



MONITORING AND EVALUATION OF ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM IMPLEMENTATION TO THE PERFORMANCE OF LEARNERS

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ABSTRACT

This study determines the relationship between the monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation and the performance of learners. Baybay II Central School, Baybay II District, Baybay City Division is the locale of the study with nineteen (19) teachers, one school head and 80 ARAL learners were involved. To measure the variables of the study, the researcher utilizes the two (2) different survey questionnaire to measure the extent of monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation. Part 1 and 2 of the survey is used to measure the extent of monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation and this survey questionnaire is a researcher-developed based on the provisions of Republic Act No. 12028 (ARAL Program Act), its Implementing Rules and Regulations, DepEd guidelines on ARAL implementation, and established program monitoring and evaluation frameworks such as Stufflebeam's CIPP Model. Finally, to measure the learners' performance in reading, the

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researcher formulated reading tests that was administered to the learners. Based on the result of the study, it was revealed that there is a significant relationship between the extent of monitoring and evaluation of the ARAL Program implementation and learners' performance in reading. The findings imply that systematic monitoring and evaluation are important components of effective learning recovery implementation.

Keywords: *Monitoring, Evaluation, Academic Recovery and Accessible Learning (ARAL) Program, Implementation, Performance, Learners*

INTRODUCTION

The educational landscape has undergone significant changes in recent years due to the disruptions brought about by the COVID-19 pandemic. Prolonged school closures and alternative learning modalities resulted in substantial learning losses among learners, particularly in foundational skills such as reading, mathematics, and science. Studies conducted after the pandemic revealed that many learners experienced declines in academic achievement, and recovery efforts have remained uneven across different educational settings. Research indicates that learning losses continue to affect learners' academic performance several years after the pandemic, emphasizing the need for targeted intervention programs and systematic recovery initiatives.

In response to these challenges, the Philippine government enacted the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028. The ARAL

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Program aims to provide structured learning interventions for learners who are struggling to meet the required competencies, particularly in reading, mathematics, and science. The program seeks to address learning gaps, improve mastery of essential learning competencies, and support learners in recovering from educational setbacks. The law specifically emphasizes the importance of assessment, intervention, tutorial support, and continuous monitoring of learner progress to ensure the effectiveness of the program.

The success of educational intervention programs largely depends on effective monitoring and evaluation mechanisms. Monitoring enables school administrators and program implementers to track the progress of activities, ensure compliance with program guidelines, identify implementation challenges, and provide timely support. Evaluation, on the other hand, determines whether program objectives are achieved and whether the interventions contribute to improvements in learner outcomes. Educational research consistently highlights that systematic monitoring and evaluation play a critical role in enhancing program effectiveness and ensuring accountability in educational reforms.

As the ARAL Program continues to be implemented across schools, there is a growing need to examine how monitoring and evaluation practices influence its effectiveness in improving learner performance. While the program was designed to address learning loss and strengthen academic achievement, limited empirical studies have examined the relationship between monitoring and evaluation practices and learners' academic outcomes within the ARAL framework. Understanding this relationship can provide valuable insights for school

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leaders, teachers, and policymakers in strengthening program implementation and maximizing learner achievement.

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program represents one of the Philippine government's major responses to the educational challenges brought about by learning loss and declining academic achievement among learners. Republic Act No. 12028 was enacted to provide systematic interventions that help learners attain essential competencies in reading, mathematics, and science while addressing the learning gaps that emerged during and after the pandemic.

Although the ARAL Program provides structured learning interventions, the achievement of its intended outcomes depends largely on the quality of its implementation. Effective implementation requires continuous monitoring to ensure that planned activities are carried out properly and evaluation to determine whether the program successfully improves learner performance. Without adequate monitoring and evaluation mechanisms, schools may encounter challenges in identifying implementation gaps, assessing learner progress, and making timely adjustments to intervention strategies.

Furthermore, recent educational studies have emphasized that learning recovery initiatives must be accompanied by strong accountability systems and evidence-based assessment practices to ensure that interventions produce meaningful improvements in learner achievement. While the ARAL Program has been institutionalized as a national intervention program, there remains a need to examine how monitoring and evaluation

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practices contribute to its effectiveness at the school level. There is limited local evidence regarding whether existing monitoring and evaluation procedures adequately support the successful implementation of the program and lead to improved learner performance.

