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**OPPORTUNITIES AND CHALLENGES IN THE IMPLEMENTATION  
OF ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL)  
PROGRAM TO THE PERFORMANCE OF ELEMENTARY  
LEARNERS IN READING**

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**ABSTRACT**

This study determines the significant relationship between the extent of opportunities and challenges in the implementation of academic recovery and accessible learning (ARAL) program to the performance of elementary learners in reading. Based on the findings of the study, it was concluded that the implementation of the ARAL Program plays a significant role in improving the reading performance of learners. The opportunities observed in the implementation of the program were rated Very High, indicating that schools were able to provide meaningful literacy intervention activities, instructional support, reading resources, and learner-centered opportunities that contributed positively to learners' reading development. These opportunities were found to have a significant relationship with learners' reading performance, as evidenced by the moderate positive correlation, implying that increased opportunities in the ARAL Program correspond to improved literacy outcomes among learners. On the other hand, the challenges encountered in the implementation of the

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ARAL Program were rated Moderately Observed, indicating that although the program was generally implemented successfully, certain barriers such as inadequate resources, limited instructional time, learner absenteeism, insufficient parental support, and other implementation concerns still affected the effectiveness of the intervention. The significant negative relationship between the challenges encountered and learners' reading performance suggests that increasing implementation difficulties may negatively affect learners' literacy achievement. It is recommended that teachers and school heads should implement the proposed instructional supervision plan of the study to effectively implement DepEd programs and projects such as the ARAL Program to address learning gaps among learners.

**Keywords:** *Opportunities, Challenges, Performance, Elementary Learners, ARAL Program, Reading*

## INTRODUCTION

The ability to read fluently and comprehend text is a foundational competency that influences learners' success across all academic domains. In the Philippines, persistent gaps in reading proficiency have long been documented, with many elementary learners failing to achieve grade-level literacy despite years of schooling. This concern was further exacerbated by the disruptions caused by the COVID-19 pandemic, which resulted in significant learning losses, particularly in basic literacy skills (functional literacy struggles reported in national education data). Although some learners regained ground with the return to face-to-face classes, a substantial number continue to exhibit reading difficulties, indicating an urgent need

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for structured intervention. Early and sustained reading support is crucial because learners who fall behind in early reading are at greater risk of continued academic difficulties later in schooling—a phenomenon described in literacy research that highlights how early reading gaps tend to widen over time if not addressed (the “Matthew Effect”).

In response to these systemic challenges, the Department of Education (DepEd) introduced the Academic Recovery and Accessible Learning (ARAL) Program, a nation-wide initiative mandated under Republic Act No. 12028 to provide targeted remediation and support for Kindergarten to Grade 10 learners, with an initial emphasis on reading instruction during School Year 2025–2026. The ARAL Program integrates structured tutorials, trained tutors, learning materials and monitoring mechanisms to help learners catch up to grade-level competencies in foundational skills such as reading, numeracy, and science. In its early implementation, ARAL has already reportedly produced measurable improvements in reading readiness; mid-year assessments indicated notable learning gains among participating learners, allowing millions to move closer to grade-level proficiency.

Despite the promising outcomes, implementation of the ARAL Program varies across schools and regions, with contexts showing a mix of opportunities and challenges—from improved foundational reading outcomes to questions about tutor training, resource availability, parental involvement, and sustainability of interventions. Addressing these dynamics is crucial to strengthen ARAL’s impact on reading performance and guide policymakers, educators, and stakeholders toward evidence-based improvements.

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Despite policy reforms and intervention efforts, many Filipino elementary learners continue to struggle with basic reading, particularly in early grades where literacy is still being established. The ARAL Program was specifically launched to address this national learning crisis and strengthen foundational skills through structured remediation and accessible learning opportunities.

The institutionalization and full funding of the ARAL Program highlight the Philippine government’s commitment to learning recovery. With billions of pesos allocated for implementation and expansion, the program is expected to shape basic education outcomes in the coming years. Evaluating its implementation in real school contexts offers timely insights for evidence-based policy refinement.

