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Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD 2025-0400

To : Assistant Schools Division Superintendent
Chief Education Supervisor, CID
Chief Education Supervisor, SGOD
Public Elementary and Secondary School Heads/Principals
School Research Coordinators
All concerned

Subject: **DISSEMINATION OF RESEARCH FINDINGS ON FACTORS
INFLUENCING THE PERFORMANCE OF GRADE 6 AND GRADE 3
LEARNERS IN THE 2024 NAT AND ELLNA**

Date : August 5, 2025

In line with the Office of the Schools Division Superintendent's commitment to data-driven decision-making and continuous improvement, this is to inform all concerned of the dissemination of the research findings titled: "*Factors Influencing the Performance of Grade 6 and Grade 3 Learners in the 2024 National Achievement Test (NAT) and Early Language, Literacy, and Numeracy Assessment (ELLNA) in the Schools Division of Panabo City*".

The study, conducted by the School Governance and Operations Division through the Planning and Research section, aimed to determine significant factors that influenced learner performance in the 2024 NAT and ELLNA. The findings provide insights into learning materials, student engagement, classroom conditions, MOOE support, and teacher interventions.

School leaders are enjoined to discuss the results during School Learning Action Cell (SLAC) sessions, school planning meetings, and other relevant platforms to strengthen support mechanisms that enhance learner outcomes.

Should you have queries, please coordinate with the Planning and Research Section through Erick Dalumpines EdD, SEPS for Planning and Research.

For your information and appropriate action.


JINKY B. FIRMAN PhD, CESO VI
Schools Division Superintendent

Incl.: As stated
SGOD/ABA/ESD



RELEASED



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RECORDS SECTION SDO PANABO CITY
BY 



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I. Title

**Factors Influencing the Performance of Grade 6 and Grade 3 Learners
in the 2024 National Achievement Test (NAT) and Early Language,
Literacy, and Numeracy Assessment (ELLNA) in
Schools Division Office of Panabo City**

II. Abstract

This study investigated the factors influencing the performance of Grade 6 and Grade 3 learners in the 2024 National Achievement Test (NAT) and the Early Language, Literacy, and Numeracy Assessment (ELLNA) in the Schools Division Office of Panabo City. The research engaged a total of 1,609 respondents, comprising 157 Grade 6 learners (currently Grade 7), 1,335 Grade 3 learners (currently Grade 4), 62 Grade 3 teachers, 53 Grade 6 teachers, and 22 school heads. Quantitative data were gathered through structured surveys focused on ten key factors: Availability of Learning Materials, Supplies and Materials, Class Interruption, Learning Environment, MOOE Support, Student Motivation and Engagement, External Support Programs, Student Health and Wellness, Testing Conditions and Environment, and Supervision. Thematic analysis of qualitative responses supplemented the quantitative results. Findings revealed common challenges across all stakeholder groups, notably the insufficiency of review materials, limited instructional time, learner disengagement, and wellness-related barriers. The study recommends the timely provision of quality review materials, stronger parental and community involvement, intensified academic monitoring, and ongoing teacher professional development to enhance learner readiness and assessment outcomes.

III. Acknowledgement

The researcher expresses heartfelt gratitude to the Schools Division Office of Panabo City for the support and facilitation of this study. Deep appreciation is extended to Schools Division Superintendent Dr. Jinky B. Firman, CESO VI, Assistant Schools Division Superintendent Dr. Basilio P. Manay Jr., CESO VI, SGOD Chief Dr. Ailene B. Añonuevo, and CID Chief Dr. Janwario E. Yamota for their guidance and encouragement. Sincere thanks also go to all participating school heads, teachers, and learners whose insights and responses were vital to the success of this research. The contribution of parents and guardians, whose involvement continues to shape learners' academic journeys, is likewise acknowledged. This study is dedicated to all educators committed to advancing quality basic education and improving learner outcomes through evidence-based practices.



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IV. Introduction of Research

The National Achievement Test (NAT) and Early Language, Literacy, and Numeracy Assessment (ELLNA) are essential components of the Philippine education system. These standardized assessments measure learners' proficiency in key learning areas and serve as tools for policy review, instructional improvement, and resource allocation. With the release of the 2024 NAT and ELLNA results, there is a compelling need to examine the underlying factors that influenced learner performance, particularly in the context of the Schools Division Office (SDO) of Panabo City.

