# Reading Recovery Program: Experiences of Early Childhood Education (ECE) Teachers

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## ABSTRACT

This study explored the experiences of Early Childhood Education (ECE) teachers in implementing the Reading Recovery Program in public schools. Using a qualitative phenomenological approach, data were collected from twelve (12) ECE teachers through five (5) Key Informant Interviews (KIIs) and seven (7) Focus Group Discussions (FGDs). The study revealed four major themes: fulfilling endeavors as teachers observed learner progress; cultivation of positive emotions brought by professional growth; parental disengagement that hindered learning continuity at home; and challenges in addressing diverse learner needs. Despite these challenges, the program was seen as beneficial. Learners showed improved reading comprehension, greater engagement, and increased independence. Teachers experienced enhanced collaboration and refinement of instructional practices, while school administrators observed improved literacy outcomes. The findings underscore the importance of implementing a holistic and community-engaged approach—beyond mere program deployment—to strengthen literacy development in early childhood education.

**Keywords:** Early Childhood Education, Reading Recovery Program, Experiences of Teachers, Phenomenology,

## INTRODUCTION

Reading proficiency is a foundational skill critical to a child's academic success and lifelong learning. Globally, reading recovery programs have been implemented to support struggling readers, especially during the early years of education where timely intervention is most impactful. Countries like India, New Zealand, and the United States have long embraced reading recovery initiatives to enhance literacy outcomes, recognizing that early remediation can prevent long-term academic difficulties (Glynn, 2019; Singh, 2021). In the Philippines, reading challenges remain prevalent, especially in marginalized communities, making reading recovery an essential component of the nation's broader literacy agenda.

This study investigates Early Childhood Education (ECE) teachers' experiences in implementing Reading Recovery programs in public schools. Specifically, it focuses on their efforts as they transitioned from blended learning modalities during the COVID-19 pandemic to the resumption of face-to-face classes. Understanding these experiences is critical to improving reading interventions and informing targeted support in the post-pandemic era.

The COVID-19 pandemic disrupted traditional learning across the globe, intensifying existing literacy gaps. In response, educators in Davao de Oro initiated individualized, short-term reading recovery interventions tailored to young learners' specific needs. These efforts mirrored global responses, where limited resources, reduced home-based learning support, and inequities in access to technology compounded the reading crisis in early childhood education.

In the Philippine context, the Department of Education (DepEd) continues to confront challenges in scaling andstandardizing reading recovery programs nationwide. Key obstacles include the shortage of trained teachers, the lack of contextualized and standardized instructional materials, and linguistic diversity across regions (Dela

Cruz, 2023). The shift to remote learning during the pandemic exacerbated these issues, prompting DepEd to intensify its intervention strategies. These included home visits, buddy systems, blended study groups, and the development of suitable assessment tools. The "Hamon: Bawat Bata Bumabasa" (3Bs) initiative, launched in response to low PISA scores, aims to ensure that all Filipino learners achieve grade-level reading proficiency (Almagro et al., 2024).

Within Davao de Oro, the Schools Division has demonstrated commitment through localized reading programs that aim to cultivate a love for reading, despite pandemic-induced limitations. These grassroots initiatives highlight the adaptability of ECE teachers who, despite constraints, continued to implement recovery strategies to address emerging literacy gaps.

The purpose of the study was to describe the phenomenological experiences of ECE teachers in implementing the reading recovery program. Specifically, it attempted to answer the question, what are the experiences of ECE Teachers in implementing the reading recovery program?

By examining ECE teachers lived experiences in this evolving educational landscape, this study aims to identify strengths, challenges, and areas for growth in post-pandemic reading recovery implementation. The insights gained are intended to inform professional development, policy adjustments, and the broader goal of achieving equitable and effective literacy instruction for all learners.

# LITERATURE REVIEW

## Reading Recovery Programs: Definitions and Implementation

Reading Recovery is a short-term, early intervention program to assist the lowest-performing students in literacy during their early school years. Its structure centers on individualized instruction, frequent monitoring, and targeted skill development. Foorman et al. (2021) emphasize the importance of early literacy interventions in preventing long-term academic gaps, highlighting that continuous monitoring within such programs supports both learner progress and instructional adjustments. Globally, programs akin to Reading Recovery have shown positive outcomes in developing students' reading fluency and comprehension, though effectiveness is often tied to context-specific implementation (Gee, 2021; Rios, 2021).

