

The Role of School Administrators in Supervising Reading and Learning Recovery Programs in Public Elementary Schools

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ABSTRACT

This study determined the role of school administrators in supervising reading and learning recovery programs in selected public elementary schools in District I, Dalaguete, Division of Cebu Province during the School Year 2025–2026 as the basis for a Supervisory Enhancement Plan. Specifically, it described the profile of the school administrator and teacher respondents, identified the reading and learning recovery programs implemented, assessed the level of program implementation, determined the extent of school administrators' supervision, and identified the best practices employed in supervising reading and learning recovery programs.

The study employed a descriptive research design using a quantitative approach. The respondents consisted of six (6) school administrators and fifty (50) teachers from Caleriohan Elementary School, Catambisan Elementary School, and Tabon Elementary School. A researcher-made questionnaire, validated by experts, was used to gather the necessary data. Frequency, percentage, weighted mean, and standard deviation were utilized to analyze and interpret the data.

The findings revealed that the majority of the respondents were experienced female educators actively engaged in the implementation and supervision of reading and learning recovery programs. School-based reading programs and remedial reading classes were consistently implemented in the selected schools. The level of implementation was rated Very High in terms of compliance, consistency, participation, and sustainability. Likewise, the extent of school administrators' supervision was Highly Practiced across the areas of supervision, progress monitoring, technical support, and resource allocation. The study also identified learner progress monitoring, data-driven decision-making, and collaborative teacher conferences as the most commonly practiced supervisory strategies. Based on these findings, a Supervisory Enhancement Plan was developed to further strengthen instructional supervision and sustain the effective implementation of reading and learning recovery programs.

Keywords: instructional supervision, reading and learning recovery, school administrators, literacy intervention, supervisory enhancement plan.

1. INTRODUCTION

Rationale of the Study

Reading proficiency is widely recognized as one of the most fundamental competencies that learners must develop during the early years of schooling. It serves as the foundation for academic achievement across subject areas, enabling learners to understand instructional materials, engage in critical thinking, and acquire new knowledge. When learners fail to develop adequate reading skills at the primary level, their overall academic performance is significantly affected, which may lead to long-term educational disadvantages. Scholars emphasize that early literacy development is a crucial predictor of later academic success and cognitive development (Snow, Burns, & Griffin, 1998).

Globally, improving reading literacy remains a major priority among education systems. International reports continue to highlight that many learners struggle to achieve minimum levels of reading proficiency. According to the Organisation for Economic Co-operation and Development (OECD), reading literacy is essential not only for academic success but also for effective participation in society and lifelong learning (OECD, 2019). In response, various countries have implemented reading intervention programs and learning support initiatives to help struggling learners develop foundational literacy skills. Research indicates that well-structured reading programs combined with effective school leadership significantly contribute to improved literacy outcomes among elementary learners (Slavin et al., 2020).

Educational leadership plays a critical role in ensuring that instructional programs designed to improve student learning are properly implemented. School administrators, particularly principals and school heads, are responsible for supervising teaching and learning processes, providing instructional support to teachers, and monitoring the effectiveness of educational programs. Instructional leadership theory suggests that school leaders who actively supervise instructional practices and guide teachers toward improved pedagogical approaches can positively influence student achievement (Hallinger, 2011). Similarly, Leithwood, Harris, and Hopkins (2020) emphasize that effective school leadership contributes significantly to improved learning outcomes by promoting collaboration, supporting teacher development, and ensuring the consistent implementation of school programs.

In the Philippine educational context, strengthening reading proficiency among learners has been a continuing concern of the education sector. National and international assessments have consistently highlighted the need to improve the reading comprehension skills of Filipino learners. For instance, results from the Programme for International Student Assessment (PISA) revealed that Filipino students performed below the global average in reading literacy, indicating the need for stronger literacy interventions and instructional support in schools (OECD, 2019). As a response, the Department of Education has implemented several initiatives aimed at improving reading proficiency among learners, including national reading programs and structured reading interventions designed to support struggling readers.

The successful implementation of reading and learning recovery programs requires strong supervision and leadership at the school level. School administrators play an important role in ensuring that reading interventions are properly planned, implemented, and monitored. Their responsibilities include providing technical support to teachers, monitoring learner progress, allocating resources for instructional programs, and ensuring that intervention strategies align with educational standards and learning goals. Studies suggest that when school leaders actively engage in supervising instructional

programs and supporting teachers, the effectiveness and sustainability of educational initiatives are significantly enhanced (Darling-Hammond et al., 2020).

Despite the implementation of various reading programs and literacy interventions, many schools continue to face challenges in ensuring the effective supervision and consistent delivery of these initiatives. Issues such as limited instructional resources, variations in teacher preparedness, and inconsistencies in program monitoring may affect the overall success of reading interventions. Moreover, while numerous studies have explored instructional strategies for improving reading skills, relatively fewer investigations have examined the specific role of school administrators in supervising reading and learning recovery programs, particularly in public elementary schools.