In Panabo City, the NAT for Grade 6 and the ELLNA for Grade 3 serve as critical benchmarks of school-level effectiveness and learner outcomes. However, a range of variables—including the availability of instructional materials, classroom management, learner engagement, school funding (MOOE), teacher supervision, and external partnerships—may affect these outcomes. This study focuses on school-based, instructional, and learner-related factors as perceived by learners, teachers, and school heads. It acknowledges the vital role of stakeholders in ensuring meaningful and equitable learning experiences that lead to improved assessment results.

Through a mixed-method approach, this study seeks to provide a holistic understanding of what drives or hinders learner performance in NAT and ELLNA. By capturing both quantitative ratings and qualitative insights, the findings aim to inform targeted recommendations that support continuous improvement in basic education service delivery.

V. Literature Review

Numerous studies underscore the multifaceted nature of learner achievement, particularly in high-stakes assessments like NAT and ELLNA. These dimensions span school readiness, instructional quality, learning environments, and community engagement.

Availability of Learning Materials. Access to timely and appropriate instructional materials—textbooks, modules, and digital aids—is crucial for student learning. Nicol et al. (2020) emphasized that well-aligned, learner-centered materials improve comprehension and retention, particularly when preparing for standardized exams.

Classroom and Learning Environment. A conducive physical environment fosters effective teaching and learning. Factors such as cleanliness, ventilation, seating arrangement, and safety significantly influence learners' focus and



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participation (Sander, 2019). Pianta et al. (2012) also noted that environments free from distraction and conducive to peer collaboration enhance student engagement.

Teacher Motivation and Instructional Support. Teachers who are well-trained, supported, and motivated can implement high-quality teaching practices. Bingham & Smith (2020) highlighted that instructional quality and teacher morale are strong predictors of student performance. DepEd Order No. 13, s. 2016 further stresses the importance of using MOOE to support teacher needs and classroom instruction.

Student Motivation and Engagement. According to Deci & Ryan's (2000, 2017) self-determination theory, learners' intrinsic motivation and self-efficacy directly impact academic success. Parental support, feedback, and recognition of achievement are known to enhance learners' willingness to participate in review sessions and assessments.

External Support Programs. Supplemental education programs such as after-school tutoring, mock assessments, and LGU-led initiatives significantly impact learner outcomes. Cahapay (2020) reported that external interventions can bridge learning gaps when aligned with classroom instruction.

Health and Wellness. González et al. (2018) noted that students' physical health, nutrition, and emotional well-being are vital in supporting consistent school attendance and cognitive performance. Schools that prioritize learner wellness create conditions where learners can thrive academically.

Supervision and Leadership. Leithwood and Jantzi (2006) found that instructional supervision and leadership feedback systems create accountability and professional growth among teachers. Involving school heads in review planning and classroom monitoring contributes to improved learner outcomes.

These findings collectively reinforce that success in assessments like NAT and ELLNA is not solely learner-driven—it is shaped by a synergy of institutional support, teacher engagement, parental involvement, and external resources.

VI. Research Questions

This study aims to determine the factors affecting the performance of Grade 3 and Grade 6 learners in the 2024 ELLNA and NAT in SDO Panabo City. Specifically, it seeks to answer the following:

1. What is the level of various factors on the performance of Grade 3 and Grade 6 learners in SDO Panabo City, as perceived by learners, teachers, and school heads in the following areas:
 - o Availability of learning materials



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- Supplies and materials
 - Class interruption
 - Learning environment
 - MOOE support
 - Student motivation and engagement
 - External support programs
 - Student health and wellness
 - Testing conditions and environment
 - Supervision
2. What recommendations can be made to improve the National Achievement Test (NAT) and Early Language, Literacy, and Numeracy Assessment (ELLNA) performance of learners in SDO Panabo City?

VII. Scope and Limitation

This study was conducted among selected public elementary schools in the Schools Division Office of Panabo City. It involved 1,335 Grade 3 learners (currently in Grade 4), 157 Grade 6 learners (currently in Grade 7), 62 Grade 3 teachers, 53 Grade 6 teachers, and 22 school heads. The study concentrated on ten school-based and learner-related factors perceived to influence NAT and ELLNA performance. Broader socio-political or regional policy variables were beyond the scope of this study.