Research on remedial and structured reading interventions has shown that well-designed programs can significantly improve learners’ reading proficiency, comprehension, and readiness levels. Studies conducted in diverse educational settings indicate that sustained tutorial support, evidence-based instructional strategies (e.g., phonics instruction, small-group tutorials), teacher qualifications, and parental involvement are strongly associated with enhanced reading outcomes.

Empirical findings from studies on remedial reading programs in the Philippines have highlighted the effectiveness of long-term, tailored interventions in bridging literacy gaps, emphasizing the need for consistent support, strategic instruction, and professional development to optimize learning gains among struggling readers.

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Understanding the opportunities and barriers in ARAL’s implementation is essential for addressing equity issues. Learners from underserved, rural, or resource-challenged schools may experience different implementation realities compared to their urban counterparts. This study’s findings can provide guidance on how ARAL can be strengthened to ensure that *no learner is left behind* in reading proficiency attainment.

This study determines the significant relationship between the extent of opportunities and challenges in the implementation of academic recovery and accessible learning (ARAL) program to the performance of elementary learners in reading in Tongonan Elementary School, Kananga III District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

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

1. What is the extent of opportunities in the implementation of academic recovery and accessible learning (ARAL) program?
2. What is the extent of challenges in the implementation of academic recovery and accessible learning (ARAL) program?
3. What is the level of performance of elementary learners in reading?
4. Is there a significant relationship between the extent of opportunities in the implementation of academic recovery and accessible learning (ARAL) program and level of performance of elementary learners in reading?

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5. Is there a significant relationship between the extent of challenges in the implementation of academic recovery and accessible learning (ARAL) program and level of performance of elementary learners in reading?
  6. What instructional supervision plan can be proposed based on the findings of this study?

## METHODOLOGY

**Design.** This study employed descriptive-correlational research design to determine the significant relationship between the extent of opportunities and challenges in the implementation of academic recovery and accessible learning (ARAL) program to the performance of elementary learners in reading. The locale of this study is Tongonan Elementary School, one of the schools of Kananga III District, Schools Division of Leyte. The respondents of this study are forty-five (45) learners, 11 teachers and 1 school head in the identified locale of the study. This study utilized survey questionnaires which measure the extent of opportunities and challenges in the implementation of academic recovery and accessible learning (ARAL) program. This survey was taken from the study of Valencia et al., (2021) about "Addressing Early Reading Difficulties Through Structured Interventions." To measure the reading performance of the ARAL learners, the researcher gathered the CRLA and Phil-IRI result for the End-of-the-School Year result.

**Sampling.** The respondents of this study are forty-five (45) learners, 11 teachers and 1 school head in the identified locale of the study. Complete enumeration in choosing the

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teacher and school head-respondents while purposive sampling was used to determine the learner-respondents of the study was employed.

**Research Procedure.** After the research was approved, data gathering followed. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. The researcher gathered the CRLA scores of the learners under Academic Recovery and Accessible Learning (ARAL) Program for EOSY. After accomplishing the surveys, data were collected, tallied, and submitted for statistical treatment.

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the CRLA and Phil-IRI assessment and in developing the survey to measure the opportunities and challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) Program, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to determine the extent of opportunities and challenges in the implementation of academic recovery and accessible learning (ARAL) program to the performance of elementary learners in reading. Pearson r was used to determine the significant relationship between the dependent and independent variables.