Public elementary schools continue to strive toward improving learners' reading proficiency through the implementation of reading intervention programs and learning recovery initiatives. School administrators serve as key instructional leaders responsible for supervising the implementation of these programs and ensuring that teachers receive the necessary support to effectively address learners' reading difficulties. Their leadership practices can significantly influence how reading interventions are delivered and sustained within the school environment.

Given the importance of leadership in educational program implementation, there is a need to examine the role of school administrators in supervising reading and learning recovery programs in public elementary schools. Understanding how administrators supervise these initiatives can provide valuable insights into the strengths and areas for improvement in current supervisory practices. The findings of this study may serve as a basis for developing a supervisory enhancement plan that aims to strengthen the implementation of reading and learning recovery programs and improve learners' literacy outcomes.

This study seeks to contribute to the body of knowledge on educational leadership and literacy development by highlighting how effective supervision can support the successful implementation of reading programs in schools. It is hoped that the results will provide practical implications for school administrators, teachers, and educational policymakers in enhancing strategies that promote improved reading proficiency among elementary learners.

Theoretical Background

This study was anchored on Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan (1985), Transformational Leadership Theory advanced by James MacGregor Burns (1978) and expanded by Bernard M. Bass (1985), and Herzberg's Two-Factor Theory by Frederick Herzberg (1959). This is supported by legal bases, namely Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, and the DepEd Order No. 24, s.2020, or the Philippine Professional Standards for School Heads (PPSSH).

Self-Determination Theory (SDT) explains that individuals' motivation lies along a continuum from intrinsic motivation to amotivation and is largely influenced by the fulfillment of autonomy, competence, and relatedness needs. In school settings, leadership practices significantly shape these psychological needs. Empirical studies strongly support this claim.

For example, Hannah et al. (2024) showed that environments supporting autonomy boost teachers' intrinsic motivation and engagement. Priadi and Padmanyono (2025) highlighted that supportive leadership encourages ongoing work motivation and well-being. Rice et al. (2025) found that managerial support leads to higher internalization of work values. In education, Solera-Alfonso et al. (2025) revealed that

teachers' perceptions of autonomy support from administrators significantly predict both identified and intrinsic motivation. Likewise, Polatcan et al. (2025) discovered that school leadership indirectly affects teacher enthusiasm and instructional quality through motivational pathways.