This study is therefore necessary to assess the extent of monitoring and evaluation practices employed in the implementation of the ARAL Program and determine their relationship with learners' academic performance. The findings provided school heads, teachers, and education policymakers with empirical evidence that can guide decision-making, strengthen program implementation, improve intervention strategies, and ensure that the objectives of the ARAL Program are effectively achieved.

This study determined the relationship between the monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation and the performance of learners in Baybay II Central School, Baybay City District II, Baybay City Division. The findings of the study were basis for the proposed enhancement plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of monitoring of the ARAL Program implementation in terms of:
 - 1.1 program planning and preparation;
 - 1.2 implementation of intervention activities
 - 1.3 learner participation and attendance;
 - 1.4 resource utilization; and
 - 1.5 progress tracking and reporting?

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2. What is the extent of evaluation of the ARAL Program implementation in terms of:
 - 2.1 attainment of program objectives;
 - 2.2 effectiveness of intervention strategies;
 - 2.3 learner progress and achievement;
 - 2.4 stakeholder feedback and engagement; and
 - 2.5 utilization of evaluation results for program improvement?
3. What is the level of learners' performance in English based on reading test?
4. Is there a significant relationship between the extent of monitoring of the ARAL Program implementation and learners' performance?
5. Is there a significant relationship between the extent of evaluation of the ARAL Program implementation and learners' performance?
6. Based on the findings of the study, what enhancement plan may be proposed to strengthen the monitoring and evaluation of the ARAL Program implementation and improve learners' performance?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the relationship between the extent of monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation and the performance of learners. This study is descriptive for it describes the- extent of monitoring of the ARAL Program implementation in terms of: program planning and preparation; implementation of

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intervention activities; learner participation and attendance; resource utilization; and progress tracking and reporting, extent of evaluation of the ARAL Program implementation in terms of: attainment of program objectives; effectiveness of intervention strategies; learner progress and achievement; stakeholder feedback and engagement; and utilization of evaluation results for program improvement and level of learners' performance as reflected in the pre-test and post-test scores. Further, this study is also correlational for it determines the significant relationship between the independent (monitoring and evaluation) and dependent (learners' performance) variables. Baybay II Central School, Baybay City District II, Baybay City Division is the locale of the study. The nineteen (19) teachers, one school head and 80 ARAL learners were the respondents of the study. This study utilized two (2) different survey questionnaire to measure the extent of monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation. Part 1 and 2 of the survey is used to measure the extent of monitoring and evaluation of the Academic Recovery and Accessible Learning (ARAL) Program implementation and this survey questionnaire is a researcher-developed based on the provisions of Republic Act No. 12028 (ARAL Program Act), its Implementing Rules and Regulations, DepEd guidelines on ARAL implementation, and established program monitoring and evaluation frameworks such as Stufflebeam's CIPP Model. Finally, to measure the learners' performance in reading, the researcher formulated reading tests that was administered to the learners.

Sampling. The nineteen (19) teachers, one school head and 80 ARAL learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

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Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey to the respondents. The reading test will be conducted to the identified ARAL learners. This will be conducted by the ARAL tutors. The teacher-respondents were given ample time to complete the survey. After accomplishing the surveys and conducting the reading test, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. Prior to the conduct of the study, the researcher secured the necessary written permissions and approvals from the appropriate authorities. All research activities were carried out in accordance with established ethical standards and protocols to protect the rights, welfare, and privacy of the participants. Throughout the data collection process, the researcher ensured that all communication and research instruments were free from offensive, discriminatory, or inappropriate language. The purpose, procedures, and significance of the study were clearly explained to the participants through an orientation session. During this orientation, participants were given the opportunity to raise questions and seek clarification regarding any aspect of the research. Thereafter, informed consent was obtained from all

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respondents, signifying their voluntary agreement to participate in the study. To maintain confidentiality and anonymity, the names of the respondents and any personally identifiable information were excluded from the research records, reports, and presentations. Participants were assured that their responses would be used solely for academic and research purposes and would not be disclosed to unauthorized individuals. Furthermore, the researcher observed honesty, impartiality, and objectivity throughout the conduct of the study, particularly in the collection, analysis, interpretation, and presentation of data. All sources cited in the study were properly acknowledged, and appropriate citation and referencing practices were strictly followed to uphold academic integrity and avoid plagiarism. All completed questionnaires and collected data were handled with the utmost care and responsibility. The researcher securely stored and safeguarded all research records to ensure the confidentiality of participants' responses. Access to the data was limited solely to the researcher and was used exclusively for the purposes of the study.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of monitoring of the ARAL Program implementation in terms of: program planning and preparation; implementation of intervention activities; learner participation and attendance; resource utilization; and progress tracking and reporting, extent of evaluation of the ARAL Program implementation in terms of: attainment of program objectives; effectiveness of intervention strategies; learner progress and achievement; stakeholder feedback and engagement; and utilization of evaluation results for program