In the Philippines, the Department of Education has launched initiatives like Hamon: Bawa't Bata Bumabasa (3Bs), under Every Child a Reader Program (ECARP), to promote literacy through local adaptations of recovery strategies (Sadongdong et al., 2019). These programs recognize the need for culturally and linguistically responsive approaches in diverse regions such as Davao de Oro.

## Teacher Experiences and Challenges

Early Childhood Education (ECE) teachers are central to the success of reading recovery interventions. Their experiences often reveal a mix of professional fulfillment and implementation-related stress. For instance, Khasawneh and Al-Rub (2020) report that visible gains in student literacy, such as improved alphabet recognition and reading confidence, enhance teacher morale. Similarly, Rios (2021) found that improvements in literacy indirectly enhance overall academic performance, validating the teacher's instructional role.

However, these positive experiences are often counterbalanced by significant challenges. One recurring issue is the inconsistency in parental involvement; a factor strongly linked to program success. According to Su and Supple (2016), socioeconomic constraints, time limitations, and a general reliance on educators deter active parental engagement. Dotterer (2022) confirms that this disengagement can hinder reading development, placing additional pressure on teachers to compensate for what should ideally be a shared responsibility.

## Strategies for Effective Implementation

Successful reading recovery initiatives depend not only on instructional quality but also on external support systems. Kraft and Rogers (2015) argue that fostering strong home-school connections can significantly amplify

the benefits of literacy programs. This includes regular communication with parents, literacy workshops, and the use of technology to bridge school-home gaps. Abari et al. (2021) echo this view, suggesting that efforts to increase parental engagement, through flexible meeting times or simplified take-home materials, can enhance program outcomes and ease the burden on teachers.

Moreover, ongoing professional development is essential. Teachers trained in literacy intervention methods, classroom differentiation, and culturally responsive practices tend to implement reading programs more confidently and effectively (Foorman et al., 2021). Despite this, many educators still report a lack of access to such training, particularly in rural or under-resourced settings.

## Theoretical Framework

This study is grounded in Vygotsky's Sociocultural Theory, which posits that learning occurs within a social context and is mediated by language, tools, and interaction. From this perspective, the Reading Recovery Program is not just a set of instructional strategies but a dynamic process shaped by teacher-learner interactions, parental involvement, and the broader cultural context. The teacher's role as a mediator aligns with Vygotsky's Zone of Proximal Development (ZPD) concept, emphasizing the importance of scaffolding during literacy instruction.

In addition, the study draws from constructivist approaches to literacy, which view learners as active participants in meaning-making. This framework reinforces the need for responsive teaching, differentiated support, and recognition of diverse learner backgrounds, especially in post-pandemic recovery settings where learners have experienced educational disruptions.

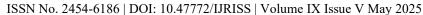# METHODOLOGY

## Research Design

This study employed a phenomenological qualitative research design, a method well-suited for exploring and interpreting the lived experiences of individuals in specific contexts (Creswell, 2017; Patton, 2015). The design enabled a deeper understanding of how Early Childhood Education (ECE) teachers experience and implement the Reading Recovery Program, capturing the essence of their insights, emotions, and meaning-making processes.

## Participants and Sampling

A total of 12 ECE teachers from selected public elementary schools in Davao de Oro participated in the study. Five (5) of them took part in Key Informant Interviews (KIIs), while seven (7) participated in Focus Group Discussions (FGDs). Participants were purposively selected based on the following criteria: (1) currently teaching in the early grades, (2) directly involved in implementing reading recovery programs, and (3) willing to share their experiences. The combination of KIIs and FGDs was designed to balance depth and diversity of perspectives. Data saturation was reached when no new significant themes emerged during the final FGD session.