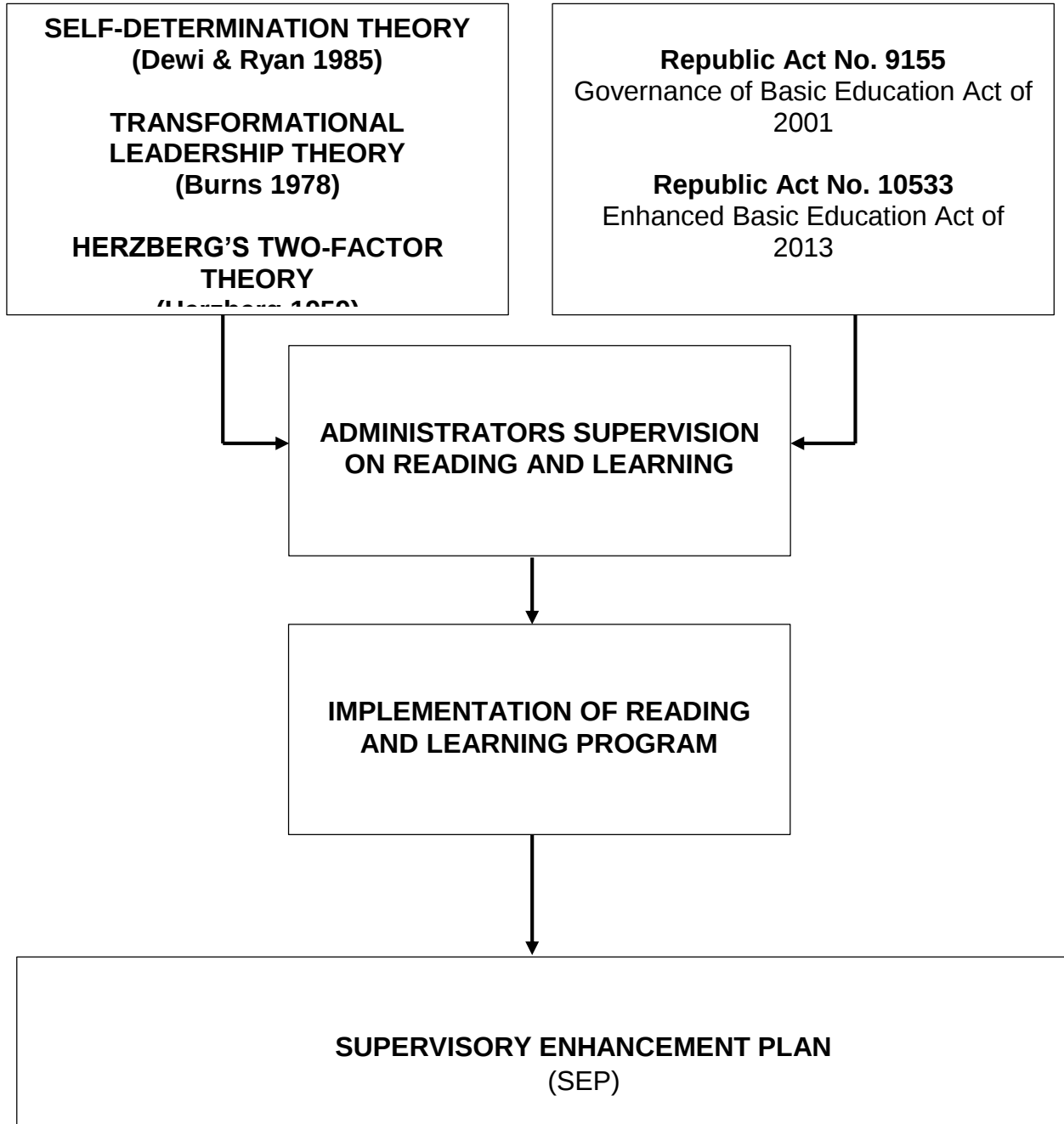


Figure 1
Theoretical Conceptual Framework

The study is further supported by Transformational Leadership Theory. This theory suggests that leaders motivate and elevate followers through vision, intellectual stimulation, and personalized attention. In education, transformational school leadership has been consistently linked to increased teacher motivation and organizational commitment. Research by Baysa (2025) and Ermita and Baysa (2025) shows that transformative leadership practices significantly improve teachers' commitment and motivation. Veletić et al. (2023) highlighted that effective leadership impacts school climate and teacher engagement. Sudadi et al. (2023) found that leadership influences teacher performance indirectly via motivational factors. Rachmad et al. (2023) confirmed that transformational leadership positively predicts teachers' intrinsic motivation. Similarly, Yang and Thien (2024) observed that supportive, visionary school leaders greatly enhance teachers' organizational identification and motivation.

Furthermore, Herzberg's Two-Factor Theory grounded this study. This theory distinguishes between hygiene factors (e.g., policies, supervision, working conditions) and motivators (e.g., achievement, recognition, responsibility). School heads' management competence directly influences hygiene factors, such as administrative efficiency, resource allocation, and technological support, thereby preventing dissatisfaction and fostering motivators through recognition and professional growth opportunities.

Werang (2023) found that leadership quality significantly affects teacher morale and job satisfaction. Sebulen and Jimenez (2024) identified administrative support as a key predictor of teacher satisfaction and motivation. Fang (2025) demonstrated that supportive leadership reduces teacher burnout and amotivation. Sukirman et al. (2024) emphasized that effective management practices enhance teachers' professional commitment. Moreover, Sariakin et al. (2025) found that school leadership and administrative practices significantly influence teacher motivation levels.

The existing educational policies of the Philippines define the authority, accountability, and the expected competencies of school heads managing public schools.

First is Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001. This law institutionalized school-based management (SBM) and decentralized key decision-making authority to school heads, making them directly accountable for school operations, fiscal administration, and human resource development. Under this Act, school heads are expected to exercise instructional leadership and sound financial stewardship to improve school outcomes. Because management competence in operations, fiscal management, and technology use is legally mandated, examining its influence on teachers' work motivation is both relevant and necessary. When school heads effectively implement SBM principles, teachers are more likely to experience professional support, participatory decision-making, and a positive work climate, conditions that strengthen intrinsic and identified motivation.

This study is supported by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which enhanced the K to 12 curriculum and focused on quality assurance, accountability, and ongoing professional development. The effective rollout of RA 10533 heavily relies on capable school leaders. School heads are responsible for managing resources efficiently, supervising the curriculum, fostering teacher growth, and integrating technology into teaching and administration. These duties directly influence teachers' working conditions and professional development prospects, both vital for their motivation. Poor managerial skills can lead to resource waste, inadequate supervision, and weak support systems, negatively impacting teachers' motivation.

The study is strongly grounded in the Philippine Professional Standards for School Heads (PPSSH), which is institutionalized through Department of Education (Philippines) DepEd Order No. 24, s. 2020. The PPSSH defines key domains such as strategic leadership, managing school operations and resources, focusing on teaching and learning, developing oneself and others, and building connections. These standards establish what management competence looks like for school heads in the Philippines.