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improvement and level of learners' performance as reflected in the pre-test and post-test scores. **Pearson r** was used to determine the significant relationship between the independent (extent of monitoring and evaluation) and dependent (learners' performance) variables.

RESULTS AND DISCUSSION

Table 1

Level of Monitoring of ARAL Program Implementation

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Program Planning and Preparation			
1	The objectives of the ARAL Program are clearly communicated to teachers.	4.11	Agree (High Monitoring)
2	Monitoring mechanisms are established before the implementation of the program.	4.00	Agree (High Monitoring)
3	Teachers receive adequate orientation regarding ARAL implementation.	4.05	Agree (High Monitoring)
4	Learners who need intervention are properly identified before program implementation.	4.16	Agree (High Monitoring)
5	Implementation schedules are carefully planned and monitored.	3.84	Agree (High Monitoring)
6	Monitoring tools and forms are prepared and made available.	3.84	Agree (High Monitoring)
B. Implementation of Intervention Activities			
7	Classroom intervention activities are regularly monitored.	3.84	Agree (High Monitoring)
8	School heads conduct observations of ARAL intervention sessions.	3.63	Agree (High Monitoring)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
9	Teachers follow the prescribed intervention plans.	3.84	Agree (High Monitoring)
10	Monitoring activities ensure that intervention strategies are properly implemented.	3.84	Agree (High Monitoring)
11	Challenges encountered during intervention sessions are documented.	3.95	Agree (High Monitoring)
12	Immediate feedback is provided to teachers regarding implementation concerns.	3.79	Agree (High Monitoring)

C. Learner Participation and Attendance

13	Learner attendance during ARAL sessions is regularly monitored.	4.05	Agree (High Monitoring)
14	Records of learner participation are consistently maintained.	4.00	Agree (High Monitoring)
15	Learners' engagement during intervention activities is monitored.	3.89	Agree (High Monitoring)
16	Follow-up actions are conducted for learners with poor attendance.	4.05	Agree (High Monitoring)
17	Attendance data are used to identify learners needing additional support.	4.05	Agree (High Monitoring)
18	Monitoring reports include information on learner participation rates.	3.95	Agree (High Monitoring)

D. Resource Utilization

19	Learning materials used in the ARAL Program are regularly monitored.	3.84	Agree (High Monitoring)
20	The availability of instructional resources is assessed.	3.74	Agree (High Monitoring)
21	Funds allocated for ARAL activities are properly monitored.	3.53	Agree (High Monitoring)
22	Teachers maximize the use of available learning resources.	3.84	Agree (High Monitoring)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
23	Monitoring ensures that resources are utilized efficiently.	3.68	Agree (High Monitoring)
24	Resource-related issues are promptly addressed by program implementers.	3.63	Agree (High Monitoring)
E. Progress Tracking and Reporting			
25	Learners' progress is regularly documented.	4.05	Agree (High Monitoring)
26	Teachers submit progress reports on time.	4.11	Agree (High Monitoring)
27	Monitoring reports accurately reflect program implementation status.	4.05	Agree (High Monitoring)
28	Learner assessment results are included in monitoring records.	4.05	Agree (High Monitoring)
29	Data gathered are analyzed to determine learner improvement.	4.05	Agree (High Monitoring)
30	Progress reports are utilized in making instructional decisions.	3.95	Agree (High Monitoring)
Overall Weighted Mean		3.91	Agree (High Monitoring)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Monitoring)

3.26 – 4.25 Agree (High Monitoring)

2.51 – 3.25 Moderately Agree (Moderate Monitoring)

1.76 – 2.50 Disagree (Low Monitoring)

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1.00 – 1.75 Strongly Disagree (Very Low Monitoring)