VIII. Research Methodology

Research Design

This study utilized a mixed-methods design combining both quantitative and qualitative approaches. Quantitative data were collected using a structured questionnaire based on a 5-point Likert scale, while qualitative data were gathered through open-ended survey items to explore participant insights.

Participants

Participants included Grade 3 and 6 learners, teachers, and school heads from selected public schools in Panabo City. Participation was voluntary and subject to ethical guidelines.

Instruments

- Questionnaires: Different sets were developed for learners, teachers, and school heads. Items covered the 10 identified factors affecting performance.



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- Open-Ended Questions: These allowed participants to provide contextual responses about strategies, issues, and recommendations.

Likert Scale Interpretation

- 1.00 – 1.49: Strongly Agree (Very Positive)
- 1.50 – 2.49: Agree (Positive)
- 2.50 – 3.49: Neutral (Needs Improvement)
- 3.50 – 4.49: Disagree (Negative Perception)
- 4.50 – 5.00: Strongly Disagree (Very Negative)

Data Analysis

- Quantitative Data: Analyzed using descriptive statistics (mean) to identify trends across the 10 factors.
- Qualitative Data: Analyzed through thematic coding to uncover common themes, challenges, and recommendations mentioned by participants.

Ethical Considerations

The study ensured voluntary participation, informed consent, and strict confidentiality of all data. Prior approval was obtained from the Schools Division Office of Panabo City before data collection.

IX. Discussion of Results and Recommendations

This section presents the analysis and interpretation of the quantitative data gathered from multiple respondent groups involved in the 2024 administration of the Early Language, Literacy, and Numeracy Assessment (ELLNA) and the National Achievement Test (NAT). Specifically, data were collected from Grade 3 learners (now in Grade 4), Grade 6 learners (now in Grade 7), their respective teachers, and school heads across the Schools Division Office of Panabo City. The survey explored nine key factors influencing learner performance, including the availability of learning materials, class interruptions, student motivation, and school support systems. Responses were measured using a five-point Likert scale, where 1 represents "Strongly Agree" and 5 represents "Strongly Disagree," with lower mean values indicating more favorable perceptions. A total of 1,335 Grade 3 learners, 157 Grade 6 learners, 115 teachers of grade 3 and 6, and 22 school heads participated in the study, providing a comprehensive overview of both the internal and external conditions affecting assessment performance across grade levels.

Table A. Factors Affecting the Performance of Grade 3 Learners in the 2024 Early Language, Literacy, and Numeracy Assessment (ELLNA)
Summary of Grade 3 Learners' Responses per Factor (N = 1,335)



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Factor	Mean
Availability of Learning Materials	1.56
Supplies and Materials	1.58
Class Interruption	1.66
Learning Environment	1.55
MOOE Support	1.6
Student Motivation and Engagement	1.5
External Support Programs	1.72
Student Health and Wellness	1.6
Testing Conditions and Environment	1.63
Overall Mean	1.6

The overall mean of **1.60** across the nine measured factors indicates that Grade 3 learners generally experienced supportive conditions in their learning environment during the 2024 Early Language, Literacy, and Numeracy Assessment (ELLNA). High ratings were particularly evident in the areas of *learning materials* ($M = 1.56$), *learning environment* ($M = 1.55$), and *student motivation and engagement* ($M = 1.50$). These results suggest that most learners had access to adequate instructional resources, felt comfortable in their classrooms, and were motivated to perform well—with the support of their teachers and parents. This aligns with the findings of Ryan and Deci (2000), who emphasize that intrinsic motivation and a sense of competence contribute significantly to learner achievement.

Despite the generally positive outcomes, the responses also reflect some areas of concern. Factors such as *external support programs* ($M = 1.72$), *testing conditions and environment* ($M = 1.63$), and *student health and wellness* ($M = 1.60$) had relatively higher means, indicating less favorable experiences. This suggests gaps in the consistency and impact of external interventions such as community and LGU support, preparation simulations, and wellness-related services. According to Durlak et al. (2011), emotional readiness and physical well-being play a crucial role in academic success, and without these foundational supports, students may underperform despite strong classroom interventions.

