



**PERFORMANCE OF ELEMENTARY LEARNERS IN LITERACY THROUGH THE
IMPLEMENTATION OF ACADEMIC RECOVERY AND ACCESSIBLE
LEARNING (ARAL) PROGRAM**

ARACELI D. CODILLA

Principal I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

araceli.codilla001@deped.gov.ph

ABSTRACT

This study evaluates the effectiveness in the implementation of Academic Recovery and Accessible Learning (ARAL) program in improving the literacy performance of elementary learners. The locale of the study is Putingbato Elementary School, one of the schools of Isabel Leyte, Isabel I district, Schools Division of Leyte. The respondents were the twenty-two (22) teachers and nineteen (19) elementary learners enrolled in ARAL program in the school. Based on the findings of the study, significant difference between the learners' literacy performance before and after the implementation of the ARAL Program, confirming that the intervention had a positive impact on learners' academic achievement was revealed. The significant relationship between the level of implementation of the ARAL Program and learners' literacy performance further established that effective implementation of intervention activities contributes greatly to learners' literacy development. The very strong positive correlation indicates that improved implementation practices are associated with better literacy outcomes among learners. Hence, the study concluded that the ARAL Program is an effective

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

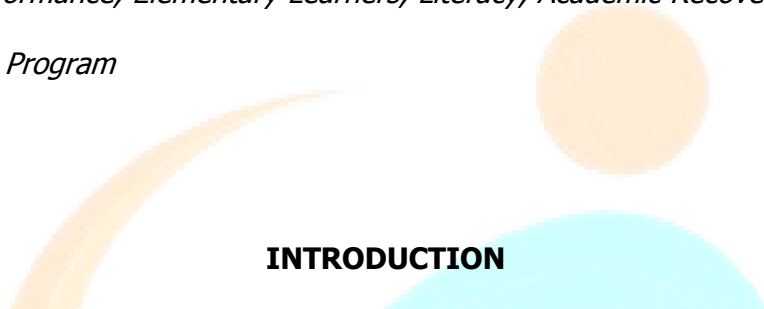
Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



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

intervention mechanism in addressing learning gaps, improving literacy performance, and helping learners transition toward grade readiness. Effective planning, quality instructional delivery, adequate learning resources, stakeholder participation, and continuous monitoring are essential factors in ensuring the success of literacy intervention programs.

Keywords: *Performance, Elementary Learners, Literacy, Academic Recovery and Accessible Learning (ARAL) Program*



INTRODUCTION

Literacy is widely recognized as a fundamental skill that enables learners to access knowledge, participate actively in society, and achieve academic success. Reading proficiency, particularly in the early grades, serves as the foundation for learning in other subject areas. However, many education systems around the world continue to face challenges related to low literacy levels among learners. In the Philippines, the issue of declining reading proficiency has become a major concern, especially after disruptions in learning brought about by the COVID-19 pandemic and long-standing educational inequalities.

In response to the growing learning gaps among students, the Philippine government and the Department of Education have implemented several learning recovery initiatives aimed at strengthening foundational skills in literacy and numeracy. One of these initiatives is the Academic Recovery and Accessible Learning (ARAL) Program, which was launched nationwide to help learners who are struggling with basic academic skills. The program aims

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026



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

to provide targeted interventions, tutorials, and accessible learning opportunities for students who are behind in reading and other foundational competencies. The program initially prioritizes literacy through the ARAL-Reading component, which focuses on improving the reading abilities of learners from Grades 1 to 10, particularly those who fall below grade-level proficiency.

The implementation of the ARAL Program was also motivated by the need to address the learning crisis in the country and strengthen the foundational skills of millions of Filipino learners. The Department of Education identified millions of learners who require support in literacy and academic recovery, highlighting the urgency of implementing intervention programs that can help students catch up with expected learning standards. The program provides structured and learner-centered instruction tailored to the learners' reading abilities rather than their grade level, allowing struggling readers to receive appropriate and targeted support.

Recent studies also emphasize the importance of implementing structured reading intervention programs to improve literacy outcomes. A systematic review conducted by Silagan, Silagan, and Escarlos (2025) found that programs aligned with the ARAL framework can significantly contribute to improving students' academic performance and foundational skills when interventions are designed to address specific learning gaps. The study emphasized that targeted literacy programs help strengthen not only reading proficiency but also related competencies such as problem-solving and numeracy skills, highlighting the interconnected nature of foundational learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Similarly, international research underscores the importance of early literacy intervention programs. Studies on learning recovery initiatives indicate that targeted instructional support and structured remedial programs are effective strategies for helping struggling learners catch up academically and improve their reading comprehension skills. Such programs provide additional instructional time, individualized support, and differentiated teaching strategies that respond to the diverse learning needs of students.

In many elementary schools, however, a considerable number of learners still experience difficulties in reading comprehension, vocabulary development, and basic decoding skills. These challenges hinder their ability to perform well academically and may lead to poor academic performance in other learning areas. Without appropriate intervention, learners who struggle with literacy in the early grades may continue to face academic difficulties in higher grade levels.

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program therefore plays a significant role in addressing these challenges by providing structured academic support for learners who require additional assistance in literacy development. Through targeted interventions, tutoring sessions, and accessible learning materials, the program aims to enhance learners' reading abilities and improve their overall academic performance.

Given the importance of literacy in academic achievement and lifelong learning, it is essential to examine how intervention programs such as ARAL contribute to improving the performance of elementary learners. Evaluating the effectiveness of the program will provide

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



valuable insights into how schools can strengthen literacy interventions and implement more responsive strategies to address the learning needs of students.

Thus, this study aims to determine how the implementation of the Academic Recovery and Accessible Learning (ARAL) Program contributes to improving the literacy performance of elementary learners. The findings of the study are expected to provide valuable information that may serve as a basis for strengthening literacy intervention programs and enhancing instructional strategies that support the development of reading skills among elementary learners.

This study evaluates the effectiveness in the implementation of Academic Recovery and Accessible Learning (ARAL) program in improving the literacy performance of elementary learners in Putingbato Elementary School, Isabel I 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 literacy performance of elementary learners before the implementation of Academic Recovery and Accessible Learning (ARAL) program?
2. What is the literacy performance of elementary learners after the implementation of Academic Recovery and Accessible Learning (ARAL) program?
3. What is the extent of implementation of Academic Recovery and Accessible Learning (ARAL) program?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Is there a significant difference in the literacy performance of elementary learners before and after the implementation of Academic Recovery and Accessible Learning (ARAL) program?
5. Is there a significant relationship between the literacy performance of elementary learners and the implementation of Academic Recovery and Accessible Learning (ARAL) program?
6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employed descriptive-correlational and quasi-experimental research design to evaluate the effectiveness in the implementation of Academic Recovery and Accessible Learning (ARAL) program in improving the literacy performance of elementary learners. The locale of this study is Putingbato Elementary School, one of the schools of Isabel Leyte, Isabel I district, Schools Division of Leyte. The respondents of this study were the twenty-two (22) teachers and nineteen (19) elementary learners enrolled in ARAL program in the school. This study utilized the Comprehensive Rapid Literacy Assessment (CRLA) that was administered in Grades 1 to 3 and Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST) for Grades 4 to 6. Further, to measure the extent of implementation of Academic Recovery and Accessible Learning (ARAL) program, the researcher utilized the survey taken from the enclosures to DepEd Memorandum No. 064, s. 2025, "Implementing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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



Guidelines for the Academic Recovery and Accessible Learning (ARAL) Program for Key Stage

1 to 3".

Sampling. The respondents of this study were the twenty-two (22) teachers and nineteen (19) elementary learners enrolled in ARAL program in the school for School Year 2025-2026. Complete enumeration in choosing the teacher-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

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CRLA scores of the learners in Academic Recovery and Accessible Learning (ARAL) Program for BOSY and EOSY. After accomplishing the surveys, data were collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the CRLA and in developing the survey to measure 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 evaluate the performances of elementary learners before and after the implementation of Academic Recovery and Accessible Learning (ARAL) program and its extent of implementation. t-Test of Mean Difference was used to determine the significant difference in the performances of elementary learners before and after the implementation of Academic

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Recovery and Accessible Learning (ARAL) program while Pearson r was used to determine the significant relationship between the variables.