Table 1 presents the level of monitoring of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The overall weighted mean of 3.91 (High Monitoring) indicates that the program was consistently monitored across program planning and preparation, intervention implementation, learner participation and attendance, resource utilization, and progress tracking and reporting. In the area of program planning and preparation, the highest-rated indicator was the proper identification of learners requiring intervention prior to implementation (WM = 4.16), highlighting the importance of needs-based targeting in learning recovery efforts. Other indicators, including communication of program objectives (WM = 4.11), teacher orientation (WM = 4.05), and the establishment of monitoring mechanisms (WM = 4.00), also received high ratings, reflecting strong preparatory practices. For intervention implementation, all indicators were highly monitored. However, classroom observations by school heads (WM = 3.63) and the provision of immediate feedback to teachers (WM = 3.79) obtained comparatively lower ratings, suggesting areas for further improvement in instructional supervision. Learner participation and attendance were likewise highly monitored, with attendance tracking, participation monitoring, and follow-up actions for learners with poor attendance receiving ratings as high as 4.05. This emphasizes the importance placed on learner engagement as a prerequisite for successful intervention outcomes. In terms of resource utilization, monitoring remained high overall. However, monitoring of ARAL funds recorded the lowest rating in the table (WM = 3.53), while the prompt resolution of resource-related concerns obtained a lower mean (WM = 3.63),

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indicating the need to strengthen financial oversight and resource management. The progress tracking and reporting domain also demonstrated high monitoring, as learner progress was regularly documented, assessment results were integrated into monitoring records, reports were consistently submitted, and data were analyzed to assess learner improvement. Overall, the findings suggest that the ARAL Program is supported by a structured and effective monitoring system. Nevertheless, enhancing instructional observation, timely teacher feedback, financial accountability, and resource management may further improve program implementation and learner outcomes.

Table 2

Level of Evaluation of ARAL Program Implementation

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Attainment of Program Objectives			
1	Evaluation determines whether ARAL objectives are achieved.	3.95	Agree (High Evaluation)
2	Program outcomes are compared with established targets.	3.84	Agree (High Evaluation)
3	Evaluation findings reflect the effectiveness of program implementation.	3.89	Agree (High Evaluation)
4	The program contributes to addressing learning gaps among learners.	3.95	Agree (High Evaluation)
5	Evaluation results provide evidence of learner improvement.	3.89	Agree (High Evaluation)
6	Program objectives are reviewed based on evaluation findings.	3.84	Agree (High Evaluation)
B. Effectiveness of Intervention Strategies			

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
7	Intervention strategies are evaluated based on learner outcomes.	3.84	Agree (High Evaluation)
8	Evaluation identifies the most effective intervention approaches.	3.84	Agree (High Evaluation)
9	Data gathered help determine strengths of intervention activities.	3.79	Agree (High Evaluation)
10	Evaluation results guide modifications of intervention strategies.	3.89	Agree (High Evaluation)
11	Teachers assess the appropriateness of intervention methods used.	3.95	Agree (High Evaluation)
12	Evaluation findings support continuous improvement of instructional practices.	3.95	Agree (High Evaluation)
C. Learner Progress and Achievement			
13	Learner achievement is evaluated using assessment results.	3.95	Agree (High Evaluation)
14	Pre-test and post-test results are analyzed to determine progress.	4.00	Agree (High Evaluation)
15	Evaluation measures improvements in literacy and numeracy skills.	3.84	Agree (High Evaluation)
16	Learner performance data are used to assess program effectiveness.	3.84	Agree (High Evaluation)
17	Evaluation identifies learners who require further intervention.	4.05	Agree (High Evaluation)
18	Learner achievement serves as a basis for future program planning.	3.95	Agree (High Evaluation)
D. Stakeholder Feedback and Engagement			
19	Feedback from teachers is gathered during program evaluation.	3.84	Agree (High Evaluation)
20	Parents are encouraged to provide feedback regarding the ARAL Program.	3.95	Agree (High Evaluation)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
21	Learner feedback is considered in evaluating program implementation.	3.89	Agree (High Evaluation)
22	Stakeholders participate in discussions regarding program outcomes.	3.68	Agree (High Evaluation)
23	Evaluation results are shared with relevant stakeholders.	3.68	Agree (High Evaluation)
24	Stakeholder feedback contributes to program enhancement.	3.84	Agree (High Evaluation)
E. Utilization of Evaluation Results for Program Improvement			
25	Evaluation findings are used in revising implementation plans.	3.74	Agree (High Evaluation)
26	Improvement strategies are developed based on evaluation results.	3.84	Agree (High Evaluation)
27	Evaluation data support decision-making for future interventions.	3.89	Agree (High Evaluation)
28	Program weaknesses identified through evaluation are addressed.	3.84	Agree (High Evaluation)
29	Evaluation results are used to strengthen learner support mechanisms.	3.79	Agree (High Evaluation)
30	Continuous program improvement is guided by evaluation findings.	3.95	Agree (High Evaluation)
Overall Weighted Mean		3.87	Agree (High Evaluation)