Using school management, fiscal management, and technology integration as contexts, this study applies essential PPSSH domains and examines how these skills affect teachers' intrinsic and extrinsic motivation. The results could offer empirical insights to guide leadership development and capacity-building programs in the Cebu Province Division, helping ensure that school leadership practices remain aligned with national standards and support ongoing teacher motivation and performance.

THE PROBLEM

Statement of the Problem

This research determined the role of school administrators in supervising reading and learning recovery programs in select Public Elementary Schools of District of Dalaguete 1 in the Division of Cebu Province for the school year 2025-2026 as basis for a supervisory enhancement plan.

Specifically, it sought to answer to the following questions:

1. What is the profile of the respondent groups as to:
 - 1.1 school administrators';
 - 1.1.1 age and gender,
 - 1.1.2 position/designation,
 - 1.1.3 years of administrative experience,
 - 1.1.4 relevant trainings/seminars/workshops attended,
 - 1.2 teachers';
 - 1.2.1 age and gender,
 - 1.2.3 academic rank,
 - 1.2.4 teaching experience,
 - 1.2.5 relevant trainings/seminars/workshop attended?
2. What reading and learning recovery programs are implemented in the selected public elementary schools?
 - 2.1 school based reading programs;
 - 2.2 Remedial Reading Classes;
3. As perceived by the group of respondents, what is the level of implementation of reading and learning recovery programs in terms of:
 - 3.1 compliance,
 - 3.2 consistency,
 - 3.3 participation,
 - 3.4 sustainability?
4. As perceived by the respondents, to what extent do school administrators supervise reading and learning recovery programs in terms of:
 - 4.1 supervision,
 - 4.2 progress monitoring,
 - 4.3 technical support,

4.4 resource allocation?

5. What are the best practices in supervising reading and learning recovery programs in selected public elementary schools?
6. Based on the findings, what supervisory enhancement plan can be developed to strengthen the implementation of reading and learning recovery programs?

Significance of the Study

The findings of this study contributed to the improvement of leadership practices and the effective implementation of reading and learning recovery programs in public elementary schools. The results of this research benefited to the following:

School Administrators. The findings provided school administrators with valuable insights into how instructional supervision, progress monitoring, technical support, and resource allocation strengthened the implementation of reading and learning recovery programs.

Teachers. The study helped teachers understand the importance of administrative support in implementing reading interventions and improving instructional practices that addressed learners' reading difficulties.

Learners. The improved supervision and implementation of reading programs **supported** the enhancement of learners' reading proficiency and overall academic performance.

Future Researchers. This study served as a useful reference for future research related to instructional leadership, literacy intervention programs, and learning recovery initiatives.

DepEd Officials. The findings provided education leaders in the Department of Education with relevant information that supported the strengthening of policies, leadership development programs, and literacy initiatives in public schools.

RESEARCH METHODOLOGY

This study used a descriptive research design with a quantitative approach. Descriptive research was appropriate for this study because it aimed to gather factual information about the role of school administrators in supervising reading and learning recovery programs in public elementary schools. The quantitative approach allowed the researcher to collect measurable data through a structured survey questionnaire, enabling the analysis of responses regarding the extent of supervision and the level of program implementation using statistical tools.

This research design was suitable for identifying patterns, trends, and relationships related to administrative supervision practices and the implementation of reading and learning recovery programs. Through this approach, the researcher was able to systematically describe the supervisory practices of school administrators and determine how these practices influence the implementation of reading intervention initiatives in schools.

Flow of the study

This study followed the Input-Throughput-Output (ITO) model to illustrate the logical flow and structure of the research study.

The input included the essential information and variables that served as the foundation of the study. It consisted of the profile of the respondents, particularly the school administrators and teachers, in terms of age, gender, position or designation, years of experience, and relevant trainings or seminars

related to reading and learning recovery programs. It also included the extent of supervision of school administrators in terms of supervision, progress monitoring, technical support, and resource allocation. In addition, it examined the level of implementation of reading and learning recovery programs in terms of compliance, consistency, participation, and sustainability. These inputs helped determine how administrative supervisory practices contribute to the effective implementation of reading and learning recovery initiatives in public elementary schools.