To enhance the clarity and organization of the presentation regarding data sources, the study draws upon the contributions of twelve Early Childhood Education (ECE) teachers from public schools. The data collection is bifurcated into two distinct approaches: Key Informant Interviews (KII) and Focus Group Discussions (FGD). Specifically, five (5) ECE teachers were engaged in KII to garner a profound comprehension of their individual experiences and insights. Concurrently, seven (7) ECE teachers participated in FGDs, providing a broader, collective understanding of the challenges and practices within the reading recovery program.

Participants were selected using a purposive sampling technique commonly employed in qualitative research to identify and select information-rich cases. This approach involves choosing individuals or groups exceptionally knowledgeable about or experienced with the phenomenon of interest, in this case, the Reading Recovery

Program (Patton as cited in Staller, 2021). The participants had to meet specific criteria. Firstly, they had to be active Early Childhood Education (ECE) teachers in public schools, ensuring firsthand experience with the program's implementation. Secondly, they needed at least two years' experience with the Reading Recovery Program, providing a more comprehensive perspective on its implementation. Thirdly, the participants must be willing to engage in the study fully.

## Instrument and Validation Process

The study utilized a researcher-made interview protocol, tailored to guide the KIIs and FGDs. The protocol included open-ended questions that progressed from general to specific, covering teachers' experiences, challenges, strategies, and program insights. The instrument underwent expert validation, involving three education professionals: a reading specialist, a qualitative research professor, and a school head with experience in early grade literacy interventions. Their feedback focused on improving questions' clarity, scope, and alignment with the study's objectives. Suggestions were incorporated to enhance both content validity and researcher neutrality.

## Data Collection Procedures

Data collection was conducted in neutral, quiet locations, allowing participants to speak freely and confidentially. The researcher moderated Each FGD and lasted approximately 60 to 90 minutes, while each KII ran for 45 to 60 minutes. A pilot test with two ECE teachers was conducted to refine the flow and comprehension of questions. All sessions were audio-recorded with consent, and observational notes were taken to capture non-verbal cues and contextual elements.

## Ethical Considerations

Before data collection, the study secured Institutional Review Board (IRB) approval from the affiliated academic institution. All participants provided informed consent, including permission for audio recording and voluntary participation. They were assured that responses would be kept confidential, anonymized in reporting, and stored in password-protected digital folders accessible only to the researcher. Participants could withdraw at any stage without consequence—ethical protocols adhered to guidelines for the responsible conduct of research with human subjects.

## Data Analysis

Data analysis in this study followed Creswell and Poth's (2018) five-step phenomenological procedure. The first step involved organizing and preparing the data by transcribing the interviews, sorting the observational notes, and systematically arranging all gathered materials for analysis. In the second step, the researcher read through all the transcribed data multiple times to develop a general sense of the content and identify significant statements directly related to the phenomenon under investigation. The third step consisted of coding the data by grouping related segments of information into meaningful categories that represented participants lived experiences. Following this, the fourth step involved the development of themes and rich descriptions, capturing recurring patterns and constructing collective narratives from the coded responses. Finally, the fifth step entailed synthesizing the themes to articulate the essence of participants' experiences, presenting a comprehensive and coherent understanding of how ECE teachers navigated the implementation of reading recovery programs in the post-pandemic educational context.

# FINDINGS AND DISCUSSIONS

## Findings

This section presents the core thematic findings based on the lived experiences of Early Childhood Education (ECE) teachers in implementing the Reading Recovery Program. Data were derived from five Key Informant Interviews (KIIs) and seven Focus Group Discussions (FGDs), and thematic analysis revealed recurring patterns that capture both the challenges and triumphs of implementation.

## Experiences of ECE Teachers in the Implementation of the Reading Recovery Program

Implementing the Reading Recovery Program uncovered a multi-dimensional range of teacher experiences, which were grouped into four interconnected themes: Fulfilling Endeavors, Cultivating Positive Emotions, Experiencing Parental Disengagement, and Facing Learner-Related Obstacles.

### Fulfilling Endeavors

Many ECE teachers reported a strong sense of accomplishment and personal fulfillment in witnessing the tangible progress of their learners. This theme reflects the emotional reward teachers experienced when they observed their students evolve from non-readers to developing readers. The commitment and consistency in implementing the reading recovery strategies resulted in positive student learning outcomes and reinforced the teachers' professional dedication.