LEGEND:

RANGES

INTERPRETATION

4.26 – 5.00 Strongly Agree (Very High Evaluation)

3.26 – 4.25 Agree (High Evaluation)

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2.51 – 3.25 Moderately Agree (Moderate Evaluation)

1.76 – 2.50 Disagree (Low Evaluation)

1.00 – 1.75 Strongly Disagree (Very Low Evaluation)

Table 2 presents the evaluation of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The overall weighted mean of 3.87 (High Evaluation) indicates that evaluation practices are consistently conducted to assess the achievement of program objectives, the effectiveness of intervention strategies, learner progress, stakeholder engagement, and the utilization of evaluation results for program improvement. Under the attainment of program objectives, the highest-rated indicators were determining whether ARAL objectives were achieved and whether the program addressed learners' learning gaps (both WM = 3.95). This suggests that evaluation mechanisms effectively assess the program's relevance and contribution to learning recovery. The effectiveness of intervention strategies was also highly evaluated. Teachers assessed the appropriateness of intervention approaches and utilized evaluation findings for continuous improvement (both WM = 3.95), while evaluation results informed modifications to intervention strategies (WM = 3.89). In the learner progress and achievement domain, analyzing pre-test and post-test results (WM = 4.00) and identifying learners requiring further intervention (WM = 4.05) received the highest ratings, highlighting the central role of learner assessment in evaluating program outcomes. Stakeholder feedback and engagement likewise obtained high ratings, indicating active participation of teachers, parents, learners, and other stakeholders in the evaluation process.

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However, stakeholder involvement in discussions of program outcomes and the dissemination of evaluation results received comparatively lower ratings (both WM = 3.68). The utilization of evaluation results for program improvement was rated highly, with continuous improvement guided by evaluation findings (WM = 3.95) and the use of evaluation data to inform future interventions (WM = 3.89). These findings demonstrate that evaluation serves as an evidence-based mechanism for enhancing program implementation and decision-making. Overall, the results indicate that the ARAL Program undergoes a systematic evaluation process that supports instructional improvement, informed planning, and the continuous enhancement of learner outcomes.

Table 3

Performance of Learners in English Based on Reading Test

Score Range (out of 20)	Frequency	Percentage	Interpretation
17–20	28	35%	Very High Performance
13–16	27	34%	High Performance
9–12	17	21%	Moderate Performance
5–8	7	9%	Low Performance
1–4	1	1%	Very Low Performance
Total Respondents	80	100%	—
Mean = 14.35 (out of 20)			High Performance
MPS = 71.75%			High Mastery Level

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Table 3 presents the English reading performance of the 80 learner-participants. The results show a mean score of 14.35 out of 20, equivalent to a Mean Percentage Score (MPS) of 71.75%, interpreted as High Performance. Among the learners, 35% (n = 28) achieved very high performance, while 34% (n = 27) attained high performance, indicating that 69% of the participants performed at high to very high levels. In contrast, 21% (n = 17) demonstrated moderate performance, 9% (n = 7) exhibited low performance, and 1% (n = 1) showed very low performance. These findings suggest that the majority of learners demonstrated satisfactory to strong reading proficiency, although 31% remained within the moderate-to-very-low performance categories, highlighting the need for continued and targeted instructional support. While the 71.75% MPS reflects a relatively strong level of achievement, it should be interpreted with caution. The result describes learners' current performance but does not, by itself, establish the direct effect of the ARAL Program. Stronger evidence of program effectiveness requires consideration of learner performance alongside monitoring, evaluation, and other relevant outcome indicators.