RESULTS AND DISCUSSION

Table 1

Literacy Performance of ARAL Learners Before and After Intervention

Literacy Level (Range)	Domain	Indicator	Before Mean Score	After Mean Score	Interpretation
90 – 100	Literacy Performance	ARAL Learners Overall Performance	0	0	No learners in this range
80 – 89	Literacy Performance	Grade Ready Level	82.17 (avg within group)	83.67 (avg within group)	Improvement observed; more learners reached Grade Ready after intervention
75 – 79	Literacy Performance	Transitioning Level	75.67 (avg within group)	77.44 (avg within group)	Majority moved upward within range after intervention
74 and below	Literacy Performance	Developing Level	74.50 (baseline grouping)	74.00 (minimal remaining cases)	Significant reduction in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Literacy Level (Range)	Domain	Indicator	Before Mean Score	After Mean Score	Interpretation
					Developing learners
Before the Intervention			77.58	Developing to Transitioning Range	
After the Intervention			79.53	Transitioning to Grade Ready range	

Legend:

RANGES	INTERPRETATION
<i>90-100</i>	<i>Independent/Highly Proficient</i>
<i>80-89</i>	<i>Grade Ready/Proficient</i>
<i>75-79</i>	<i>Transitioning/Nearly Proficient</i>
<i>74 and below</i>	<i>Developing/Low Proficient</i>

Table 1 presents the literacy performance of ARAL learners before and after the implementation of Academic Recovery and Accessible Learning (ARAL) program. It was revealed on the table that learners obtained an average weighted mean of 77.58 which falls within the developing to transitioning range before the implementation of ARAL program. This result implies that prior to the intervention, the learners still experienced difficulties in mastering the expected competencies and were not yet fully prepared to meet the grade-level

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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



standards. Learners at this stage may demonstrate partial understanding of literacy and comprehension skills but still require guided instruction, remediation, and continuous practice to achieve higher proficiency levels. The result further indicates the presence of learning gaps among the learners, particularly in foundational reading and comprehension skills, which may have been influenced by limited exposure to structured intervention activities and post-pandemic learning loss.

Furthermore, it was shown on the table that after the implementation of Academic Recovery and Accessible Learning (ARAL) program conducted to the identified learners, they obtained an average weighted mean of 79.53 which falls under the Transitioning to Grade Ready range. This improvement signifies that the intervention program positively contributed to the enhancement of learners' academic performance and literacy skills. Although the increase may appear modest numerically, the movement from the developing level toward grade readiness indicates meaningful academic progress among the learners. The result suggests that the ARAL intervention provided learners with targeted remediation, structured learning activities, and increased opportunities to practice essential literacy competencies, thereby helping them gradually attain the expected learning standards. The improvement in the learners' performance supports the premise that intervention programs are effective tools in addressing learning deficiencies and promoting academic recovery. The increase in the post-intervention mean demonstrates that learners benefited from focused instructional strategies, individualized assistance, and continuous monitoring implemented during the intervention period. This finding aligns with the goals of the Academic Recovery and Accessible

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Learning (ARAL) Program, which aims to close learning gaps and help struggling learners transition toward grade-level proficiency (EDCOM 2). The result is supported by the study of Lara (2026), which found that learners who participated in research-led ARAL interventions demonstrated significant improvements in reading proficiency after undergoing phonics activities, sight-word mastery exercises, and read-aloud sessions. The study concluded that structured and targeted interventions effectively improve learners' literacy performance and assist struggling readers in reaching higher proficiency levels. Overall, the findings imply that the ARAL intervention was effective in improving learners' performance and facilitating their transition from developing proficiency toward grade readiness. The result further emphasizes the importance of continuous remediation programs, differentiated instruction, and sustained academic support in helping learners overcome learning difficulties and achieve better educational outcomes.

Table 2

Level of Implementation of ARAL Program in School

Domain	Indicator / Statement	Weighted Mean	Interpretation
A. Program Planning and Organization	The objectives of the ARAL Program are clearly communicated to teachers	3.09	Agree
	The school provides orientation regarding ARAL implementation	3.18	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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



Domain	Indicator / Statement	Weighted Mean	Interpretation
	Teachers are involved in planning ARAL activities	3.18	Agree
	The school has a structured plan for ARAL implementation	3.09	Agree
	The program targets learners with identified learning gaps	3.00	Agree
	Scheduling of ARAL sessions is well-organized and systematic	3.09	Agree
B. Instructional Delivery	ARAL sessions use appropriate intervention strategies	2.91	Agree
	Teachers apply differentiated instruction during ARAL sessions	3.00	Agree
	Tutorial sessions are responsive to learners' needs	2.95	Agree
	Instruction focuses on improving reading skills	2.95	Agree
	Learners are grouped according to their proficiency levels	3.05	Agree
	ARAL sessions are conducted regularly and consistently	3.05	Agree
C. Learning Resources and Materials	The school provides sufficient learning materials for ARAL	2.82	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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



Domain	Indicator / Statement	Weighted Mean	Interpretation
	Intervention materials are aligned with learners' needs	2.86	Agree
	Digital or printed materials are effectively utilized	3.09	Agree
	The school ensures access to reading and numeracy resources	3.23	Agree
	Instructional materials are appropriate for remediation purposes	2.82	Agree
	Learning resources are updated and contextualized	2.82	Agree
D. Support and Stakeholder Involvement	School heads actively support ARAL implementation	3.18	Agree
	Teachers receive guidance and coaching for ARAL delivery	3.05	Agree
	Parents are informed about their child's participation in ARAL	3.14	Agree
	Community stakeholders support ARAL activities	3.00	Agree
	Collaboration among teachers is evident in ARAL implementation	3.18	Agree
	Adequate funding or resources are provided for ARAL activities	2.91	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Domain	Indicator / Statement	Weighted Mean	Interpretation
E. Monitoring and Assessment	Learners' progress is regularly monitored	3.09	Agree
	Assessment tools are aligned with ARAL objectives	3.09	Agree
	Teachers use assessment data to improve instruction	3.14	Agree
	School heads conduct regular monitoring of ARAL sessions	3.09	Agree
	Documentation of ARAL implementation is properly maintained	3.00	Agree
	Feedback is provided to learners to improve their performance	3.05	Agree
	Overall Weighted Mean		3.05

Legend:

RANGES

INTERPRETATION

3.26 – 4.00 Strongly Agree (Very High Implementation)

2.51 – 3.25 Agree (High Implementation)

1.76 – 2.50 Disagree (Low Implementation)

1.00 – 1.75 Strongly Agree (Very Low Implementation)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 2 presents the level of implementation of Academic Recovery and Accessible Learning (ARAL) program in terms of program planning and organization, instructional delivery, learning resources and materials, support and stakeholder involvement and monitoring and assessment. It was revealed on the table that the level of implementation of Academic Recovery and Accessible Learning (ARAL) program in terms of program planning and organization, instructional delivery, learning resources and materials, support and stakeholder involvement and monitoring and assessment obtained an overall weighted mean of 3.05 which is interpreted as High Implementation (Agree). This result indicates that the respondents generally perceived the ARAL Program as adequately and effectively implemented in the school. The findings imply that the essential components necessary for the successful delivery of the program were evident and practiced by teachers, school heads, and stakeholders during the implementation process. The findings of the study are supported by the study of Ubanan and Libradilla (2026), which revealed that the implementation of the ARAL Program was generally effective, particularly in teacher preparedness, instructional strategies, and learner support mechanisms. Their study found that proper program implementation, instructional planning, and strong commitment from teachers contributed significantly to addressing learning gaps among elementary learners. Hence, the result highlights the importance of effective planning, quality instructional delivery, adequate learning resources, stakeholder collaboration, and continuous monitoring in ensuring the success of intervention programs designed to address learning gaps and improve learner achievement.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 3

Test of Difference in the Literacy Performance Before and After ARAL Intervention

Variables Compared	Mean Difference	Computed t-value	df	Table Value @ 0.05	Decision on Ho	Interpretation
Literacy Performance (Before vs After ARAL Intervention)	2.22	4.61	17	2.11	Reject Ho	Significant Difference (Improved Literacy Performance after Intervention)

Table 3 presents the test of difference in the literacy performance before and after the implementation of ARAL intervention. It was revealed on the table that the literacy performance before and after the implementation of ARAL intervention received a computed t value of 4.61 which is higher than the table value of 2.11 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the literacy performance of learners before and after the implementation of ARAL program. The 17 degrees of freedom with the mean difference of 2.22 shows significant difference showing improved literacy performance after the intervention. This implies that the implementation of the ARAL Program significantly influenced the academic performance of the learners. The significant increase in learner performance after the implementation of the ARAL Program may be attributed to several factors, such as focused instructional delivery, differentiated teaching

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



strategies, remediation sessions, learner engagement, and continuous monitoring of progress.