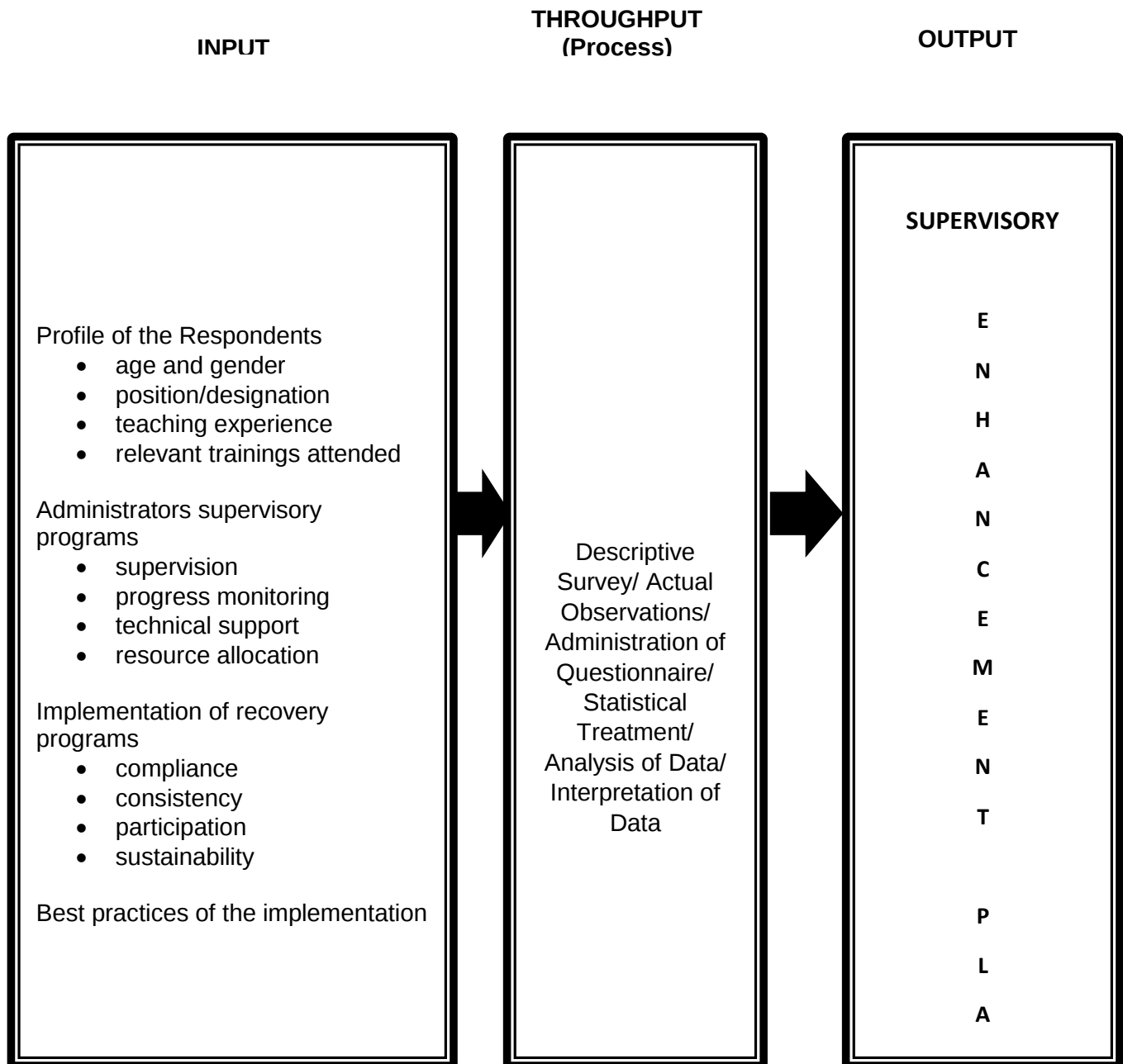


Figure 2.
The Flow of the Study

The throughput of the study involved the processes undertaken to gather and analyze the necessary data. These included the preparation of the research instrument, validation of the survey questionnaire, and administration of the questionnaire to the selected respondents. The researcher distributed the survey questionnaires to selected public elementary school administrators and teachers. The responses were then collected, organized, and encoded for analysis. Statistical tools such as frequency, percentage, weighted mean, and standard deviation were used to determine the profile of the respondents, the extent of supervisory practices, and the level of implementation of reading and learning recovery programs. The results were then analyzed and interpreted to answer the research questions.

The output of the study was the development of a supervisory enhancement plan aimed at strengthening the supervision and implementation of reading and learning recovery programs in public elementary schools. The proposed enhancement plan was based on the findings of the study and identified best practices that could improve supervisory strategies, instructional support, and program sustainability. The plan may serve as a guide for school administrators in improving leadership practices that support literacy development and effective learning recovery initiatives.

Environment

This study was conducted in three (3) select Public Elementary Schools in the District of Dalaguete 1, Caleriohan Elementary School, Catambisan Elementary School and Tabon Elementary School, which operate under the supervision of the Department of Education through the Schools Division of Cebu Province. Dalaguete is a coastal municipality located in the southern part of Cebu, known for its agricultural communities and diverse learning environments that include both urban and rural school settings.