Table 4A

Test of Relationship Between Monitoring of ARAL Program Implementation and Learner Performance in English

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Monitoring of ARAL Program Implementation (Table 1) and Learner Performance in English Reading Test (Table 3)	0.78	8.64	1.96	< 0.001	Reject Ho	Significant Relationship (Strong Positive)

Table 4A presents the test of the relationship between monitoring of ARAL implementation and learners' English performance. The Pearson correlation coefficient of $r = 0.78$ indicates a strong positive relationship between the two variables. The computed t-value of 8.64 exceeds the critical value of 1.96, and the obtained p-value is less than .001. Therefore, the null hypothesis is rejected, indicating a statistically significant relationship between ARAL monitoring and learner performance. The positive direction of the relationship means that higher levels of monitoring tend to be associated with higher learner performance in English. The magnitude of the correlation suggests that monitoring is strongly associated with learner outcomes in the present sample. This finding provides empirical support for the importance of systematic monitoring in learning recovery programs. Monitoring can help ensure that identified learners receive appropriate interventions, attendance is followed up, instructional activities are implemented as intended, challenges are documented, and learner progress is regularly tracked.

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Table 4B

**Test of Relationship Between Evaluation of ARAL Program Implementation
and Learner Performance in English**

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Evaluation of ARAL Program Implementation (Table 2) and Learner Performance in English Reading Test (Table 3)	0.81	9.12	1.96	< 0.001	Reject Ho	Significant Relationship (Strong Positive)

Table 4B shows an even stronger relationship between evaluation of ARAL implementation and learners' English performance, with a Pearson correlation coefficient of $r = 0.81$. The computed t-value of 9.12 is substantially higher than the critical value of 1.96, while the p-value is less than .001. Hence, the null hypothesis is rejected, establishing a statistically significant and strong positive relationship between evaluation of ARAL implementation and learner performance. The $r = 0.81$ indicates that higher levels of program evaluation are strongly associated with higher English performance. Interestingly, this relationship is slightly stronger than the relationship between monitoring and performance ($r = 0.78$). This may suggest that simply monitoring implementation is not sufficient; the information generated through monitoring becomes more valuable when it is analyzed and used to make decisions concerning instructional strategies and learner support. The strong

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correlation found in the present study therefore suggests that evaluation is an important component of evidence-informed ARAL implementation. When schools regularly determine whether objectives are being achieved, examine learner assessment results, identify learners requiring additional intervention, gather stakeholder feedback, and use evaluation results to revise intervention strategies, the implementation process is more likely to remain responsive to learner needs.

CONCLUSION

Based on the findings, the study concludes that the ARAL Program was implemented with a high level of monitoring and evaluation. The overall monitoring and evaluation mean indicate that program planning, intervention implementation, learner attendance, resource utilization, progress tracking, attainment of objectives, assessment of intervention strategies, stakeholder engagement, and use of evaluation results were generally practiced consistently. The learners demonstrated high performance in English reading. More importantly, the study established strong, positive, and statistically significant relationships between both ARAL monitoring and learner performance and ARAL evaluation and learner performance. Therefore, the null hypotheses stating that there is no significant relationship between monitoring/evaluation of ARAL implementation and learners' English performance are rejected. The findings imply that systematic monitoring and evaluation are important components of effective learning recovery implementation. Nevertheless, because the study used correlational analysis, the relationships should not be interpreted as proof that monitoring or evaluation alone caused higher learner

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performance. Rather, the results indicate that stronger monitoring and evaluation practices are associated with better learner outcomes.

RECOMMENDATIONS

1. School heads and instructional leaders should increase the frequency and quality of classroom observations during ARAL intervention sessions. Monitoring should focus not only on compliance but also on the appropriateness of teaching strategies, learner engagement, differentiation, and responsiveness to identified learning gaps.
2. Since school-head observation and immediate teacher feedback were among the comparatively lower monitoring indicators, schools should establish a regular cycle of observation, feedback, coaching, and follow-up. Feedback should be specific, timely, developmental, and linked to learner performance data.
3. Teachers should regularly analyze pre-test, formative, and post-test results to identify learners who are progressing, those who require additional intervention, and those who are ready to move beyond remedial support. This is consistent with evidence that progress monitoring is most effective when assessment information is translated into instructional adjustments.
4. Schools should establish transparent mechanisms for monitoring learning materials, financial resources, and other program inputs while ensuring that resources are aligned with learners' assessed needs.
5. Teachers should provide individualized or intensified interventions based on their specific reading difficulties.