The intervention likely provided learners with additional opportunities to master competencies that they previously found difficult. This suggests that targeted academic interventions are effective in helping learners transition from lower levels of proficiency toward grade readiness and academic improvement. The findings are supported by the study of Sheila T. Arcenal (2026), which revealed that learners who underwent the ARAL Program showed improvement in English performance between the Beginning of School Year (BOSY) and End of School Year (EOSY) assessments. The study concluded that the ARAL Program contributed positively to learners' academic achievement and strengthened literacy development among elementary learners.

Table 4

Test of Relationship Between ARAL Program Implementation and Literacy Performance After the ARAL Intervention

Variables Correlated	r (Pearson)	Computed t-value	df	Table Value @ 0.05	Decision on Ho	Interpretation
ARAL Program Implementation (Table 2 Overall Domain Means) and Literacy Performance After	0.94	5.92	3	3.182	Reject Ho	Significant Relationship (Very Strong Positive Correlation)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Variables Correlated	r (Pearson)	Computed t-value	df	Table Value @ 0.05	Decision on Ho	Interpretation
Intervention (Table 1 Domain Means)						

Table 4 presents the test of relationship between the ARAL program implementation and literacy performance of ARAL learners after the intervention. It was revealed on the table that the ARAL program implementation and literacy performance of ARAL learners after the intervention received a computed t value of 5.92 which is greater than the table value of 3.182 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the implementation of ARAL program and literacy performance of the learners after the intervention. The r value of 0.94 with degrees of freedom of 3 shows a Very Strong Positive correlation. This means that as the level of implementation of the ARAL Program increases the literacy performance of learners also significantly improves. The findings indicate that when intervention programs are systematically and consistently implemented, learners are more likely to develop better comprehension, fluency, vocabulary, and reading proficiency. The findings are supported by the study of Ubanan and Libradilla (2026), which found that the effective implementation of the ARAL Program significantly contributed to addressing learning gaps among elementary learners. Their study emphasized that teacher preparedness, instructional strategies, learner engagement, and monitoring

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



practices positively influenced learners' academic and literacy outcomes. The researchers concluded that well-implemented intervention programs are essential in improving learner achievement and reducing literacy gaps.

Conclusion

Based on the findings of the study, it was concluded that the implementation of the ARAL Program significantly contributed to the improvement of learners' literacy performance. Prior to the intervention, the learners' literacy level was within the developing to transitioning range, indicating the presence of learning gaps and the need for academic support and remediation activities. After the implementation of the ARAL Program, the learners' performance improved to the transitioning to grade-ready level, demonstrating that the intervention was effective in enhancing learners' literacy skills and academic readiness. The study further concluded that the ARAL Program was satisfactorily implemented in terms of program planning and organization, instructional delivery, learning resources and materials, support and stakeholder involvement, and monitoring and assessment. This implies that teachers, school heads, and stakeholders collaboratively exerted efforts to ensure the successful delivery of the program and the provision of meaningful learning experiences for the learners. Moreover, the study revealed a significant difference between the learners' literacy performance before and after the implementation of the ARAL Program, confirming that the intervention had a positive impact on learners' academic achievement. The significant relationship between the level of implementation of the ARAL Program and learners' literacy performance further established

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



that effective implementation of intervention activities contributes greatly to learners' literacy development. The very strong positive correlation indicates that improved implementation practices are associated with better literacy outcomes among learners. Hence, the study concluded that the ARAL Program is an effective intervention mechanism in addressing learning gaps, improving literacy performance, and helping learners transition toward grade readiness. Effective planning, quality instructional delivery, adequate learning resources, stakeholder participation, and continuous monitoring are essential factors in ensuring the success of literacy intervention programs.

Recommendations

1. Teachers 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. Teachers should continue strengthening learner-centered and differentiated instructional practices to address the varied learning needs and abilities of learners, particularly those under intervention programs such as ARAL.
3. Teachers are encouraged to utilize varied teaching strategies, innovative instructional approaches, and ICT-integrated activities to improve learner engagement, literacy, numeracy, and critical thinking skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Teachers should actively participate in professional development activities such as seminars, workshops, Learning Action Cell (LAC) sessions, and instructional coaching programs to further improve pedagogical competencies and classroom practices.
5. School heads should sustain and enhance instructional supervision practices through regular classroom observations, mentoring, coaching, technical assistance, and constructive feedback to continuously improve teachers' instructional performance.
6. School heads should strengthen professional support systems by organizing capacity-building programs, instructional mentoring activities, and collaborative learning opportunities for teachers.
7. School heads are encouraged to intensify monitoring and evaluation of the ARAL Program implementation to ensure that intervention activities effectively address learners' academic needs and learning gaps.
8. Future studies may include additional variables such as teacher motivation, parental involvement, learner attitude, school climate, and socioeconomic factors to determine their influence on instructional supervision, classroom performance, and learner achievement.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



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. 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. I want to acknowledge the contributions of my Putingbato Elementary School family who have provided valuable discussions, assistance, and moral support during this research journey. Your camaraderie has made this experience both educational and enjoyable. To Sir Guillermo S. Bande Jr., the Isabel I Public Schools 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 parents Samson and Wilma, my mother-in-law, Rosie, your unconditional love, understanding,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

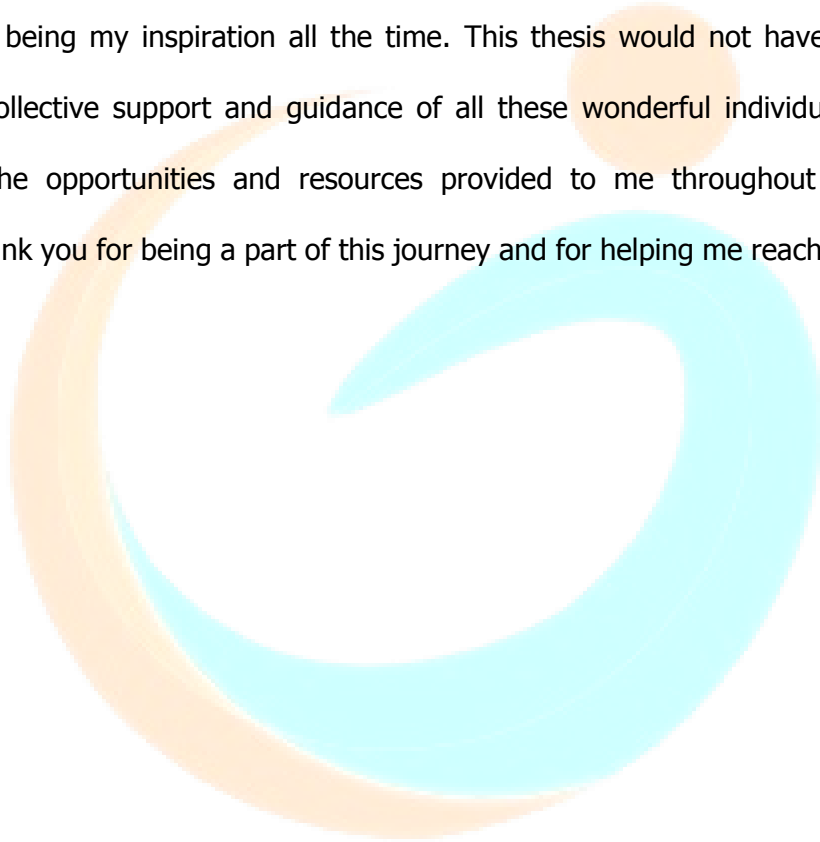
Volume VII, Issue IV

June 2026

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



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 husband and my prayer partner, Gerwin 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 children AG Cail, Ethan Jae and Hope 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.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