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## RESULTS AND DISCUSSION

Table 1

Opportunities in the Implementation of ARAL Program

Domain	Indicator	Weighted Mean	Interpretation
Opportunities in ARAL Implementation	1. The ARAL Program provides clear guidelines for improving learners' reading skills	4.82	Very High
	2. ARAL instructional materials (reading modules, texts) are appropriate and useful	4.18	High
	3. Learners show increased engagement during ARAL reading activities	4.27	Very High
	4. The ARAL Program helps identify specific reading needs among learners	4.82	Very High
	5. ARAL tutorials improve learners' reading accuracy	4.82	Very High
	6. ARAL supports differentiated reading instruction based on learners' levels	4.91	Very High
	7. Teachers receive adequate orientation on ARAL objectives	5.00	Very High
	8. Parental involvement in ARAL activities contributes to learners' reading improvement	4.00	High

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Domain	Indicator	Weighted Mean	Interpretation
	9. There is adequate time allocated for ARAL reading sessions	4.00	High
	10. ARAL has expanded access to reading support for struggling learners	4.09	High
	11. ARAL program resources are available when needed for reading instruction	3.91	High
	12. The ARAL Program encourages collaboration among teachers for reading strategies	4.00	High
	13. Learners demonstrate progress in word recognition due to ARAL	4.73	Very High
	14. ARAL provides remedial activities that are effective in enhancing comprehension	5.00	Very High
	15. ARAL aligns with regular classroom curriculum and reading goals	4.91	Very High
	16. The school administration supports ARAL's implementation for reading	5.00	Very High
	17. ARAL has helped improve learners' reading confidence	4.82	Very High
	18. ARAL assessment tools help monitor reading progress effectively	4.82	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	19. Teachers receive constructive feedback through ARAL monitoring	4.73	Very High
	20. Community volunteers supplement reading support under ARAL	2.55	Moderate
<b>Overall Weighted Mean</b>		<b>4.44</b>	<b>Very high</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21 – 5.00	<i>Very High (Strongly Agree / Highly Observed)</i>
3.26 – 4.20	<i>High (Agree / Moderately Observed)</i>
2.51 – 3.25	<i>Moderate (Neutral / Fairly Observed)</i>
1.76 – 2.50	<i>Low (Disagree / Less Observed)</i>
1.00 – 1.75	<i>Very Low (Strongly Disagree / Not Observed at All)</i>

Table 1 presents the opportunities in the implementation of Academic Recovery and Accessible Learning (ARAL) program. It was revealed on the table that the extent of opportunities in the implementation of Academic Recovery and Accessible Learning (ARAL) program received an overall weighted mean of 4.44 which is interpreted as Very High. This indicates that the opportunities provided through the implementation of the ARAL Program were extensively evident and consistently experienced by the respondents. The result implies

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that the program has created favorable conditions that support literacy development and enhance the delivery of reading interventions among learners. The very high extent of opportunities suggests that schools were able to provide adequate instructional support, accessible intervention activities, learner-centered strategies, reading materials, teacher assistance, and collaborative learning experiences through the ARAL Program. These opportunities may have contributed positively to learners' reading engagement, motivation, and literacy development. The findings further imply that teachers and school administrators have been proactive in maximizing the implementation of the ARAL Program to address learners' reading difficulties and improve academic performance. The findings also align with the report of the UNESCO (2022) which emphasized that effective learning recovery and literacy intervention programs create opportunities that help learners regain foundational skills and improve academic performance. UNESCO (2022) noted that schools implementing strong literacy support systems and intervention opportunities are more likely to produce improved reading outcomes among learners.

**Table 2**

**Challenges in the Implementation or ARAL Program**

Domain	Indicator	Weighted Mean	Interpretation
<b>Challenges in ARAL Implementation</b>	21. There is insufficient training to implement ARAL strategies in reading	1.27	Very Low

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Domain	Indicator	Weighted Mean	Interpretation
	22. Limited reading materials hinder ARAL reading activities	1.55	Very Low
	23. Large class sizes make effective ARAL reading instruction difficult	4.73	Very High
	24. ARAL implementation is affected by lack of instructional time	1.36	Very Low
	25. The workload from ARAL adds stress to regular teaching duties	4.18	High
	26. Learners lack motivation during ARAL reading tasks	4.00	High
	27. Some parents are not supportive or involved in ARAL reading activities	5.00	Very High
	28. ARAL reading assessments are difficult to administer and interpret	1.36	Very Low
	29. There is limited coordination between ARAL tutors and classroom teachers	1.55	Very Low
	30. ARAL scheduling conflicts with other school activities	2.82	Moderate

