

## Managing learning difficulties in teaching grade 1 pupils in tabaco city division

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### Abstract

This study employed a quantitative research approach to identify key areas in managing learning difficulties among Grade 1 pupils in the Tabaco City Division. The study utilized a descriptive-survey method within a quantitative research framework to systematically investigate the identified areas. The research process encompassed five key phases: the development and validation of the research instrument, administration of the survey questionnaire, tabulation of responses, and analysis and interpretation of results. A total of ninety-nine Grade 1 teachers from public elementary schools in the Tabaco City Division participated in the study, while teachers from private elementary schools were excluded.

**Findings:** The study revealed key areas in managing learning difficulties among Grade 1 pupils, with pupil engagement ranking highest at 88.78%, followed by pupil progress monitoring (87.76%), development of independent learners (81.63%), and assessment data interpretation (80.61%). The level of usage for these strategies was consistently rated as "Always," with assessment data interpretation garnering the highest weighted mean of 4.53. The study also found that there was no significant difference in the level of usage of these strategies across districts, as indicated by F-computed values all below the F-tabular threshold.

Challenges affecting pupil learning were identified, including lack of parental guidance, socio-economic constraints, and poor nutrition in engagement; inappropriate assessment methods and misuse of data in assessment interpretation; struggles in basic literacy and numeracy, low motivation, and time constraints in independent learning; and insufficient planning and stakeholder involvement in progress monitoring. To address these challenges, an intervention program was proposed, aiming to improve the management of learning difficulties in teaching Grade 1 pupils.

**Conclusion:** The study concluded that key areas in managing learning difficulties among Grade 1 pupils—pupil engagement, progress monitoring, independent learning development, and assessment data interpretation—are consistently applied in teaching practices. No significant differences were found in the level of usage across districts, and challenges such as inadequate parental guidance, inappropriate assessment methods, struggles in basic literacy and numeracy, and insufficient stakeholder engagement were identified as barriers to learning. To address these issues, an intervention program was proposed to enhance teaching effectiveness and support pupil development.

**Recommendations:** Based on these findings, the study recommends sustaining the identified strategies for managing learning difficulties, providing ongoing technical assistance to Grade 1 teachers, and ensuring equal opportunities for professional growth across districts. Schools should implement the proposed intervention program to address learning challenges and enhance pupil performance.

**Areas for Further Study:** The following areas are recommended for further research:

- Parental Involvement in the Enhancement of Literacy and Numeracy Skills of Primary Learners

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- School Heads Monitoring and Evaluation of the Management of Learning Difficulties

Effectiveness of Reading Intervention to the Performance of the Struggling Readers

**Keywords:** Managing; Managing Learning Difficulties; Learning Difficulties; Teaching

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## 1. Introduction

At its core, teaching plays a pivotal role in shaping the future of these first graders by providing learners with the knowledge, skills, and guidance they need to thrive. The process on how to become a teacher has many gratifications, educators possess a unique opportunity to inspire and empower the next generation, instilling in them a love for learning and a desire to make a difference in the world around them. By nurturing critical thinking, creativity, and a thirst for knowledge, teachers offer their pupils with the tools required to navigate the complexities of the modern world.

Teaching is indeed a demanding and rewarding profession, and every day is different. For Grade 1 teachers, each day brings new challenges and opportunities to make a difference in their pupils' lives. A typical day in the life of a first-grade teacher can be long and grueling, but also incredibly rewarding. But the life of a teacher is not always that easy, recognizing that there are children with learning difficulties found across all ages, socio-economic levels, and races. A huge challenge to teachers is the learners with learning difficulties which may have stemmed from many causes.

Individuals with learning difficulties find it very difficult to learn new skills. Most of them are excluded from the education process due to their presumed inability to learn. Learning to read and write is more of an expectation than an exception today. Teachers who are in this situation continue to invest efforts to seek more knowledge about the nature and interventions to learning difficulties to enhance academic success for children with learning problems. It is a necessity for the pupils to acquire the basic foundations of academic skills. However, it has been observed over time that individuals with learning difficulties of all ages and types are not able to learn to some degree. Because of their reduced ability to read and write, they find it very difficult to keep up with their academic performance. Hence, they need constant support from the teacher, parents and other stakeholders.

Teachers, aside from the role of facilitator, perform the task of a guidance counselor. The guidance and counseling services they provide are tailored to help the learners discover their identity, understand their environment, and plan their future. They assist in establishing an awareness of one's strengths and aptitudes, an optimistic viewpoint for removing negative tendencies, and the resourcefulness and self-discipline needed to adjust to social changes. It is gratifying experience when children understand a difficult concept and helping them learn a new skill. Seeing their eyes light up after grasping a new piece of knowledge is priceless.

Managing the learning difficulties of learners is not easy. But with passion and enthusiasm, it makes the learning process easy and smooth sailing. Further, it results in effective instruction. Through their unwavering dedication and passion, teachers create a positive and inclusive classroom environment where students feel valued and supported, fostering personal growth, and enabling students to reach their full potential.

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## 2. Conclusion

Grade 1 teachers play a pivotal role in shaping the future of first graders by providing learners with the knowledge, skills, and guidance. They are in the best position to provide the necessary intervention to manage the learning difficulties of the first graders. The collaborative effort of parents, teachers and other stakeholders is imperative to support pupils who are requiring intervention to improve their academic performance.

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