- [1] Abarro, J. O. (2018). Factors affecting the performance of public school teachers in the division of Antipolo City, Philippines. *International Research Journal of Engineering and Technology*, 5(11), 1284-1290.
- [2] Abria, R. D., Salacsacan, J. V., & Baylon, E. D. (2025). *Development and Validation of Instructional Materials for Academic Recovery and Accessible (ARAL) Program*. Zenodo. <https://zenodo.org/records/17416767>
- [3] Acas, M. M., & Balilo, A. J. (2025). *Effectiveness of Brigada Pagbasa Program on Students' Academic Performance: A Comparative Study*. *Mindoro Journal of Social Sciences and Development Studies*.
- [4] Adams, P., & Baker, L. (2019). Proactive strategies in instructional supervision. *Educational Leadership and Management Journal*, 27(4), 144-158.
- [5] Aghakhani, S., Lewitzky, R., & Majeed, A. (2023). Developing reflective practice among teachers of mathematics. *International Electronic Journal of Mathematics Education*. <https://doi.org/10.29333/iejme/13715>.
- [6] Agsalud, P. (2018). Teaching Effectiveness of the Teacher Education Faculty Members In Pangasinan State University Asingan Campus Philippines. *Asia Pacific Journal of Multidisciplinary Research*, Vol. 5 No. 1, 16-22
- [7] Al-Balushi, H. M. A., & Saad, N. S. B. M. (2021, December 15). Improving Classroom Observation through Training: A qualitative Study in College of Technology in Oman. *Arab World English Journal*, 12(4), 415-425.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [8] Aldaihani, S. G. (2018). Effect of prevalent supervisory styles on teaching performance in Kuwaiti high schools. *Asian Social Science*, 13(4), 25–36.
- [9] Alford, K. & Griffin, T. (2019). Unleashing the Power of Examples. An article accessed From <https://www.facultyfocus.com/articles/effective-teaching-strategies/unleashing-the-power-of-examples/> on October, 2023.
- [10] Aliyyah, R., Widyasari, W., Rasmitadila, R., Humaira, M., Ulfah, S., & Mulyadi, D. (2019). Outstanding Teachers: The Steps In Acquiring Them. *International Journal for Educational and Vocational Studies*. <https://doi.org/10.29103/IJEVS.V1I5.1528>.
- [11] Allen, A. (2018). Effective School Management and Supervision: Imperative for Quality Education Service Delivery, *An International Multidisciplinary Journal*, Vol. 9(3).
- [12] Ampofo, s. (2019) Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana University of Cape Coast, Ghana
- [13] Amtu, O., Siahaya, A., & Taliak, J. (2019). Improve Teacher Creativity Through Leadership and Principals Management. *Academy of Educational Leadership Journal*, 23(1), 1-17.
- [14] Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of Professional Learning Communities. , 6. <https://doi.org/10.3389/feduc.2021.617613>.
- [15] Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021, December 1). Managing educational institutions: School heads' leadership practices and teachers' performance. <https://doi.org/10.11591/ijere.v10i4.21518>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [16] Arcenal, S. T. (2026). *Academic Performance in English Before and After the ARAL Program: A Correlational Study*. World Education Connect Multidisciplinary e-Publication, 6(5), 79–84
- [17] Arrington, N. (2023). Enhancing preservice teachers' self-efficacy for teaching diverse learners: Capturing young students' attention through a read-aloud and music. *Journal of the Scholarship of Teaching and Learning*, 23(2). <https://doi.org/10.14434/josotl.v23i2.33527>
- [18] Arroyo, J. B., Casumpang, N. T., Cordovilla, K. A. C., Sindol, E. S., & Babak, P. A. B. (2026). *Bridging Learning Gaps: CRLA Results and the Impact of ARAL Program among Elementary Learners*. *International Journal for Multidisciplinary Research (IJFMR)*, 8(3).
- [19] Asio, J. (2021). Working environment, team work, and diversity: perspectives and relationship to organizational satisfaction. *Global Journal of Business, Economics and Management: Current Issues*. <https://doi.org/10.18844/gjbem.v11i2.4850>.
- [20] Atieno, O. E. (2019). *Effectiveness of Principals' Instructional Supervision in Enhancing Teacher Professional Development in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya*. Published Thesis, Kenyatta University.
- [21] Awan, R., Jabeen, F., & Ali, G. (2022). Assessing instructional leadership behaviors of the heads of secondary schools. *Journal of Arts & Social Sciences (JASS)*. <https://doi.org/10.46662/jass.v9i1.117>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[22] Baluyos, G. , Rivera, H. and Baluyos, E. (2019) Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 7, 206-221. doi: 10.4236/jss.2019.78015.

[23] Bannu, A. (2019). The role of school leaders in enhancing classroom environments to boost student engagement and learning. *Educational Research Journal*, 15(2), 123-136.

[24] Basañes, R. (2020). Instructional Leadership Capacity of Elementary School Administrators. *Global Journal of Business and Social Science Review*. 8(2) 113 – 123.

[25] Basilio, M. B., & Bueno, D. C. (2019). Research Skills and Attitudes of Master Teachers in a Division Towards Capability Training. In 19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.140

[26] Benton, K. A. (2019, January 1). A Case Study of School Leaders' Understanding and Practice in Providing Feedback during the Teacher Observation Process. <https://eric.ed.gov/?id=ED601538>

[27] Bishop, M., & Vass, G. (2020). Talking about culturally responsive approaches to education: teacher professional learning, Indigenous learners and the politics of. *The Australian Journal of Indigenous Education*, 50, 340 - 347. <https://doi.org/10.1017/jie.2020.30>

[28] Black, P., & Wiliam, D. (2021). *Classroom Assessment and Pedagogy*. Routledge.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [29] Bongco, R. T., & Abenes, R. D. (2019). Clash of spheres-the paradox of being a female teacher in the Philippines. *Beijing International Review of Education*, 1(2-3), 443-459.
- [30] Boudersa, N. (2018). The Importance of Teachers' Training and Professional Development Programs in the Algerian Educational Context: Toward Informed and Effective Teaching Practices.
- [31] Brouce, K. (2020). What is a Curriculum Specialist? Elementary School Principal; M.A. in Curriculum and Instruction.
- [32] Brookhart, S. M. (2021). *How to Assess Higher-Order Thinking Skills in Your Classroom*. ASCD.
- [33] Cainta, A. M. (2026). *Teachers' Level of Readiness in the Implementation of the ARAL Program*. *International Journal for Multidisciplinary Research (IJFMR)*, 8(2). <https://www.ijfmr.com/research-paper.php?id=75835>
- [34] Caluza, B. et al (2018). An Assessment of ICT Competencies of Public School Teachers: Basis for Community Extension Program (Vol. 22).
- [35] Campbellvilles University Online Programs (2019), *Teacher Leadership: The Role of Educators in Our Schools and Communities*. Retrieved October 6, 2023 @<https://online.campbellsville.edu/education/teacher-leadership/>
- [36] Catherine, A., & Andala, H. O. 2024. Instructional Supervision and Teacher Performance in Secondary Schools in Wakiso District-Uganda. *Journal of Education*, 7(1), 38–54. <https://doi.org/10.53819/81018102t5307>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [37] Cayabas, J. P., Codod, C. L. C., Sumeg-ang, D. A., & Lacaben, E. P. (2023). *Contributions and Partnership Strategies of External Stakeholders in the Implementation of the Alternative Learning System in Bontoc District: Insights from Teachers*. International Journal of Learning, Teaching and Educational Research, 22(1). <https://www.ijlter.net/index.php/ijlter/article/view/1696>
- [38] Cayubit, R. (2021). Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. Learning Environments Research, 25, 581599. <https://doi.org/10.1007/s10984-021-09382-x>.
- [39] Chen, C. (2018). Facilitation of teachers' professional development through principals' instructional supervision and teachers' knowledge-management behaviors. Contemporary Pedagogies in Teacher Education and Development, 51.
- [40] Chiedozie, O. L. & Victor, A. A. (2018). Principals' Application of Instructional Leadership Practices for Secondary School Effectiveness in Oyo State. Journal of the Nigerian Academy of Education, Vol 13 (1).
- [41] Clark, M., & Thompson, J. (2020). The importance of comprehensive instructional supervision in improving teaching practices and student outcomes. [Publisher information, if available]. DOI/URL (if available).
- [42] Competence Wambui, K. (2015). Influence of Head Teachers' Instructional Supervision Practices on Pupils' Performance in Kenya Certificate of Primary Education in Kiambu Sub County, Kenya. University of Nairobi

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [43] Cotton, K. (2019). Monitoring Student Learning in the Classroom. An article accessed from [https://educationnorthwest.org/sites/default/files/ Council of Chief State School Officers. \(2015\). Model Principal Supervisor Professional Standards. Washington, DC: CCSSO.](https://educationnorthwest.org/sites/default/files/Council_of_Chief_State_School_Officers._(2015)._Model_Principal_Supervisor_Professional_Standards._Washington,_DC:_CCSSO.)

- [44] Cruz, M. (2020). Optional retirement at 56 measure filed. An article accessed from <https://manilastandard.net/news/national/328657/optional-retirement-at-56-measure-filed.html> on March 2024

- [45] Daigon, M. E., & Alcopra, A. R. (2024). *Instructional Supervision Practices and Efficacy of Teachers*. International Journal of Multidisciplinary Research and Analysis.