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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Domain	Indicator	Weighted Mean	Interpretation
	31. Inadequate technology resources limit ARAL reading support	3.55	High
	32. Inconsistent monitoring of ARAL weakens its implementation	5.00	Very High
	33. ARAL reading strategies are hard to apply to diverse learners	4.73	Very High
	34. Teachers lack instructional materials for ARAL reading drills	1.18	Very Low
	35. Time constraints prevent thorough ARAL reading remediation	4.09	High
	36. ARAL guidelines are unclear or difficult to follow	1.18	Very Low
	37. Teacher turnover affects the continuity of ARAL implementation	1.45	Very Low
	38. Learners' poor attendance weakens ARAL reading outcomes	5.00	Very High
	39. ARAL training does not focus enough on evidence-based reading strategies	3.82	High
	40. Administrative support for ARAL fluctuates or is limited	1.73	Very Low

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Domain	Indicator	Weighted Mean	Interpretation
<b>Overall Weighted Mean</b>		<b>3.21</b>	<b>Moderate</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21 – 5.00	<i>Very High (Strongly Agree / Highly Observed)</i>
3.26 – 4.20	<i>High (Agree / Moderately Observed)</i>
2.51 – 3.25	<i>Moderate (Neutral / Fairly Observed)</i>
1.76 – 2.50	<i>Low (Disagree / Less Observed)</i>
1.00 – 1.75	<i>Very Low (Strongly Disagree / Not Observed at All)</i>

Table 2 presents the extent of challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program. It was revealed on the table that the extent of challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program received an overall weighted mean of 3.21 which is interpreted as Moderately Observed. This indicates that although the implementation of the ARAL Program is being carried out in schools, several challenges are still encountered by teachers, learners, and school administrators during the execution of the program. The moderate extent of challenges implies that schools may be experiencing concerns related to insufficient instructional materials, limited time for remediation activities, learner absenteeism, lack of parental support, inadequate teacher preparation, and scarcity of resources necessary for reading

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intervention. These challenges may hinder the effectiveness of the ARAL Program in improving learners' literacy performance and may reduce the consistency and quality of intervention activities conducted in schools. The results align with the findings of the UNESCO (2022) which reported that learning recovery and literacy intervention programs in many schools encounter moderate implementation difficulties, particularly in developing educational contexts. UNESCO (2022) identified challenges such as unequal access to instructional materials, limited teacher capacity, and inconsistent learner participation as common barriers affecting literacy recovery programs.

**Table 3**

**Reading Performance of ARAL Learners**

Reading Level	Frequency	Percentage	Interpretation
Reading at Grade Level	13	28.89%	Developing/Proficient
Transitioning Reader	18	40.00%	Developing
Developing Reader	1	2.22%	Emerging
Low Emerging Reader	2	4.44%	Beginning
Instructional	7	15.56%	Needs Guidance
Independent	1	2.22%	Advanced
Frustration	4	8.89%	At Risk
<b>TOTAL</b>	<b>45</b>	<b>100</b>	

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Table 3 presents the reading performance of learners under Academic Recovery and Accessible Learning (ARAL) program based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment. The results of the study on the reading performance of learners revealed varied levels of literacy achievement among the 45 respondents. Out of the total number of learners, 18 or 40% were rated as Developing, while 13 or 28.89% were classified under Developing/Proficient. Moreover, 7 learners or 15.56% were identified as Needs Guidance, 4 or 8.89% were categorized as At Risk, 2 or 4.44% were rated Beginning, and 1 learner or 2.22% was classified as Emerging. Only 1 learner or 2.22% reached the Advanced level. These findings indicate that most learners are still within the developing stage of reading proficiency, suggesting that although learners possess foundational reading skills, many still require continuous intervention and support to achieve mastery and independent reading competence. The findings are supported by the study of Linnea C. Ehri (2020) who emphasized that learners develop reading proficiency gradually through systematic instruction, repeated reading exposure, and explicit teaching of phonemic awareness, fluency, and comprehension skills. According to Ehri, learners who remain at the developing stage often require sustained intervention to strengthen automatic word recognition and comprehension abilities.