One participant remarked: "Mahappy ko na naa koy makita na improvement sa ilang pagbasa…mahappy ko kung makabalo na sila unsa nan nga letter sounds." (I am happy when I see improvement in their reading… I am so glad when they start to know what those letter sounds are.) [KII_2]. Another stated: "During the implementation of the reading recovery program, there is this feeling of fulfillment because I saw the positive impact of the intervention." [KII_3].

This theme captures how teachers' intrinsic motivation is directly tied to the literacy development of their students. The teachers expressed that despite the hurdles, the positive outcomes outweighed the difficulties, making their efforts worthwhile.

### Cultivating Positive Emotions

This theme emerged as teachers discussed the emotional climate fostered during the reading recovery sessions. Teachers emphasized creating a nurturing and encouraging environment to support early literacy learning. Developing a safe and emotionally responsive classroom was seen as essential to increasing students' confidence and willingness to engage in reading activities.

One teacher reflected: "Upon the implementation, I saw a positive increase in the reading level of the learners from being nonreaders to slowly being able to read even just a little." [KII_3]. Another shared: "Excited ko nga ma impart akong knowledge na makabasa sila." (I am excited to impart my knowledge so they can read.) [KII_5].

Such expressions underscore the teachers' emotional investment in the program and their efforts to make reading a joyful, engaging experience for learners.

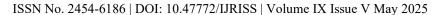### Experiencing Parental Disengagement

A recurring concern raised by participants was the lack of parental support in reinforcing reading practices at home. Many teachers reported that parents were too busy or unaware of the importance of consistent reading practice outside the classroom. The absence of home-based reinforcement was perceived as a significant hindrance to the program's effectiveness.

A teacher noted: "Nagapadala man unta kog reading material sa balay, mao lang gihapon dili ma follow up sa mama ug papa kay busy sa trabaho daw." (Even if I send reading materials home, the parents still cannot follow up because they are busy with work.) [KII_2]. Another echoed this: "Some of the parents are not participating at all. They rely on the teachers to teach their children." [KII_3].

This theme highlights the challenges in engaging parents as active partners in the literacy development process and underscores the need for more inclusive strategies to involve families in learning.

### Facing Learner-Related Obstacles

ECE teachers frequently encountered challenges concerning learners' developmental readiness and diverse

learning needs. These included limited phonemic awareness, varied learning paces, and emotional barriers such as anxiety and lack of confidence in reading.

One respondent shared: "Some of them take 2–3 weeks just to learn one letter sound…" [KII_3]. Another said: "A negative experience is when the child no longer approaches you because they are afraid of being asked to read. They keep their heads down and no longer participate..." [FGD_1].

These narratives reveal the complexity of addressing literacy among young learners and emphasize the importance of differentiated instruction and emotional support.

**Table 1. Experiences of ECE Teachers in the Implementation of the Reading Recovery Program**

| Theme | Description | Representative Quote |
|---|---|---|
| Fulfilling Endeavors | Teachers expressed joy and satisfaction seeing students progress from non-readers to early readers. | "Mahappy ko na naa koy makita na improvement sa ilang pagbasa…" – KII_2 / "There is this feeling of fulfillment…" – KII_3 |
| Cultivating Positive Emotions | Emotional engagement and enthusiasm enhanced motivation and learning among students. | "Excited ko nga ma impart akong knowledge…" – KII_5 / "I saw a positive increase…" – KII_3 |
| Parental Disengagement | Lack of parental involvement hindered student practice at home. | "Nagapadala man unta kog reading material… dili ma follow up…" – KII_2 / "Some of the parents are not participating…" – KII_3 |
| Learner-Related Obstacles | Student developmental delays and low confidence posed challenges. | "Some of them take 2–3 weeks just to learn…" – KII_3 / "Dili na mo participate… mahadlok…" – FGD_1 |

**Managed Issues and Challenges in the Implementation of the Reading Recovery Program**

As ECE teachers engaged with the Reading Recovery Program, they developed coping mechanisms and adaptive strategies to address challenges. Three major themes emerged: Increasing Patience and Effort, Using Developmentally Appropriate Techniques, and Enhancing Cooperation Between Teachers and Parents.