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6. Schools should continue monitoring attendance and establish systematic follow-up mechanisms for learners with frequent absences. Parents and guardians should be informed when attendance becomes a barrier to intervention effectiveness.
 7. Schools should provide structured opportunities for teachers, parents, learners, and other stakeholders to discuss results and jointly identify improvement strategies.
 8. Professional learning activities should focus on differentiated instruction, assessment literacy, reading intervention strategies, progress monitoring, data interpretation, and evidence-based remediation.
 9. The school may develop an improvement plan centered on the identified areas for enhancement: classroom observation, teacher feedback, financial and resource monitoring, stakeholder engagement, and data-based instructional decision-making.
 10. Future researchers may employ a pretest-posttest, quasi-experimental, longitudinal, or mixed-methods design to determine changes in learner performance over time and obtain deeper explanations of how monitoring and evaluation contribute to ARAL outcomes.

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AUTHOR'S PROFILE



MS. FRANCIS MAE P. TABAT

Francis Mae P. Tabat was born on April 28, 1995, in Cebu City. She is a dedicated educator recognized for her passion and commitment to nurturing the academic growth and character development of her learners. Her educational journey began at Baybay North Central School, where she completed her elementary education, and continued at Baybay National High School for her secondary education.

From an early age, Francis Mae demonstrated a strong interest in teaching and learning. She firmly believes that education extends beyond academic instruction and encompasses the development of values and character. Through her dedication, she strives to help learners become responsible, productive, and morally upright citizens of society.

In 2015, Francis Mae earned her Bachelor of Elementary Education degree from Franciscan College of the Immaculate Conception. Her academic training provided her with the knowledge and skills necessary to pursue a meaningful career in the field of education.

Despite the demands of her profession as a teacher under the Department of Education (DepEd), she remains committed to continuous professional development. Guided

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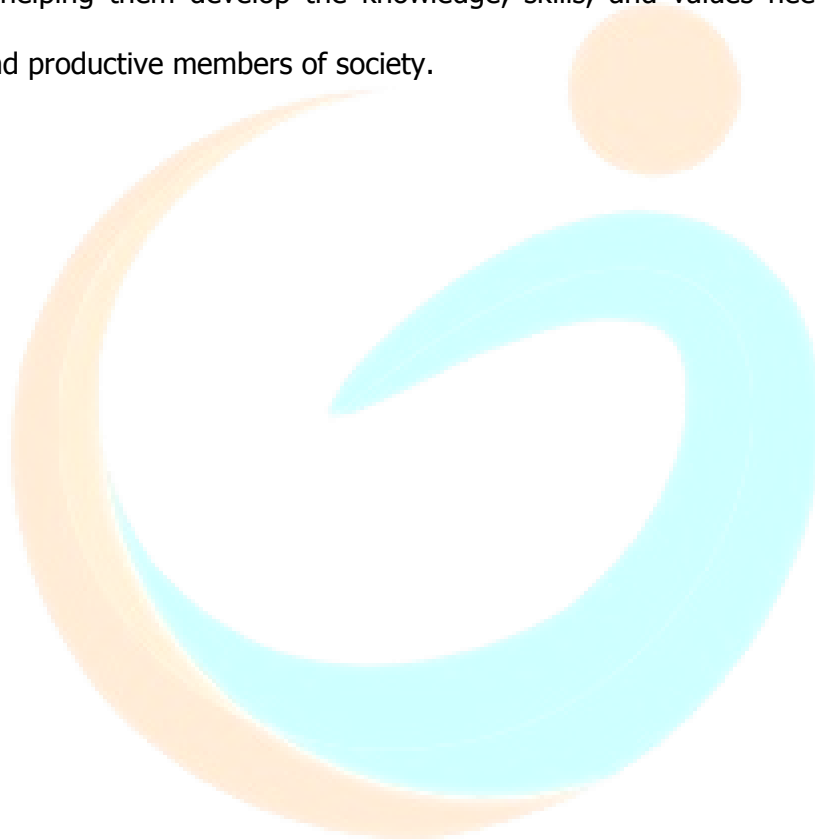
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by her belief in lifelong learning, she pursued a Master of Arts in Education (MAEd), majoring in Elementary Education, to further enhance her competencies as an educator.

At present, Francis Mae serves as a dedicated Grade 3 teacher at Baybay II Central School. Through her unwavering commitment to teaching, she continues to inspire and guide her learners, helping them develop the knowledge, skills, and values needed to become responsible and productive members of society.



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