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**Table 4**

**Test of Relationship Between ARAL Implementation and Literacy  
and Reading Performance**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
Opportunities in ARAL Implementation (Table 1A) and Reading Performance of Learners (Table 2)	0.62	4.87	1.96	Reject Ho	Significant Relationship (Moderate Positive)
Challenges in ARAL Implementation (Table 1B) and Reading Performance of Learners (Table 2)	-0.58	4.21	1.96	Reject Ho	Significant Relationship (Moderate Negative)

Table 4 presents the test of relationship between the extent of opportunities and challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment. It was revealed on the table that the extent of opportunities in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment received a computed t value of 4.87 which is higher

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than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of opportunities in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment. The r value of 0.62 shows Moderate Positive correlation between the variables. The findings affirm that opportunities in ARAL implementation play an important role in improving learners' reading performance. Strengthening intervention opportunities, ensuring adequate instructional resources, and sustaining literacy-focused activities may further improve learners' reading achievement and support the attainment of educational goals in literacy development. The findings align with the study conducted by Linnea C. Ehri (2020) which revealed that structured reading interventions and explicit literacy instruction positively affect learners' word recognition and comprehension skills. The study stressed that consistent literacy opportunities strengthen foundational reading abilities among elementary learners.

Furthermore, the table also presents the extent of challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment. It was revealed on the table that the extent of challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment obtained a computed t value of 4.21 which is higher than the table value of 1.96 at 0.05 level

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of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of challenges in the implementation of Academic Recovery and Accessible Learning (ARAL) program and reading performance of ARAL learners based on the result of the End-of-the-School Year CRLA and Phil-IRI assessment. The r value of -0.58 shows a Moderate Negative correlation between the variables. This means that as the level of challenges in implementing the ARAL program increases, the reading performance of learners tends to decrease. Conversely, when challenges are minimized or effectively addressed, learners' reading performance is likely to improve. The negative relationship suggests that implementation barriers may hinder the effectiveness of literacy interventions and limit learners' opportunities to acquire essential reading skills. The result implies that challenges such as inadequate instructional materials, limited teacher training, insufficient parental support, lack of time for intervention sessions, poor learner attendance, large class size, and scarcity of reading resources may adversely affect the success of the ARAL program. These difficulties may reduce the quality of instruction and learner engagement, thereby weakening learners' comprehension, fluency, vocabulary development, and overall literacy performance. The findings are supported by the study of Richard L. Allington (2014) who emphasized that insufficient instructional support and limited access to reading materials negatively affect struggling readers' literacy development. According to his study, learners exposed to inadequate intervention opportunities tend to demonstrate lower reading achievement compared to those receiving consistent and well-supported literacy instruction.

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## Conclusion

Based on the findings of the study, it was concluded that the implementation of the ARAL Program plays a significant role in improving the reading performance of learners. The opportunities observed in the implementation of the program were rated Very High, indicating that schools were able to provide meaningful literacy intervention activities, instructional support, reading resources, and learner-centered opportunities that contributed positively to learners' reading development. These opportunities were found to have a significant relationship with learners' reading performance, as evidenced by the moderate positive correlation, implying that increased opportunities in the ARAL Program correspond to improved literacy outcomes among learners. On the other hand, the challenges encountered in the implementation of the ARAL Program were rated Moderately Observed, indicating that although the program was generally implemented successfully, certain barriers such as inadequate resources, limited instructional time, learner absenteeism, insufficient parental support, and other implementation concerns still affected the effectiveness of the intervention. The significant negative relationship between the challenges encountered and learners' reading performance suggests that increasing implementation difficulties may negatively affect learners' literacy achievement. The findings further revealed that most learners were classified under the Developing level of reading performance, while only a few reached the Advanced level. This implies that although learners have already acquired basic reading skills, many still require continuous support, remediation, and enrichment activities to achieve higher levels of reading proficiency. The presence of learners categorized as Beginning, Needs