**Increasing Patience and Effort**

Participants highlighted the increased demands on their time, energy, and emotional capacity. Despite these challenges, they continued to show commitment and resilience. Teachers expressed that patience was crucial, notably when learners demonstrated slow progress.

A participant stated: "Ginapadayon lang gihapon nako ang pag practice sa aloha bisan pa ug in-ana nga mga challenges." (I continue to practice with them despite such challenges.) [KII_2].

Teachers also emphasized that even minor improvements were celebrated as significant milestones, reinforcing their persistence.

**Using Developmentally Appropriate Techniques**

Another common strategy involved adapting reading materials and teaching approaches to suit learners' developmental stages and literacy levels. Teachers reported customizing learning activities and incorporating visual tools, rewards, and step-by-step instruction.

One teacher explained: "Nagprepare ko ug reading materials na suited sa ilang reading level." (I prepared reading materials suited to their reading level.) [KII_2]. Another stated: "After one or two months, mabasa na niya. Gina follows up nako siya ug gina praise nako siya." (After one or two months, the learner could read. I follow up and praise the learner.) [KII_4].

## Enhancing Cooperation Between Teachers and Parents

Recognizing the limitations of classroom instruction alone, teachers emphasized the importance of collaboration with parents. They discussed efforts to establish communication systems and encourage at-home reading activities. Some suggested implementing agreements signed by teachers and parents to ensure follow-up at home.

A participant emphasized: "Kinahanglan nay partnership sa balay ug skwelahan, magtinabangay." (There needs to be a partnership between home and school, working together.) [KII_2]. Another recommended: "Dapat gyud pud follow up sa ginikanan. Kanang nay pinirmahan nga gina follow up nila ilang bata." (There should be follow-up from the parents, with signed agreements that they are helping their child.) [KII_4].

## Table 2. Managed Issues and Challenges in Implementation

| Theme | Description | Representative Quote |
|---|---|---|
| Increasing Patience and Effort | Perseverance despite slow progress emphasized the emotional labor in teaching. | "Continue lang gihapon ko sa pagpabasa…" – KII_2 |
| Using Developmentally Appropriate Techniques | Customized materials and scaffolding methods enhanced reading instruction. | "Nagprepare ko ug reading materials…" – KII_2 / "Mabasa na niya… gina praise nako siya." – KII_4 |
| Enhancing Cooperation Between Teachers and Parents | Teachers initiated strategies to encourage parental participation. | "Kinahanglan nay partnership sa balay…" – KII_2 / "Pinirmahan nga gina follow up…" – KII_4 |

## Insights on the Implementation of the Reading Recovery Program Reinforced Beliefs in the Program's Positive Impact

Teachers reaffirmed their belief in the program's effectiveness. Many noted that the program's structured and sustained approach improved student performance. They advocated for the program's continuation and expansion.

One teacher remarked: "Reading should be given more priority since it is essential to pupils. If they can't read, it will be useless." [KII_2]. Another added: "First one, it should always be continued because it has a positive impact on the lives of the learners." [KII_3].

## Collaboration of Teachers, Learners, Parents, and Administrators

The final theme stressed the collaborative nature of successful program implementation. Teachers emphasized the importance of stakeholder engagement, including active involvement from school administrators and parents.

One teacher summarized: "There is a collaboration between the school administrators, parents, stakeholders, and teachers to improve the reading skills or ability of the learners." [KII_2]. Teachers also called for increased funding, training, and administrator support to sustain the program.

## Table 3. Insights on Implementation of the Reading Recovery Program

| Theme | Description | Representative Quote |
|---|---|---|
| Reinforced Beliefs in Program Gains | Teachers advocated for the program's continuity due to observed success. | "Reading should be given more priority…" – KII_2 / "It should always be continued…" – KII_3 |
| Stakeholder Collaboration | Teachers highlighted the need for active engagement of parents and school heads. | "There is a collaboration between… stakeholders and teachers." – KII_2 / "Administrators should be the model…" – KII_3 |

# DISCUSSIONS

**Experiences of ECE Teachers in the Implementation of the Reading Recovery Program**

The experiences of ECE teachers reflect a combination of intrinsic motivation, emotional labor, and contextual barriers that shape their engagement with the Reading Recovery Program.