Public elementary schools in Dalaguete serve learners from different socio-economic backgrounds and provide basic education in accordance with national curriculum standards. These schools implement various educational programs and initiatives aimed at improving the quality of instruction and addressing learners' academic needs, including reading intervention and learning recovery programs designed to strengthen foundational literacy skills among elementary learners.

School administrators in these schools play a crucial role in supervising the implementation of reading and learning recovery programs. Their responsibilities include monitoring instructional practices, supporting teachers in the delivery of literacy interventions, and ensuring that necessary instructional resources are available to support learners who experience difficulties in reading. The selected public elementary schools in Dalaguete were considered appropriate settings for this study because they actively implement reading and learning recovery programs as part of their instructional initiatives. These schools provide a relevant context for examining the supervisory role of school administrators and how their leadership practices influence the implementation of reading and learning recovery programs.

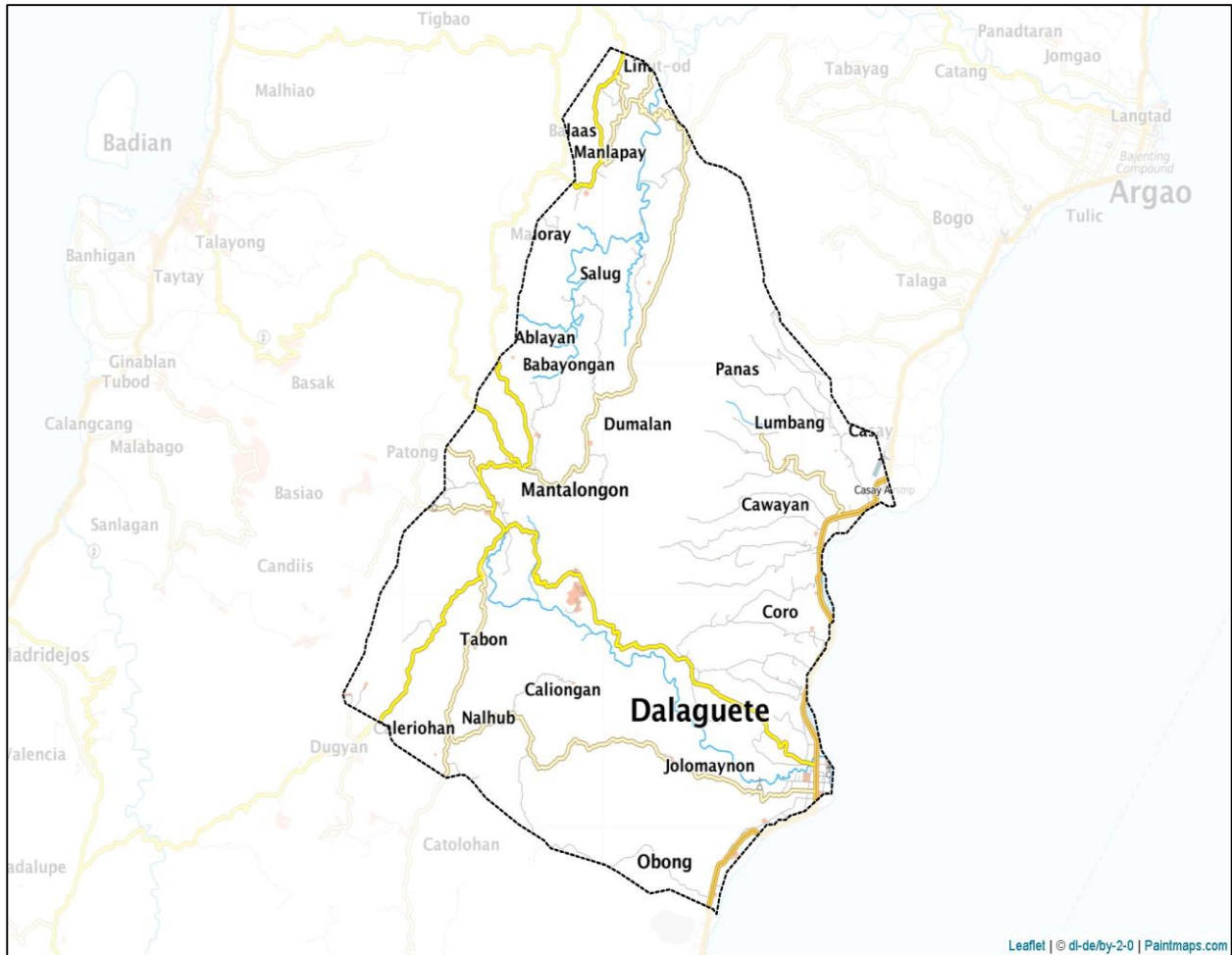


Figure 3.