These findings imply that while internal school structures—such as teaching practices, classroom management, and resource availability—are effective, the external ecosystem needs reinforcement. Schools must strengthen collaborations with parents, LGUs, and private partners to provide holistic learner support. Epstein (2001) highlights that shared responsibility among school, family, and community fosters better educational outcomes. Therefore, enhancing support in areas such as health services, review logistics, and home-based learning materials will be vital in sustaining and improving ELLNA performance among early-grade learners.



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Table B: Factors Affecting the Performance of Grade 6 Learners in the 2024 National Achievement Test (NAT)

Summary of Grade 6 Learners' Responses per Factor (N = 157)

Factor	Mean
Availability of Learning Materials	1.96
Supplies and Materials	2
Class Interruption	2
Learning Environment	1.72
MOOE Support	2.03
Student Motivation and Engagement	1.74
External Support Programs	2.1
Student Health and Wellness	1.86
Testing Conditions and Environment	1.79
Overall Mean	1.91

The overall mean of **1.91** across the nine factors reveals that Grade 6 learners generally perceived a moderately supportive environment during their preparation and participation in the 2024 National Achievement Test (NAT). Favorable responses were particularly recorded in the areas of **Learning Environment** (M = 1.72), **Student Motivation and Engagement** (M = 1.74), and **Testing Conditions and Environment** (M = 1.79), suggesting that the classroom climate, motivational efforts, and testing atmosphere were generally effective and conducive to performance. These findings reflect the work of **Pianta et al. (2012)**, who noted that a well-structured learning environment and strong student engagement are critical contributors to academic performance.

On the other hand, higher mean scores in **External Support Programs** (M = 2.10), **MOOE Support** (M = 2.03), and **Supplies and Materials** (M = 2.00) signal areas needing improvement. These concerns point to limitations in financial and logistical support, availability of instructional resources, and integration of external stakeholders such as local government units and private donors. Research by **Boonen et al. (2014)** underscores the importance of aligned instructional materials and systemic support in ensuring learner achievement, especially in national assessments.

These insights imply that while internal teaching processes and classroom efforts remain effective, the **external and systemic supports** available to Grade 6 learners should be enhanced. Strengthening financial allocation for classroom materials, ensuring timely distribution of test-aligned reviewers, and engaging community-based programs are necessary next steps. As **Bryk et al. (2010)** emphasize, sustainable academic improvement requires the synergy of school leadership, teacher commitment, parent engagement, and external support—all working toward the shared goal of learner success in high-stakes assessments like the NAT.



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Table C: Factors Affecting the Performance of Grade 3 Teachers in the 2024 ELLNA

Summary of Responses per Factor

Factor	Mean
Availability of Learning Materials	1.59
Supplies and Materials	1.71
Class Interruption	1.88
Learning Environment	1.54
MOOE Support	1.97
Student Motivation and Engagement	1.5
External Support Programs	1.92
Student Health and Wellness	1.74
Testing Conditions and Environment	1.62
Supervision	1.55
Overall Mean	1.67

With an overall mean of **1.67**, Grade 3 teachers reported moderately favorable conditions in supporting learners for ELLNA. The highest ratings were observed in **Student Motivation and Engagement** ($M = 1.50$), **Learning Environment** ($M = 1.54$), and **Supervision** ($M = 1.55$), indicating that these teachers felt confident in encouraging learner participation and maintaining a positive instructional setting. According to **Wigfield & Eccles (2000)**, motivated teachers significantly influence student persistence and learning outcomes.

Less favorable responses were seen in **MOOE Support** ($M = 1.97$), **External Support Programs** ($M = 1.92$), and **Class Interruption** ($M = 1.88$), suggesting persistent challenges in resource sufficiency and coordinated community involvement. As **Fullan (2007)** explains, sustainable education reform requires adequate funding and shared stakeholder responsibility. Strengthening LGU engagement, minimizing interruptions, and increasing material provisions would be essential to better equip teachers for literacy-focused assessments like ELLNA.

Table D: Factors Affecting the Performance of Grade 6 Teachers in the 2024 NAT

Summary of Responses per Factor

Factor	Mean
Availability of Learning Materials	1.96
Supplies and Materials	2.0
Class Interruption	2.0
Learning Environment	1.72
MOOE Support	2.03
Student Motivation and Engagement	1.74



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External Support Programs	2.1
Student Health and Wellness	1.86
Testing Conditions and Environment	1.79
Supervision	1.68
Overall Mean	1.89

The overall mean score of 1.89 reflects that Grade 6 teachers perceive greater constraints in supporting learners for NAT. Strengths were found in Learning Environment (M = 1.72), Motivation and Engagement (M = 1.74), and Supervision (M = 1.68), reinforcing the idea that internal teaching strategies and administrative support are generally functioning well. These align with Marzano's (2003) framework that effective classrooms rely on climate, clear goals, and continuous teacher support.