Fulfilling Endeavors showcased the satisfaction and professional growth teachers experienced as students progressed in reading. This aligns with the findings of Rios (2021) and Khasawneh and Al-Rub (2020), which emphasize how visible student progress improves teacher morale and motivation. Jerome Bruner's Constructivist Theory supports this theme by suggesting that teachers derive satisfaction from scaffolding learning and witnessing cognitive development as children build upon prior knowledge (Zhou, 2020).

Cultivating Positive Emotions underlines the significance of a supportive classroom environment. Teachers' emotional investment was central to encouraging reading engagement among learners. This aligns with Gee (2021), who emphasized that reading culture and emotional responsiveness influence student outcomes and teacher well-being. Vygotsky's Sociocultural Theory (Karimova, 2024) further reinforces that learning is inherently social and thrives in emotionally and socially enriched contexts.

Experiencing Parental Disengagement highlighted systemic issues of limited parental involvement due to work constraints. This is consistent with Su and Supple (2016), who found that socioeconomic factors limit parental engagement, and Dotterer (2022), who noted its direct impact on student literacy. The challenge here reflects Bandura's Social Learning Theory (Bandhu et al., 2024), which posits that modeling behaviors, especially by adults, are critical for reinforcing learning outside formal school settings.

Facing Learner-Related Obstacles emphasized the varied developmental and behavioral needs among students. Teachers adjusted expectations and strategies to address individual learning gaps. This is supported by Skinner's Operant Conditioning Theory (Devi et al., 2022), which stresses the importance of reinforcement in shaping behaviors. Tailoring support and providing positive reinforcement were evident strategies aligned with this theory.

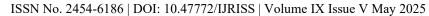**Managed Issues and Challenges in the Implementation of the Reading Recovery Program**

Teachers displayed adaptability and creativity in response to various programmatic and instructional challenges.Increasing Patience and Effort is a theme that revealed teachers' emotional and physical resilience. The continued efforts despite minimal immediate feedback highlight professional commitment. Studies by Bond (2022) and Foorman et al. (2021) affirm that long-term literacy interventions require persistence. This dedication is again linked to Vygotsky's Sociocultural Theory, which sees the teacher's role as a scaffold, providing consistent support to guide the learner through their zone of proximal development.

Using Developmentally Appropriate Techniques underscores the critical role of differentiated instruction. Teachers' use of customized materials and progressive learning approaches aligns with Mamadzhanova (2024) and Taylor et al. (2021), who advocate for instructional strategies based on the learner's developmental stage. These practices also resonate with Bruner's theory, which emphasizes spiral curricula that allow revisiting concepts at increasingly complex levels.

Enhancing Cooperation Between Teachers and Parents recognizes that literacy development must extend beyond the classroom. Yulianti et al. (2018) and Silinskas et al. (2020) found that collaborative efforts between educators and parents enhance early reading competencies. This theme aligns closely with Bandura's Social Learning Theory, which highlights that collaborative modeling and reinforcement from both teachers and parents are essential in shaping learning behaviors.

**Insights on the Implementation of the Reading Recovery Program**

The teachers' reflections offered more profound realizations on what is essential for the sustainability and impact of the Reading Recovery Program.

Reinforced Beliefs in the Program's Positive Impact echo findings by Coyne et al. (2018) and Mitchell and Sutherland (2020) that consistent and structured reading interventions significantly enhance student literacy. Teachers saw firsthand how learners benefited from sustained instructional focus. Bandura's theory reinforces that repeated modeling and reinforcement solidify learning outcomes over time.

Collaboration of Teachers, Learners, Parents, and Administrators highlights a systemic perspective on literacy development. Teachers viewed the program as a shared responsibility. This collective action is supported by Dong et al. (2020) and Myende and Nhlumayo (2022), who found that stakeholder collaboration significantly improves educational outcomes. Vygotsky's theory again supports this, as it sees knowledge construction as a social process that depends on effective interaction between all educational actors.