Location Map of the Research Environment

The respondents of the study consisted of school administrators and teachers from the selected public elementary schools in Dalaguete, Cebu. Their responses provided valuable information regarding supervisory practices and the level of implementation of reading and learning recovery programs within their respective schools.

Respondents

The respondents of the study consisted of the school administrators and teachers from the selected public elementary schools in District I, Dalaguete, Division of Cebu Province, namely Caleriohan Elementary School, Catambisan Elementary School, and Tabon Elementary School. A total of 56 respondents, comprising 6 school administrators and 50 teachers, participated in the study by accomplishing the survey questionnaires. Table 1 presents the distribution of the respondents according to school.

Table 1
Distribution of the Respondents
(n=56)

Schools	School Administrator	Teacher	Percentage
Caleriohan ES	2	24	46.43
Catambisan ES	2	9	19.64
Tabon ES	2	17	33.93
Total	6	50	100.00

Instrument

The questionnaire of this study was based on two sources: (1) some items were adapted from existing studies on instructional leadership and program supervision, particularly those related to school administrators' supervisory practices in implementing educational programs; and (2) several indicators were derived from the standards of school leadership outlined in the Philippine Professional Standards for School Heads (PPSSH) and relevant policies of the Department of Education. The researcher designed original items to ensure that the instrument aligned with the specific research questions and the context of public elementary schools implementing reading and learning recovery programs.

The researcher developed a survey questionnaire designed to be simple, clear, and answerable within 10–15 minutes. The questionnaire was divided into four (4) parts.

Part I contained the profile of the respondents, including age, gender, position or designation, years of experience, and relevant trainings or seminars attended related to reading and learning recovery programs.

Part II measured the extent of supervision of school administrators in reading and learning recovery programs. This section assessed supervisory practices in terms of supervision, progress monitoring, technical support, and resource allocation.

Part III measured the level of implementation of reading and learning recovery programs in the selected schools. This section evaluated the implementation of the programs in terms of compliance, consistency, participation, and sustainability.

Part IV identified the best practices in supervising reading and learning recovery programs. This section allowed respondents to describe successful strategies, innovations, or practices observed in the supervision and implementation of reading and learning recovery initiatives in their schools.

Data Gathering

Research Preparation. The researcher formally sought permission from the school heads of the selected public elementary schools in Dalaguete, Cebu to conduct the study. After securing the necessary approval, the researcher personally coordinated with the respondents and explained the purpose of the study, including the procedures for answering the questionnaire. The researcher ensured that the respondents clearly understood each item in the instrument to obtain accurate and reliable data.

Research Instrument Administration. To explain the significance of the study, the researcher conducted a brief orientation with the respondents before administering the questionnaire. During the orientation, the respondents were informed of the objectives of the study and were assured that their responses would be treated with utmost confidentiality. After the questionnaires were accomplished, the researcher retrieved the completed instruments and conducted follow-up clarifications, whenever necessary, to verify responses that required further explanation.

Statistical Treatment of Data

The data gathered from the respondents were tabulated, analyzed, and interpreted to answer the research questions of the study.

Simple Percentage. The simple percentage was utilized to determine the profile of the respondents. This statistical tool was used to describe their demographic characteristics, including age, gender, position or designation, years of administrative or teaching experience, and relevant trainings, seminars, and workshops attended.

Weighted Mean. The weighted mean was utilized to determine the extent of school administrators' supervision in terms of supervision, progress monitoring, technical support, and resource allocation. It was also used to determine the level of implementation of reading and learning recovery programs in terms of compliance, consistency, participation, and sustainability.

Standard Deviation. The standard deviation was used together with the weighted mean to determine the consistency or variability of the respondents' responses. A smaller standard deviation indicated greater consistency among the responses, whereas a larger standard deviation indicated greater variation in the respondents' perceptions regarding the supervisory practices and the implementation of reading and learning recovery programs.

Scoring Procedure

To interpret and analyze the responses of the respondents accurately, this study used a standardized scoring procedure based on a 5-point Likert scale.

For assessing the extent of supervision of school administrators in reading and learning recovery programs, the following will be used:

Weight	Scale	Category	Verbal Description
5	4.21-5.00	Highly Practiced	Supervisory practices of school administrators are consistently and effectively observed in monitoring, supporting, and providing resources for reading and learning recovery programs.
4	3.41-4.20	Practiced	Supervisory practices are generally observed, though minor improvements may still be needed in certain areas of supervision and support.
3	2.61-3.40	Moderately Practiced	Supervisory practices are sometimes observed but lack consistency in monitoring and support for reading and learning recovery programs.
2	1.81-2.60	Slightly Practiced	Supervisory practices are rarely observed and are inconsistently implemented across reading and learning recovery programs.
1	1.00-1.80	Not Practiced	Supervisory practices are not evident; there is little or no supervision, monitoring, or support for the implementation of reading and learning recovery programs.