However, elevated mean scores in External Support Programs (M = 2.10), MOOE Support (M = 2.03), and Supplies and Materials (M = 2.00) signal pressing concerns. These reflect barriers to the availability of updated NAT-aligned materials, limited access to instructional tools, and insufficient external involvement. Hargreaves & Fullan (2012) emphasize that teacher quality must be matched with system-level support, including equitable funding and community-based partnerships.

Table E: Factors Affecting the Performance of School Heads in the 2024 ELLNA and NAT

Summary of Responses per Factor

Factor	Mean
Availability of Learning Materials	1.04
Supplies and Materials	1.03
Class Interruption	1.07
Learning Environment	1.02
MOOE Support	1.05
Student Motivation and Engagement	1.15
External Support Programs	1.22
Student Health and Wellness	1.15
Testing Conditions and Environment	1.08
Supervision	1.05
Overall Mean	1.09

School heads reported **strong implementation practices** with an impressive overall mean of **1.09**, indicating a highly proactive role in supporting assessment readiness. Highest-rated factors included **Learning Environment** (M = 1.02), **Availability of Learning Materials** (M = 1.04), and **Supervision** (M = 1.05). These results affirm strong instructional leadership and effective resource allocation at the



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school level, consistent with **Hallinger's (2011)** emphasis on the role of leadership in shaping high-performing schools.

Slightly higher scores in **External Support Programs** ($M = 1.22$) and **Student Motivation and Engagement** ($M = 1.15$) point to areas where coordination with parents, LGUs, and private partners could be further strengthened. As **Epstein (2001)** suggests, meaningful partnerships between school, home, and community significantly improve student outcomes. Continued investment in stakeholder collaboration and learner wellness initiatives will help school heads sustain gains and reduce performance disparities.

Insight summary

Across all stakeholder groups—Grade 3 and Grade 6 learners, their teachers, and school heads—results reveal a generally supportive learning environment, with variations in perceptions based on access to materials, classroom conditions, and external support systems. Grade 3 learners reported favorable experiences, especially in student motivation ($M = 1.50$), learning environment ($M = 1.55$), and material availability ($M = 1.56$). Teachers echoed similar strengths in internal supports but consistently noted gaps in **review materials, time constraints, and external program effectiveness**.

Grade 6 teachers expressed greater difficulty, especially in the domains of **MOOE support** ($M = 2.03$) and **external support** ($M = 2.10$), underscoring the need for systemic enhancements in funding and partnerships. On the other hand, school heads demonstrated strong leadership, with highly favorable ratings across all factors (Overall Mean = 1.09), suggesting that administrative structures are generally functioning well and that school leadership is proactive in addressing instructional and logistical needs.

These findings support the framework of **Hallinger and Heck (2011)** on instructional leadership, where principal support influences teacher effectiveness and learner outcomes. However, challenges in areas like parental involvement, learner health and readiness, and review material provision reflect ongoing systemic and community-level gaps, echoing the findings of **Durlak et al. (2011)** and **Epstein (2001)**.

Table F: Emerging Themes from Grade 3 Teachers' Responses

Emerging Theme	Description	Responses
Need for More Learning Materials	Teachers consistently pointed out the lack of printed reviewers, textbooks, and other instructional materials	• "Provide ELLNA reviewers in hardcopies for all Grade 3 learners, if possible in hardbound or textbook-like print." – P5
		• "Provide adequate materials for ELLNA preparations." – P35