## Implications

The findings of this study yield several important implications for various stakeholders involved in early childhood education. For teachers, the results underscore the necessity of differentiating instruction by tailoring strategies to match students' individual reading levels and learning paces. It also encourages adopting emotionally responsive teaching practices that reduce learner anxiety and build confidence. Teachers are further advised to incorporate reinforcement strategies, such as praise and rewards, and to use visually engaging materials to sustain student interest and motivation in reading.

For school administrators, the study highlights the importance of supporting teachers through consistent professional development programs focused on reading intervention, emotional literacy, and practical strategies for engaging families. Providing adequate classroom resources, assigning instructional aides, and allocating time for literacy interventions are essential in alleviating teachers' workload. Administrators are also urged to model active involvement in reading activities and to create a school culture that prioritizes literacy development.

Parents and guardians also play a pivotal role in ensuring the continuity of learning beyond the classroom. The study suggests that parents can contribute meaningfully by establishing regular reading routines at home and communicating with teachers. Implementing school-parent agreements or reading pledges may strengthen accountability and promote collaborative responsibility in fostering children's literacy skills.

For policymakers and curriculum developers, the study emphasizes the need to institutionalize reading recovery programs as part of the regular early literacy curriculum, particularly in underserved or low-performing areas. Allocating funding for instructional materials, parental outreach, and progress monitoring tools is crucial to the sustainability and scalability of such interventions. Additionally, establishing school-home collaboration frameworks and literacy accountability systems will help ensure reading development is supported across multiple fronts.

Despite its valuable contributions, the study is not without limitations. First, the sample size was relatively small, comprising only five key informant interviews and seven focus group discussions from a single geographic location. This limits the generalizability of the findings to broader populations or diverse educational contexts. Second, the study was conducted in a specific region, which may have its unique educational challenges and sociocultural dynamics that do not necessarily reflect conditions in other areas. Third, given the qualitative nature of the research and the researcher's active role in interpreting data, researcher bias may influence the thematic

analysis and interpretation of responses. Future studies may address these limitations by employing larger, more diverse samples and incorporating mixed-method approaches to enhance results' reliability, depth, and applicability. Nevertheless, the current study provides a strong foundation for understanding how ECE teachers navigate the complexities of implementing reading recovery programs and offers concrete recommendations for sustaining and improving such interventions.

## RECOMMENDATIONS

The conclusions underscore that the Reading Recovery Program is pivotal in identifying and addressing early reading difficulties through individualized interventions, including targeted teaching, reading materials, and

rewards. For future research, further studies should explore innovative approaches to enhance parental involvement and build robust community support while examining the long-term impacts of the Reading Recovery Program on literacy outcomes. Schools should establish frameworks for consistent parental engagement and open communication channels, implement comprehensive training programs for teachers, and have administrators actively involved in promoting a culture that values literacy and program success.

Implementing a Reading Recovery Program significantly benefits its beneficiaries, including learners, ECE teachers, school administrators, and future researchers. The study's findings are crucial for learners' academic performance, as the program enhances their reading comprehension, a key component of academic success.

For ECE teachers, this study acts as a valuable resource, enabling the sharing and learning of experiences in implementing the Reading Recovery Program. This exchange of ideas and practices allows teachers to enhance their teaching skills, communication, and values, enriching the teaching-learning process.

School administrators can leverage this study's findings to better assess students' reading needs in their jurisdiction. The study underscores the need for ongoing support from administrators and policymakers for the program's sustainability. Therefore, school administrators must use these insights to formulate policies and practices ensuring the program's enduring success.

Finally, the study offers a framework for future researchers to investigate the implementation of the Reading Recovery Program and its impact on various stakeholders. Future research can expand upon these findings, exploring additional factors that might affect the program's effectiveness, such as cultural and linguistic considerations. It's also essential to examine the program's long-term effects on learners' academic achievement, which can inform and influence educational policies and practices. This study lays the groundwork for future research that can significantly benefit the education sector and society.

### Statement and Declarations

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