ongoing operational needs. The participating administrators reported that field execution is frequently tested by persistent structural problems, including poverty-linked student absenteeism, remote geography, and shortages of primary classroom equipment.

These practical concerns connect with contemporary studies in international education regarding the real-world execution of centralized basic education policies. Recent research underscores that when primary programs lack localized resource inputs or tailored teacher support, the gap between official policy expectations and classroom realities tends to widen. The literature from the learning sciences suggests that early childhood interventions are most resilient when classroom delivery is adapted to the specific economic and language background of the immediate student community. Consequently, long-term program development requires that regional supervisors and school heads move beyond standard compliance tracking to offer active, data-driven instructional coaching that addresses these identified field challenges.

School Head Support for Early Literacy Program Implementation

The qualitative evaluations from the sixteen school heads position administrative leaders as central coordinators for the success of localized ELLN initiatives. The participants reported that maintaining an effective primary program demands multi-directional management, where leaders must balance competing demands such as securing external funding, arranging targeted professional development, creating staff collaboration times, and building active partnerships with community stakeholders.

When examined within a comprehensive program evaluation structure, these leadership duties form the operational link between national mandates and field-level execution. The narratives indicate that when local schools face major resource deficits or low baseline student attendance, the strategic adaptations chosen by the school principal determine how well the program holds up. This observed dynamic is well-documented in recent educational research, which demonstrates that leadership styles directly shape how effectively new teaching practices take root in public schools. Longitudinal data from public school evaluations reinforce the conclusion that genuine program value is achieved when school heads shift their focus away from rote compliance toward data-driven, continuous assessment practices that directly match the socio-economic realities of their specific student population (Lee et al., 2024).

Conclusions

The findings of the study demonstrate that the Early Literacy, Language, and Numeracy (ELLN) program is generally well implemented in Claveria North District, particularly in terms of contextual alignment and instructional processes. These results indicate that teachers are able to apply learner-centered strategies and follow structured instructional approaches that support early literacy and numeracy development.

However, limitations in instructional resources, teacher-parent collaboration, and learner performance outcomes highlight critical gaps in program inputs and outputs. These gaps suggest that while instructional practices are established, their effectiveness is constrained by systemic and resource-related challenges.

The study contributes to educational research by providing empirical evidence on the implementation of ELLN in a rural Philippine context. It offers insights into how instructional practices, leadership support, and resource allocation influence foundational learning outcomes. The findings also reinforce the importance of integrated approaches to teaching and learning, emphasizing the role of teacher professional development, curriculum adaptation, and continuous assessment in improving early grade education.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Schools and districts may increase investment in instructional materials, reading resources, and basic classroom technologies to support effective ELLN implementation.
2. School leaders may strengthen professional development programs through sustained training, coaching, and peer mentoring focused on differentiated instruction, explicit teaching strategies, and formative assessment.
3. Teachers may enhance instructional practices by integrating data-driven assessment and adapting teaching strategies to meet diverse learner needs.
4. Curriculum developers may localize instructional materials and incorporate culturally and linguistically responsive approaches to improve learner engagement.
5. Education policymakers may support structured monitoring systems and provide additional funding and technical assistance for ELLN implementation in underserved areas.
6. Schools and communities may strengthen partnerships by promoting parental involvement through literacy programs and community-based learning initiatives.
7. Future researchers may conduct longitudinal and experimental studies to further examine the long-term impact of ELLN on learner outcomes.

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