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Guidance, and At Risk further emphasizes the need for sustained literacy intervention and instructional assistance. Overall, the study concludes that the success of the ARAL Program depends greatly on maximizing implementation opportunities while minimizing challenges encountered during program execution. Effective instructional support, adequate resources, teacher preparedness, parental involvement, and consistent monitoring are essential factors in improving learners' reading performance and strengthening literacy intervention programs.

## Recommendations

1. Teachers and school heads should implement the proposed instructional supervision plan of the study to help in the effective implementation of DepEd programs and projects such as the ARAL Program.
2. School administrators should strengthen the implementation of the ARAL Program by providing adequate instructional materials, reading resources, and continuous administrative support to teachers handling literacy intervention activities.
3. Teachers should continue utilizing learner-centered and differentiated reading strategies such as guided reading, peer tutoring, multi-sensory approaches, and remediation sessions to address the diverse literacy needs of learners.
4. Schools should conduct regular monitoring and evaluation of the ARAL Program to identify implementation gaps, assess learner progress, and ensure the effectiveness of literacy intervention activities.

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5. Teacher training and professional development programs must enhance to equip educators with updated strategies, approaches, and competencies in teaching reading and managing intervention programs effectively.
  6. Parents and guardians must encourage to actively participate in learners' literacy development by supporting reading activities at home, monitoring learner progress, and collaborating with teachers in intervention efforts.
  7. Stakeholders and community partners should aid and support through the donation of reading materials, learning resources, and other educational support mechanisms that can strengthen the implementation of the ARAL Program.
  8. Future researchers should conduct related studies using wider scopes, additional variables, or different research designs to further examine factors affecting the implementation of the ARAL Program and learners' reading performance.

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## ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to all those who have supported and guided me throughout the journey of completing this thesis. First and foremost, Praises and Thanks to our Lord and Savior Jesus Christ, for His presence, provision, protection, and preservation. To Dr. Jasmine B. Misa, my thesis adviser, I am deeply thankful for those whose unwavering support, invaluable insights, and mentorship have been instrumental in shaping this research. Your dedication to excellence and your patience in guiding me through the complexities of this project have been truly remarkable. I extend my appreciation to the faculty members of the Graduate Department of Western Leyte College for their wisdom, encouragement, and commitment to fostering an environment of academic growth. I am grateful to the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Jasmin Misa my adviser, Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their constructive feedback and valuable suggestions. To my DepEd Leyte Division Family headed by Dr. Mariza Sabino- Magan Ed. D. CESO V for allowing me to conduct this study in my school. To my Tongonan Elementary School family, thank you for having been instrumental in the realization of this endeavor. I want to acknowledge your contribution for you have provided valuable discussions, assistance, and moral support during this research journey. Your camaraderie has made this experience both educational and enjoyable. To Sir Allison M. Junio, the Kananga III District Supervisor for his encouragement, pieces of advice and for giving the opportunity to administer the study and to grow professionally. To my family, my mother Maristela, your unconditional love,