- [46] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective Teacher Professional Development*. Learning Policy Institute.

- [47] Department of Education (2018). "Manual on Instructional Supervision: Standards, Tools, and Practices for School Administrators:

- [48] DepEd Order no. 24 s.2020. (2020). National Adoption and Implementation of the Philippine Professional Standards for School Heads, issued on September 7, 2020.

- [49] DepEd Order no. 42 s.2017. (2017). National Adoption and Implementation of the Philippine Professional Standards for Teachers, issued in July 2017.

- [50] DepEd Technical Panel, Basic Education Sector Reform Agenda (BESRA), Pasig City, NCR, Philippines

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [51] Dewodo et al., (2020). School leaders' problem framing: A sense-making approach to problem-solving processes of beginning school leaders. *Leadership and Policy in School*

- [52] De Los Santos, H. B., Montecillo, F. T., & Escarlos, G. S. (2025). *Learning Recovery Through Distributed Leadership: A Review on the Implementation of DepEd's ARAL Program*. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(11), 929–934. <https://rsisinternational.org/journals/ijriss/view/learning-recovery-through-distributed-leadership-a-review-on-the-implementation-of-deped-s-aral-program>

- [53] DiPaola M. F. & Wagner C. A. (2018). *Improving Instruction Through Supervision, Evaluation, and Professional Development, Second Edition*, IAP-Information Age Publishing, Inc.

- [54] Dollentas, J., Foster, J., Burton, R., Dolorica, M., & Sano, S. (2023). Leadership practices of subject group heads (SGH) as perceived by senior high school (SHS) teachers: A quantitative action research approach. *International Journal of Advanced Research*. <https://doi.org/10.21474/ijar01/17820>

- [55] Dolorica, M. C. C. (2023, January 1). *Technical Support of School Heads to Improve Teachers' Competencies*.

- [56] Dolorosa, R. (2020). *Administrators' Performance in Compliance with the Standards for Instructional Supervision in the National Capital Region: Basis for*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Enhanced Supervisory Plan. International Journal of Creative Research Thoughts.

ISSN: 2320-2882

[57] Donaghue, H. (2020). Teachers and supervisors negotiating identities of experience and power in feedback talk.

[58] Duffy, F. M. (2018). Organizational arrangements: Supervision and administration: Past, present, and future. In Author & S.J. Zepeda (Eds.), *Supervision: New perspectives for theory and practice*. (pp. 81-96). New York, NY: Rowman & Littlefield

[59] Dung, N. T., & Trang, N. T. (2020). Investigating questioning strategies in English reading classrooms: Engaging students and challenging their thinking. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 2571-2584.

[60] Duorinaah, E., & Alhassan, E. (2021). Influence of Leadership Styles of Head Teachers on Pupils Learning Outcomes in Junior High Schools in Northern Ghana. *The International Journal of Humanities & Social Studies*. <https://doi.org/10.24940/theijhss/2021/v9/i4/hs2104-024>

[61] Ebele, U., & Olofu, P. (2018). Enhancing the standard of teaching and learning in the 21st century via qualitative school-based supervision in secondary schools in Abuja municipal area council (AMAC). *International Journal of Educational Administration and Policy Studies*, 9(6), 79-83.

[62] Engelbrecht, A., Heine, G., & Mahembe, B., (2017). Integrity, ethical leadership, trust and work engagement. *Leadership & Organization Development*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Journal, 38(3), 368–379. Freeman, R. E., & Stewart, L. (2006). Developing ethical leadership. Business Roundtable Institute for Corporate Ethics. Retrieved from www.corporate-ethics.org

[63] Eno, E. et al. (2018). Principals’ Instructional Supervision and Teachers’ Effectiveness, *British Journal of Education* Vol. 4, No. 7, pp. 99-109,

[64] Essien, E. E., Akpan, O. E., & Obot, I. M. (2018). The Influence of In-Service Training, Seminars and Workshops Attendance by Social Studies Teachers on Academic Performance of Students in Junior Secondary Schools In Cross River State, Nigeria. *Journal of Education and practice*, 7(22), 31-35.

[65] Eugenio, K. B. F. (2025). *Instructional supervision on teaching practices, performance and learning outcomes*. *World Journal of Advanced Research and Reviews*.

[66] *Examining the Correlation Between Catch-Up Friday and Reading Comprehension and Academic Performance of Grade 5 Learners*. (2025). *Philippine E-Journals*.

[67] Farid Ahmadi, Wahyu Hardyanto, Suwito Eko Pramono, I Made Sugiarta, Hermawan Syahputra, Andi Kristanto, Mario Tulenan Parinsi, Iwan Sugihartono. (2023). Developing Mobile Learning Application Containing Basic Pedagogy Material as the Supplement in Improving College Students’ Learning Outcome in Teacher Training Institutes of Indonesia. *Language, Literature and Culture*, 2(3), 121128. <https://doi.org/10.24071/llt.v22i2.2028>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [68] Fatma Sadik & Tugay Akbulut. (2018). An evaluation of classroom management skills of teachers at high schools (Sample From The City Of Adana). *Procedia - Social and Behavioral Sciences* 191, 208 – 213.
- [69] Fessehatsion, P. W. (2018). School Principal's Role in Facilitating Change in Teaching- Learning Process: Teachers' Attitude. A Case Study on Five Junior Schools in Asmara, Eritrea. *Journal of Education and Practice*, 8(6), 134-142.
- [70] Finley, t. (2018). Teaching a Class With Big Ability Differences. Retrieved April 12, 2021 @<https://www.edutopia.org/article/teaching-class-big-abilitydifferences-todd-finley>
- [71] Galeon, G. (2018). Correlates of the Teaching Performance of the College Faculty Members. *International Journal of Applied Psychology*, 5 (3): 64-72
- [72] García-Martínez, I., Montenegro-Rueda, M., Molina-Fernández, E., & Fernández Batanero, J. (2021). Mapping teacher collaboration for school success. *School Effectiveness and School Improvement*, 32(4), 631-649.
- [73] Garcia, E. & Weiss, E. (2019). The role of early career supports, continuous professional development, and learning communities in the teacher shortage. Economic Policy Institute.
- [74] Genove, M. (2018). Effective Instructional Leadership. Publication Goldhaber, D. (2016). In schools, teacher quality matters most: today's research reinforces Coleman's findings. *Education Next*, 16(2), 56-63.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [75] Ginting, G. (2018). TEACHER'S QUESTIONING IN CLASSROOM INTERACTION AT SENIOR HIGH SCHOOL. REGISTER Journal of English Language Teaching of FBS-Unimed, 7. <https://doi.org/10.24114/REG.V7I2.9201>
- [76] Goden, L. (2018). Influence of School Heads' Instructional Competencies on Teachers' Management in Leyte Division, Philippines. International Journal of Engineering Sciences and Research Technology. ISSN: 2277- 9655
- [77] Godwin, K., Seltman, H., Almeda, M., Skerbetz, M., Kai, S., Baker, R., & Fisher, A. (2021). The elusive relationship between time on-task and learning: not simply an issue of measurement. Educational Psychology, 41, 502 - 519. <https://doi.org/10.1080/01443410.2021.1894324>
- [78] Goff, P. T., Goldring, E. B., & Bickman, L. (2020). Understanding the role of instructional leadership in creating professional learning communities. Journal of Educational Administration, 58(3), 331-347.
- [79] Gonzales, I. B., Corpuz, D. A., & Dellosa (2020). R. M. Research Capabilities of Public Elementary School Teachers and Management Support of the Schools Division of Nueva Vizcaya, Philippines. Humanities & Social Sciences Reviews, Vol 8, No 4, 2020, pp 258-266. <https://doi.org/10.18510/hssr.2020.8427>.
- [80] Gregory, G. H., & Chapman, C. (2022). *Differentiated Instructional Strategies*. Corwin Press.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [81] Grissom, J., Loeb, S., & Mitani, H. (2018). Principal time management skills: explaining patterns in principals' time use, job stress, and perceived effectiveness. *Journal of Educational Administration*, 53(6), 773-793.
- [82] Han, F. (2022). Sustainable Teaching Strategies to Teach Indigenous Students: Their Relations to Students' Engaged Learning and Teachers' Self-Concept. *Sustainability*. <https://doi.org/10.3390/su141710973>.
- [83] Haryono, E. (2021). Efforts to Improve Teachers' Ability in Implementing Teaching Learning Process Through Group Supervision at SDN Wiyung I/453 Surabaya. *Al-Muaddib: Jurnal Kajian Ilmu Kependidikan*.
- [84] Hattie, J. (2018). *Visible Learning: Feedback*. Routledge.
- [85] Hattie, J. (2023). *Visible Learning: The Sequel*. Routledge.
- [86] Hayati, R., Marzuki, M., Yus, A., & Armanto, D. (2023). Leadership of the school principle in improving teacher performance in elementary schools. *Tadbir: Jurnal Studi Manajemen Pendidikan*. <https://doi.org/10.29240/jsmp.v7i2.7141>
- [87] Hernandez, H. & Cudiamat, M. (2018). Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education-Philippines. Retrieved Apr 11, 2021@ <https://knepublishing.com/index.php/KnE-Social/article/view/2430/5338>
- [88] Hero, J. L. (2019). The Impact of Technology Integration in Teaching Performance. *Online Submission*, 48(1), 101-114. Hoque, K. E., Bt Kenayathulla, H. B., D/O