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	for NAT and ELLNA preparation.	<ul style="list-style-type: none"> • “Lack of materials.” – P37, P38, P40 • “LACK OF MATERIALS.” – P38 • “Lack of review materials.” – P40 • “All the resources should be provided.” – P44
Time Management and Proper Scheduling	Teachers were challenged by overlapping activities and insufficient review time. They recommended fixed and protected schedules for test preparation.	<ul style="list-style-type: none"> • “The challenges I am experiencing while doing the review is the time constraint and materials.” – P12 • “I have no enough time to review.” – P50 • “Proper schedule of ELLNA/NAT review classes is a big help to increase the learning proficiency level of the students.” – P47 • “Overlapping of activities should be minimized.” – P53
Strengthening Parental Support and Learner Attendance	Learners’ absences and limited parental cooperation hinder effective review. Teachers stressed stronger engagement with families.	<ul style="list-style-type: none"> • “There are some learners who are absent during the review. This is a challenge since you need to separate them when they go back and repeat the review material and discussion again. Thus, it is really important to communicate with the parents and explain the importance of their child's presence during the review.” – P20 • “The challenge is the lack of cooperation of the parents if they let their children not be present during the review and during the actual day of examination... As early as now, teachers need to reach out to the parents and the kids to ensure the 100% participation of the kids in the exam.” – P26
Improving Learner Motivation and Attitude	Some learners did not take the test seriously or lacked test-taking strategies. Teachers observed careless answering during reviews.	<ul style="list-style-type: none"> • “One of the key challenges encountered is fostering a positive attitude among learners toward taking tests. Despite conducting thorough review sessions, providing motivation, and implementing best practices to prepare them for exams, some learners do not place a high value on their scores. When faced with multiple-choice tests, they often read the questions quickly without full



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		comprehension and select answers randomly." – P42
		<ul style="list-style-type: none"> • "I should intensify the reading and comprehension skills of my learners." – P57
Enhance Teacher Support and Training	Teachers asked for more training, collaboration, and support from peers and administrators.	<ul style="list-style-type: none"> • "I hope there will be more trainings offered to us to enhance and improve more our teaching practices." – P4 • "The learning materials that have been relayed from my co-Grade 3 teachers really helped me to get a proper review in preparation for the upcoming ELLNA." – P19 • "Overall support of the school, admin and colleagues." – P8
Support for Student Wellness and Test Anxiety	Learners' stress, health conditions, and different learning paces impacted their performance and review participation.	<ul style="list-style-type: none"> • "Some learners were absent during review due to health conditions, most especially my PWD learners." – P49 • "Test anxiety in some learners, diversity of learner's pace of learning." – P62 • "Developing emotional intelligence could enable me to better understand and respond to learners' emotional needs, leading to more empathetic and supportive interactions." – P32

Table G: Emergent Themes from Grade 6 Teachers' Responses

Theme	Description	Responses
Lack of Review and Instructional Materials	Teachers highlighted the shortage of NAT-aligned and updated review materials, including answer sheets and textbooks.	- "Lack of testing review materials" (P5)
		- "ONE OF THE CHALLENGES WE ENCOUNTERED... IS THE LACKING OF REVIEW MATERIALS" (P8)
		- "Review materials for NAT must be provided" (P50)
		- "Insufficient materials for the review" (P53)



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Time Constraints and Workload	Teachers expressed concerns about the limited time for NAT reviews and difficulty balancing other responsibilities.	- "Time management of answering the questions in NAT reviewer" (P11)
		- "Unsufficient time to review" (P38)
		- "I find it difficult to divide my time, resources and energy to function effectively in all my roles..." (P39)
Learner Readiness and Focus	There were mentions of students struggling with comprehension, test-taking behavior, and distractions (especially gadgets).	- "Pupils' readiness in terms of comprehension and in-depth knowledge of subjects" (P27)
		- "Lack or poor of concentration and focus" (P4)
		- "Lack of students focus because of gadgets" (P43)
Infrastructure and Classroom Conditions	Some responses emphasized the importance of proper classrooms and conducive learning environments.	- "We used the TLS as our classroom... Thankful that this SY, we were able to use regular classroom" (P12)
Administrative and Peer Support	Teachers appreciated support from school heads and collaboration among colleagues.	- "Our school head truly supports our afternoon review by creating a teacher support system" (P20)
		- "There is always collaboration among teachers that gives success" (P21)
Desire for Updated Resources	Teachers requested more updated and aligned materials to improve teaching delivery.	- "Need to use updated resources" (P46)
		- "Limited availability of resources, such as updated teaching materials" (P33)
Need for Targeted Reading Interventions	Specific requests were made for more reading teachers or remediation programs.	- "We need more assistance on learners who have difficulty in reading..." (P7)
Behavioral and Internal Challenges	Some noted challenges related to learners' mindset or their own mental/emotional resilience.	- "The internal obstacles... fear of failure, procrastination, perfectionism..." (P25)
Parental Involvement	Teachers stressed the role of parents in supporting learners at home.	- "More resources and parents' support" (P43)
Logistical Recommendations	Suggestions included snacks during review,	- "Provisions of snacks/lunch during review or actual examination" (P40)