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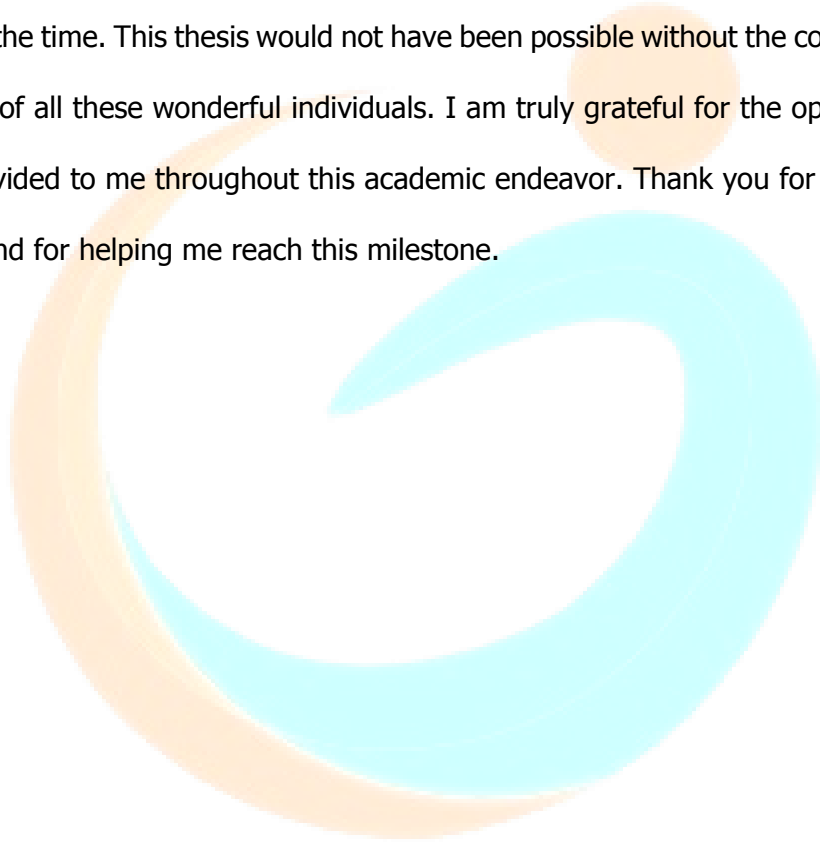
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understanding, and encouragement have been my pillars of strength. Your belief in my abilities has been a constant source of motivation. Lastly, I dedicate this work to my partner Primo whose patience, love, and unwavering support have been the bedrock upon which I could build this thesis. Your belief in me and your sacrifices to ensure I had the time and space to focus on my research are deeply appreciated and my sons and daughters for being my inspiration all the time. This thesis would not have been possible without the collective support and guidance of all these wonderful individuals. I am truly grateful for the opportunities and resources provided to me throughout this academic endeavor. Thank you for being a part of this journey and for helping me reach this milestone.



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## AUTHOR'S PROFILE



### MS. REINA MARIE M. CABOSAS

Reina Marie M. Cabosas, born on August 9, 1983, in Brgy Poblacion, Kananga, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her teachers and students. Her journey in education began at Kananga Elementary School, followed by her secondary education at Kananga National High School. Studied at Saint Peter's College of Ormoc City and was assigned at Kananga Central School to conduct her practice teaching.

Throughout her early years, Reina was actively involved in academic activities, which not only fostered her academic development but also helped her secure a scholarship for college. This scholarship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her interactions with various stakeholders through academic pursuits, and community events enriched her experience, fostering her growth and resilience.

Reina continued her academic journey at Saint Peter's College of Ormoc, where she earned her Bachelor of Elementary Education-(General Education), in 2005 graduated with a

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



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Sister Anunciata Award. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her four children, Philander Garvey, Prirenz Brey, Rysbelle Shey and Moriah Moreinne, Reina has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in May 2026, driven by her diverse experiences, leadership and vision, staff management and learners' welfare.

Currently, Reina is an esteemed School Head at Tongonan Elementary School, Kananga III District. Her dedication to education, combined with her rich background in leadership and visionary for learners' development continues to inspire her teachers and students, highlighting her unwavering commitment to making a meaningful impact in the educational setting.

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