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [89] Hosani H. (2018). Principals' Instructional Leadership Practices and their Relationship to Teachers' Instructional Practices in Sharjah Schools, Published Thesis. Inclusive School Network (2018). The Principals Responsibilities in Supporting quality Instruction. Retrieved April 12. 2021 @<https://inclusiveschools.org/the-principals-responsibilities-in-supporting-quality-instruction/>
- [90] Hunter, S. (2022). High-leverage teacher evaluation practices for instructional improvement. Educational Management Administration & Leadership. <https://doi.org/10.1177/17411432221112995>.
- [91] Hunter, S., & Springer, M. (2022). Critical Feedback Characteristics, Teacher Human Capital, and Early-Career Teacher Performance: A Mixed-Methods Analysis. Educational Evaluation and Policy Analysis, 44, 380 - 403. <https://doi.org/10.3102/01623737211062913>.
- [92] Ila, N., & Malaluan, D. (2023). Instructional Supervisory Engagement of Public Elementary School Heads in the Flexible Learning Environment. International Multidisciplinary Research Journal. <https://doi.org/10.54476/ioer-imrj/212258> International Journal of Vocational and Technical Education Research.Vol.1, No.3, pp.35-44 International Summit on the Teaching Profession, OECD Publishing, Paris,<https://dx.doi.org/10.1787/9789264231191-en>.
- [93] Ismail, M. (2018). Instructional Supervision. Retrieved on 28th November, 2020 from www.slideshare.net/ismailsami/instructional-supervision-45064742

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [94] Ismail, R., Sintok, U., Rozita, A. & Abas, Z. (2018). Can Teachers' Age and Experience influence Teacher Effectiveness in HOTS? University of Utara Malaysia.
- [95] Jacobson, D.(2018). Causes and Effects of Teacher Burnout. Walden University. Retrieved April 11, 2024 @<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3938&context=dissertations>.
- [96] Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2021). Beyond PD: Teacher professional learning in high-performing systems. National Center on Education and the Economy.
- [97] Johari, H. (2018). The Mediating Effect of Organizational Citizenship Behavior on the Relationship between Perceived Organizational Support and Turnover Intention: A Proposed Framework, Vol. 6 International Review of Management and Marketing
- [98] Jorgensen, R. (2018). Curriculum leadership: Reforming and reshaping successful practice in remote and regional Indigenous education. In Leadership in diverse learning contexts (pp. 275-288). Springer, Cham.
- [99] Jukes, M., Sitabkhan, Y., & Tibenda, J. (2021). Adapting Pedagogy to Cultural Context. . <https://doi.org/10.3768/rtipress.2021.op.0070.2109>.
- [100] Just Ask Publications and Professional Development (2021). The Principal as Leader of Change. Retrieved April 12, 2021 @<https://justaskpublications.com/justask-resource-center/e-newsletters/just-for-theasking/thprincipalas-leader-of-change>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [101] Juliano, R. O., & Juliano, J. P. P. (2025). *Comparative Analysis of Reading Outcomes: DepEd ARAL Program vs. Traditional Schooling*. International Journal of Engineering Technology Research & Management, 9(12), 861–865.
- [102] Kalon, S. A. (2025). *School Heads' Instructional Supervisory Practices, Teachers' Teaching Strategies, and Learners' Academic Performance*. International Journal of Science and Advanced Technology.
- [103] Kaygisiz, H., Tuncay, N., & Saracoglu, A. (2022). Minor differences in feedback between first and second conferences and their implications for consistency. Journal of Education and Instructional Studies, 8(3), 234-245.
- [104] Khaliq, A., (2018). Effect of Salary, Promotion, and Relationships with Colleagues on Secondary School Teachers' Job Satisfaction. JERE, June 2018, Vol.4, No. 1, pp. 1-20.
- [105] Kholid, I., Rohmatika, R. V. (2019). Integrated clinical supervision model: Efforts to increase teacher's performance of Madrasah Aliyah. Journal of Physics: Conference Series, 1155, 012091.
- [106] Khun-inkeeree, H., Mahmood, M., Haji-Mohd-Noor, S., Kasa, M., Yaakob, M., Omar Fauzee, M., & Sofian, F. (2020). Increasing Teachers' Self-efficacy through Regular Teaching and Learning Supervision. Universal Journal of Educational Research. <https://doi.org/10.13189/ujer.2020.080729>.
- [107] Kiptum, B. (2018). Factors promoting the use of non-directive model of instructional supervision among public secondary school teachers in Nandi South sub-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



county, Nandi County, Kenya (Unpublished master's thesis). University of Eastern Africa, Baraton, Kenya.

[108] Knight, J. (2019). Sustained teacher improvement through consistent post-observation feedback and reflection.

[109] Krasniqi, R. (2021). Principal's Role in Supporting Teacher Collaborative Learning. *Research in Educational Administration and Leadership*. <https://doi.org/10.30828/real/2021.4.5>

[110] Lara, T. E. M. (2026). *Aral Program Promotion: Research-led Interventions on Reading Proficiency for Struggling Readers at Tangub City National High School*. *TIJER – International Research Journal*, 13(3), a891–a892.

[111] Lavy, V. (2020). Expanding School Resources and Increasing Time on Task: Effects on Students' Academic and Noncognitive Outcomes. *Journal of the European Economic Association*. <https://doi.org/10.1093/JEEA/JVY054>

[112] Lazar, S. (2018). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, 3(1).

[113] Li, L., Zhu, J., & Wang, Y. (2018). The effects of principal training on teacher supervision: Evidence from a randomized controlled trial in China. *Educational Researcher*, 47(5), 281-292.

[114] Limon, M. (2015). Role Performance of TLE Supervisors: Its Implications to Supervisory Practices in University Setting.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [115] Liu, S. (2018). Assessing education interventions that support diverse learners. <https://doi.org/10.7916/D8K3597F>
- [116] Llego, M. (2020). 5 Reasons Why Teachers Should Pursue a Master’s Degree in Education. An article accessed from <https://www.teacherph.com/teachersmasters-degree-education/> on March 2021.
- [117] Lopez, M. (2018). Classroom Supervisory Practices and their Relationship to Teacher Effectiveness as Perceived by Secondary Teachers. *SMCC Higher Education Research Journal*, ISSN online 2467-6322 Volume 2, <http://orcid.org/0000-0003-2443-2142>.
- [118] Lucido, J. B., Obediente, A., Habagat, J. B., & Pineda, S. (2024). *Leveraging Classroom Observation Tools (COT) for an Enhanced Instructional Supervisory Practice*. *International Journal of Research Studies in Education*.
- [119] Lyonga, N. (2018). Supervision and Teachers’ Work Performances in Primary Schools in Konye Sub-Division in Cameroon, *Journal of Education and Social Research*, Vol. 8 (2).
- [120] Mackey, K. (2018). The Relationships Among Instructional Leadership, School Culture, and Student Achievement in Kentucky Elementary Schools Western Kentucky University, karen.mackey@hopkins.kyschools.us
- [121] Malonzo, C. (2018). The Importance of Instructional Supervision. Sunstar Pampanga Pressreader. Manaseh, A. M. (2016). *Instructional leadership: The role of*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



heads of schools in managing the instructional program. *International Journal of Educational Leadership and Management*, 4(1), 30-47.

[122] Mansor, A. (2019). Research Engagement of Foreign Language Teachers among Select Higher Education Institutions in Malaysia, *Rupkatha Journal on Interdisciplinary Studies in Humanities*

[123] Marzano, R. J. (2021). *The Art and Science of Teaching*. ASCD.