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	clearer answer sheets, better scheduling, and more organized review systems.	- "MORE AND CLEAR COPIES OF ANSWER SHEETS" (P10)
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Table H: Emerging Themes from School Heads Responses

Theme	Description	Responses
Collaboration and Stakeholder Support	Emphasis on teamwork among school heads, teachers, parents, and external partners to improve NAT/ELLNA outcomes.	"DEDICATED AND COMMITTED TEACHERS, SUPPORTIVE PARENTS, COOPERATION OF STAKEHOLDERS" (P6); "Through the collaboration of School head, teachers, parents plus the support of the PSDS and EPS..." (P13)
Instructional Strategies and Interventions	Implementation of targeted interventions such as remedial reading, mock tests, and use of PISA-like questions.	"Conducted double time in Reading as school initiated remedial for identified NRs in Grade 3 and 6" (P3); "Training on PISA-like test items helped learners understand test analysis..." (P4)
Monitoring and Teacher Support	Active supervision of review classes and use of additional teachers for review sessions to address teacher load.	"Intensive monitoring especially the learners' attendance during the review" (P18); "Utilized teachers from all grade levels to help in the NAT review sessions" (P19)
Resource Provision and MOOE Utilization	Highlighting the importance of sufficient materials and MOOE-supported procurement.	"WE PROVIDE THROUGH MOOE THE NEEDS OF NAT/ELLNA" (P12); "The major challenge encountered was the reproduction of materials. I suggest allocating funds for purchase of printers" (P20)
5. Time Management and Scheduling	Planning and scheduling dedicated review sessions and early preparation to ensure learner readiness.	"Our school allocated special time for NAT and ELLNA program" (P16); "It would be of great help for us to conduct NAT review sessions at the onset of the school year" (P19)
6. Learner Needs and Welfare	Addressing basic learner needs such as nutrition, attendance, and readiness to perform well in assessments.	"Many pupils had not eaten their breakfast... Communicated with PTA to provide breakfast" (P21); "Less engagement of learners to the importance of NAT" (P2)



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Recommendations

1. Enhance the Availability and Quality of Review Materials
Example: Print ELLNA/NAT-aligned reviewers in hardbound or textbook format and distribute early in the school year.
 - Develop localized review materials in collaboration with teachers trained in test-item construction.
 - Provide printed materials, especially for learners without internet access.
 - Encourage teacher-sharing of best practices and resources via school-level learning action cells (LACs).
2. Intensify Early Reading and Numeracy Interventions
Example: Assign reading remediation teachers for struggling readers in Grades 3 and 6.
 - Establish a remedial reading program with scheduled pull-out sessions for non-readers.
 - Use formative assessments to group and tailor instruction to learners' levels.
3. Foster Stronger Home and Community Engagement
Example: Conduct parent orientation programs on the importance of NAT/ELLNA and home-based review support.
 - Strengthen communication with parents about review schedules and attendance expectations.
 - Partner with LGUs and barangays to provide learning kits and snacks during review days.
4. Address Learner Health, Wellness, and Attendance
Example: Coordinate with school canteens or PTAs to provide breakfast during review and testing days.
 - Monitor learner attendance closely and reach out to chronically absent pupils.
 - Integrate health education and stress-management activities into the curriculum.
5. Provide Adequate Time and Minimize Class Interruptions
Example: Schedule dedicated daily review periods free from overlapping activities or co-curricular demands.
 - Avoid major school events near assessment windows.
 - Coordinate review timetables across grade levels for efficient teacher deployment.
6. Sustain Supportive Supervision and Collaboration
Example: Implement a rotational peer-observation system to refine test-preparation instruction.
 - Encourage mentoring between experienced and new teachers.



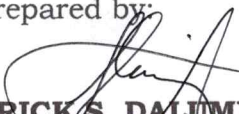
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- Regularly evaluate and improve review sessions based on learner performance data.

X. References

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