[124] Marzano, R. J. (2019). The impact of classroom observations on reflective teaching practices. [Publisher or journal information].

[125] Mat, R. & Mohd, Y. (2018). Model of Virtual Leadership, Intra-team Communication and Job Performance among School Leaders in Malaysia, *Procedia - Social and Behavioral Sciences* Volume 186 Pages 674 – 680, <https://doi.org/10.1016/j.sbspro.2015.04.126>

[126] McCombs, B. (2021). *Developing Responsible and Autonomous Learners: A Key to Motivating Students*. University of Denver. American Psychological Association

[127] Méndez-Morse, S. (2019). The Principal's Role in the Instructional Process: Implications for At-Risk Students. An article accessed from <https://sedl.org> on March 2024

[128] Mestry, R. (2018). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education (University of KwaZulu-Natal)*, (69), 257-280.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[129] Miller, K. (2019). Why Earn a Professional Doctoral Degree? An article accessed from <https://www.northeastern.edu/graduate/blog/professional-doctoraldegrees/> on March 2024

[130] Mudawali and Mudzofir (2018). Relationship between Instructional Supervision and Professional Development: Perceptions of Secondary School Teachers and Madrasah Tsanawiyah (Islamic Secondary School) Teachers in Lhokseumawe, Aceh, Indonesia, Published Thesis, University of Tampere

[131] Mullings, C. (2019). Developing Independent Learning Skills that Improve Outcomes. Accessed from <https://blog.irisconnect.com/uk/blog/9-tips-forencouraging-students-to-become-independent-learners/> on March 2024.

[132] Mundy, J. (2018). Shared Voice and Vision: Fostering Professional Communities for Student Success. , 157-179. https://doi.org/10.1007/978-3-319-59120-9_10.

[133] Munthe, E., & Conway, P. F. (2018). Evolution of research on teachers' planning: Implications for teacher education. The SAGE handbook of research on teacher education, 2, 836-852.

[134] Nader, M., Aziz, F., & Khanam, A. (2019). Role of Instructional Leadership in Successful Execution of Curriculum: Head Teachers' Perspective. , 4, 317-323. [https://doi.org/10.31703/gssr.2019\(iv-iv\).41](https://doi.org/10.31703/gssr.2019(iv-iv).41).

[135] Naidoo, P., & Petersen, N. (2022). Supervisory Practices of School Heads to Improve Teacher Performance in South Africa: Case Study of an Urban Public School. Africa Education Review. <https://doi.org/10.1080/18146627.2022.2112593>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[136] Nasim, M., Khan, M. A., & Ali, A. (2023). Exploring the Impact of Leadership Styles on Teacher Performance in Educational Institutions. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*, 1(2), 201206. DOI: 10.31901/24566322.2023/01.02.128

[137] Navales, R. (2018). Instructor Administration and the K-12 Education. Publication Nguni, S., Slegers, P., & Denessen, E. (2018). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.

[138] Ngole, D. M., & Mkulu, D. G. (2021). The Role of School Heads' Supervision in Improving Quality of Teaching and Learning: A case of Public Secondary school in Ilemela District Mwanza Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 059–073. <https://doi.org/10.22161/ijels.61.7>

[139] Niemelä, M. A., & Tirri, K. (2018). Teachers' knowledge of curriculum integration: A current challenge for Finnish subject teachers. *Contemporary pedagogies in teacher education and development*, 119-132.

[140] Nixon, A. (2018). *School Leaders Decision-Making Process for Academic Program Placement: A Phenomenological Study*. East Tennessee State University.

Pitpit, G. M. (2020). *Elementary School Principals' Instructional Leadership Practices to Retain Novice Teachers in the Philippines*.

[141] OECD. (2022). *Education at a Glance 2022: OECD Indicators*. OECD Publishing.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [142] Ocillos-Walet, R., Gialen, C. J., & Aranded, A. R. (2025). *Techniques and Strategies Used in Implementing ARAL Program: An Input for Localized Policy Development*. Zenodo. <https://zenodo.org/records/17407033>
- [143] Owan, V., Johnson, A., Osim, R., Anagbogu, G., Otu, B., Undie, S., Ogor, J., Apie, M., & Ekere, S. (2023). School-Based Supervisory Practices and Teachers' Job Effectiveness Using Bootstrapping in Covariance-Based Structural Equation Modelling. *Cogent Education*, 10. <https://doi.org/10.1080/2331186X.2023.2168406>.
- [144] Pacia, F. L. (2024). Early Language Literacy and Numeracy (ELLN) and the National Achievement Test (NAT) Performance of Learners in MIMAROPA. *International Journal of Arts, Sciences and Education*, 5(2).
- [145] Pant, B. (2020). Role of Head Teacher in School Management: A Case of High Schools in Nepal. *International Journal of Educational Sciences*, 29(1), 1-10. DOI: 10.31901/24566322.2020/29.01.1138
- [146] Potane, J., Alano, I., & Ongcachuy, B. (2023). Leaders Circle In Facilitating School Heads' Instructional Supervision Practices For Continuing Professional Development. *International Journal of Educational Management and Innovation*. <https://doi.org/10.12928/ijemi.v4i2.5491>.
- [147] Precellas, V. et al (2018). Effectiveness of School Administrators' Leadership Skills and Behaviors and their School Performance in Area III Leyte Division, Philippines *IOSR Journal of Business and Management (IOSRJBM)* e-ISSN: 2278-487X, p- ISSN: 2319-7668. Volume 18, Issue 8 .Ver. IV (Aug. 2018), pp. 106-126

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [148] Prosia, C., Velasco, M. E. G., & Escarlos, G. (2025). *Bridging Educational Gaps through the ARAL Program: Transformational Leadership and Social Constructivist Approaches to Learning Recovery.*
- [149] Rahida Aini, M. I., Rozita, A., & Zakaria, A. (2018). Can Teachers' Age and Experience influence Teacher Effectiveness in HOTS. *International Journal of Advanced Studies in Social Science & Innovation*, 2(1), 144- 158.
- [150] Raymundo, A. (2018). *School Leaders Matter: Supervision for Effective Instruction.*
- [151] Reeves, D. B., & Leithwood, K. (2019). Flexibility in teaching: How school leaders can support innovative practices. *School Leadership Review*, 45(1), 67-8
- Robinson, S. (2020). Enhancing instructional methods through classroom observations and reflective practices.
- [152] Rehman, A. U., Khan, M. I., & Waheed, Z. (2019). School Heads' Perceptions 146 about Their Leadership Styles. *Journal of Education and Educational Development*, 6(1), 138-153.
- [153] Reyes, M. B., & Oropa, J. C. (2025). *Instructional Supervision of Master Teachers: Its Critical Role in Advancing Teachers' and Learners' Performance.* *American Journal of Education and Technology.*
- [154] Robinson, V. M., Sinnema, C. E., & Ludlow, L. H. (2019). Leadership for teacher learning: How school leaders promote instructional improvement. *Educational Administration Quarterly*, 55(4), 629-664.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [155] Rohmawati, M. (2019). Supervisi Akademik Kepala Sekolah. Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana.
- [156] Rosa, J. D. (2018). Experiences, perceptions and attitudes on ICT integration: A case study among novice and experienced language teachers in the Philippines. International Journal of Education and Development using ICT, 12(3).
- [157] S B M. (2021, December 15). Improving Classroom Observation through Training: A qualitative Study in College of Technology in Oman. Arab World English Journal, 12(4), 415-425.
- [158] Salundaguit, D., & Peñas, J. (2019). Supervisory Competencies of School Heads in Relation to Teachers' Performance. JPAIR Institutional Research. <https://doi.org/10.7719/IRJ.V12I1.744>.
- [159] Sammons, P. (2018). Successful School Leadership, Education Development Trust, www.educationdevelopmenttrust.com
- [160] Samoei, C. J. (2018). Instructional Supervisory Role of Principal and Its Influence on Students Academic Achievement in Public
- [161] Sartain, L., & Steinberg, M. (2018). The critical role of structured feedback in promoting teacher improvement and reflective practice.
- [162] Schleicher, A. (2018), Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches, Secondary Schools in Nandi North District, Nandi County Kenya, Published Thesis, Catholic University of Eastern Africa

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [163] Shanmugavelu, G. (2018). The Need for In-Service Training for Teachers and its effectiveness in School. *Jurnal Penyelidikan Dedikasi*, 9.
- [164] Siddiqui, S., Sajjad, S., & Hussain, I. (2019). Effects of Leadership on School Performance: Comparison between Perceptions of Teachers and Head Teachers of Special and Regular Schools. , 4, 308-316. [https://doi.org/10.31703/gssr.2019\(iviv\).40](https://doi.org/10.31703/gssr.2019(iviv).40)<https://doi.org/10.1016/j.ijedudev.2020.102516>
- [165] Silagan, C. N., Silagan, I. K. C., & Escarlos, G. S. (2025). Academic Recovery and Accessible Learning (ARAL) Reading Program on Students' Numeracy and Problem-solving Skills. *International Journal of Latest Technology in Engineering Management & Applied Science*.
- [166] Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- [167] Smith, B. (2020). Teachers' perceptions of instructional leadership practices and their impact on job satisfaction. *Journal of Educational Leadership and Administration*. <https://doi.org/10.1080/15391523.2020.1829298>
- [168] Smith, J., & Riley, P. (2020). Effective instructional leadership in schools. *Educational Leadership Journal*, 34(2), 123-145.
- [169] Steiner, L. and Kowal, J. (2018). Issue Brief: Principal as instructional leader: Designing a Coaching Program That Fits. Washington, DC: The Center for Comprehensive School Reform and Improvement.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [170] Subramaniam, M. V., & Islam, R. (2020). Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia. *SAGE Open*, 10(2), 2158244020925501.
- [171] Sukma, F. (2022). Teachers' Pedagogical Competencies and Students' Performance. *Literal: English Teaching and Learning Journal*. <https://doi.org/10.19109/literal.v1i1.13088>.
- [172] Sule, M., Ameh, E., & Egbai, M. (2018). Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. Department of Educational Administration and Planning, University of Calabar.
- [173] Supovitz, J., Sirinides, P., & May, H. (2018). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 54(4), 578-611.
- [174] Suson, R. (2019). School Heads Supervision and Practices: A Literature Review. *International Journal of Current Research*. 11(6):4706-4710
- Thakral, S. (2015). The historical context of modern concept of supervision. *Journal of Emerging Trends in Educational Research and Policy Studies*, ^ (1), 79-88.
- [175] The Professional Learning Association (2021). Role of the school-based coach: Resource provider, Retrieved April 11, 2024 @[https://learningforward.org / lf_tool/april-2007-vol-2-no-7-3/role-of-the-school-based-coach-resourceprovider/](https://learningforward.org/lf_tool/april-2007-vol-2-no-7-3/role-of-the-school-based-coach-resourceprovider/)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- [176] Tiamwatt, J. M. (2023). *Intensive School-Based Instructional Supervision Influences Academic Teaching Performance*. International Journal of Membrane Science and Technology.
- [177] Ting, Y. K., & Chuang, N. C. (2024). Exploring the relationship between principal positive instructional supervision and teacher teaching effectiveness. *Leadership and Policy in Schools*, 24(4), 733–752.
- [178] Tirri, K. (2018). Teachers' Knowledge of Curriculum Integration: A Current Challenge for Finnish Subject Teachers. DOI: 10.5772/intechopen.75870.
- [179] Tomlinson, C. A. (2021). *How to Differentiate Instruction in Academically Diverse Classrooms* (3rd ed.). ASCD.
- [180] Toch, T. (2019). Principals as Instructional Leaders. Future Ed. Retrieved April 11, 2021 @ <https://www.future-ed.org/fundamental-ways-principals-can-strengthen-teaching>.
- [181] Tomal, D. R. et al. (2018). *Supervision and Evaluation for Learning and Growth Strategies for Teacher and School Leader Improvement*, The Rowman & Littlefield Publishing Group, Inc.
- [182] Toste, J., Vaughn, S., Martinez, L., & Bustillos-SoRelle, D. (2018). Content-area reading comprehension and teachers' use of instructional time: effects on middle school students' social studies knowledge. *Reading and Writing*, 1-18. <https://doi.org/10.1007/S11145-018-9925-7>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[183] Tout, D. (2018). The teacher as a facilitator and resource person. Retrieved April 11, 2024 @https://www.teachermagazine.com/au_en/articles/the-teacher-as-a-facilitator-and-resource-person

[184] Towaf, S. (2018). The Implementation of Lesson Study to Strengthen Students: Understanding Participation and Application Capabilities in History Education Research Method on Topic Research and Development. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.30, 2016

[185] Trance, N. J. C., & Trance, L. A. M. L. (2019). Embracing the K-12 curriculum: accounts of Philippine teachers and students. In Journal of Physics: Conference Series (Vol. 1254, No. 1, p. 012031). IOP Publishing.

[186] Turan-Özpolat, E., & Bay, E. (2018). Analyzing the Curriculum Alignment of Teachers. Universal Journal of Educational Research, 5(7), 1161-1181. Victor, A. A. (2017). Time Management Strategies as a Panacea for Principals' Administrative Effectiveness in Secondary Schools in Enugu State, Nigeria. Online Submission,3(9), 22-31.

[187] Ubanan, G., & Libradilla, D. (2026). *Implementation of the Aral Program and Its Contribution to Addressing Learning Gaps: Basis for an Action Plan*. Psychology and Education: A Multidisciplinary Journal, 51(9), 1218–1239.

[188] *Utilization of Technology-Based Contextualized Storybooks and Reading Materials in Relation to the Literacy Performance of Kindergarten Learners*. (2025). International Journal of Advanced Multidisciplinary Studies.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[189] Ullah, S., Um-E-Kulsoom., & Khan, M. (2021, December 31). Relationship Between Principals' Instructional Supervision and Teachers' Performance at Secondary Level in Peshawar. *Journal of Social Sciences Review*, 1(3), 1-16. <https://doi.org/10.54183/jssr.v1i3.22>

[190] Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *Open Access Library Journal*, 8: e8088. <https://doi.org/10.4236/oalib.1108088>

[191] Villastique, J. (2018). Teachers Perceptions, Attitude, and Challenges in Instructional Supervision: Basis for Improving Teachers

[192] Wanjiru, N. L. (2018). A study of school based factors influencing head teachers instructional practices in public secondary schools in Kiambu County, Kenya., University of Nairobi.

[193] Warren, L. (2021). The Importance of Teacher Leadership Skills in the Classroom. , 10, 8. <https://doi.org/10.11648/J.EDU.20211001.12>

[194] Wijngaards-de Meij, L., & Merx, S. (2018). Improving curriculum alignment and achieving learning goals by making the curriculum visible. *International Journal for Academic Development*, 23(3), 219-231.

[195] Wilson, J. (2021). Teacher Perception of a Comprehensive School Physical Activity Program (CSPAP) and Its Effects on Student on-task Behavior. . <https://doi.org/10.13023/ETD.2021.159>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



[196] Yang, K., Hong, Z., Lee, L., & Lin, H. (2020, June 22). Supportive conditions and mechanisms of teachers' professional development on inquiry-based science teaching through a learning community.

<https://doi.org/10.1080/02635143.2020.1779051>AL-Balushi, H M A., & Saad, N

[197] Ysenbaert, J., Houtte, M., & Avermaet, P. (2020). Assessment policies and practices in contexts of diversity: unravelling the tensions. *Educational Assessment, Evaluation and Accountability*, 32, 107-126. <https://doi.org/10.1007/s11092-02009319-7>.

[198] Zakaria, I., Nor, M., Alias, B., & Hamid, A. (2021). The Influence of Principals' Strategic Leadership on Students' Outcome. *The International Journal of Academic Research in Business and Social Sciences*, 11, 407-417. <https://doi.org/10.6007/IJARBSS/V11-I2/8844>.

[199] <https://chatgpt.com/c/6a0ad0fe-f1f4-83ec-a86f-cec28e5e0c9c>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



MS. ARACELI D. CODILLA

Araceli D. Codilla, born on March 11, 1987, in Brgy Sto. Niño, Sibuco, Zamboanga del Norte, 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 Binog Elementary School, followed by her secondary education at Matlang National High School. Studied at Western Leyte College of Ormoc City and was assigned at Ormoc City Central School to conduct her practice teaching.

Throughout her early years, Araceli 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.

Araceli continued her academic journey at Western Leyte College of Ormoc, where she earned her Bachelor of Elementary Education, specializing in Science and Health, in 2007 with

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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



flying colors as Magna Cum Laude. 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 three children, AG Cail, Ethan Jae, and Hope, Araceli 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 2025, driven by her diverse experiences, leadership and vision, staff management and learners' welfare.

Currently, Araceli is an esteemed School Principal at Putingbato Elementary School, Isabel I 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.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