For assessing the level of implementation of reading and learning recovery programs, the following will be used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Implementation	The reading and learning recovery programs are consistently implemented with strong participation, compliance, and sustainability.
4	3.41 – 4.20	High Implementation	The programs are generally implemented effectively, although minor improvements may be needed in consistency or participation.
3	2.61 – 3.40	Moderate Implementation	The programs are sometimes implemented but lack consistency in participation and monitoring.
2	1.81 – 2.60	Low Implementation	The programs are rarely implemented and participation among teachers and learners is limited.
1	1.00 – 1.80	Very Low Implementation	The programs are not effectively implemented and lack participation, monitoring, and sustainability.

DEFINITION OF TERMS

To understand the terms used in this study, the following definitions were given considerations.

Compliance – Refers to the extent to which schools follow the established guidelines, policies, and procedures in implementing reading and learning recovery programs.

Consistency – Refers to the regular and systematic implementation of reading and learning recovery activities within the school.

Enhancement Plan – Refers to a proposed set of strategies and interventions developed based on the findings of the study to strengthen the supervision and implementation of reading and learning recovery programs.

Participation – Refers to the level of involvement of teachers and learners in reading and learning recovery programs conducted in the school.

Progress Monitoring – Refers to the continuous process of assessing and tracking learners' reading development and performance during the implementation of reading and learning recovery programs.

Reading and Learning Recovery Programs – Refer to school-based instructional interventions designed to improve learners' reading proficiency and address learning gaps among elementary pupils.

Resource Allocation – Refers to the provision and distribution of instructional materials, reading resources, and logistical support necessary for the implementation of reading and learning recovery programs.

Standard Deviation – A statistical measure used in this study to determine the degree of variation or dispersion of responses from the average (mean). A lower value indicates more consistent responses, while a higher value indicates greater variability among responses.

Supervision – Refers to the process by which school administrators monitor, guide, and evaluate teachers in the implementation of reading and learning recovery programs.

Sustainability – Refers to the ability of schools to continuously maintain and improve reading and learning recovery initiatives over time.

Technical Support – Refers to the assistance and guidance provided by school administrators to teachers in implementing effective reading intervention strategies and instructional practices.

2. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter presents, analyzes, and interprets the data gathered from the school administrator and teacher respondents regarding the role of school administrators in supervising reading and learning recovery programs in the selected public elementary schools in District I, Dalaguete, Division of Cebu Province. The presentation of the findings follows the sequence of the Statement of the Problem to ensure a systematic discussion of the study variables. Statistical tables are used to present the profile of the respondents, the reading and learning recovery programs implemented in the selected schools, the level of implementation of the programs, the extent of school administrators' supervision, and the supervisory best practices employed in the implementation of reading and learning recovery programs. Corresponding analyses and interpretations are provided to explain the significant findings and their implications. The results of this study serve as the basis for the proposed Supervisory Enhancement Plan.

PROFILE OF THE RESPONDENTS

This section presents the demographic profile of the school administrator and teacher respondents from the selected public elementary schools in District I, Dalaguete, Division of Cebu Province. The profile includes their age, gender, position or academic rank, years of administrative or teaching experience, and relevant trainings, seminars, and workshops attended. These characteristics provide essential background information for the analysis and interpretation of the study's findings.

Age and Gender. Table 2 presents the distribution of the respondents according to age and gender. This profile provides an overview of the demographic characteristics of the school administrators and teachers who participated in the study.

Table 2

Age and Gender of the School Administrators

(n=6)

Age Bracket	Male	Female	Frequency	Percentage (%)
31–40 years	0	1	1	16.67
41–50 years	1	2	3	50.00
51 years and above	1	1	2	33.33
Total	2	4	6	100.00

Table 2 shows that the majority of the school administrator respondents belonged to the 41–50 years age bracket, with three (50.00%) respondents. This was followed by those aged 51 years and above, with two (33.33%) respondents, while only one (16.67%) respondent belonged to the 31–40 years age group. These findings indicate that most school administrators are in their mid to late professional careers, suggesting that they have acquired considerable leadership experience in managing school programs and instructional supervision.

In terms of gender, four (66.67%) of the respondents were female, while two (33.33%) were male. This finding reflects the predominance of female educational leaders in public elementary schools, which is consistent with the gender composition of the teaching profession in the Philippines.

Kenneth Leithwood, Harris, and Hopkins (2020), who emphasized that experienced school leaders contribute significantly to the successful implementation of instructional programs through effective leadership and sustained professional practice. Likewise, Linda Darling-Hammond et al. (2020) observed that women continue to comprise the majority of professionals in basic education, including those occupying school leadership positions, reflecting the demographic characteristics of the education workforce.

Position/Designation. Table 3 presents the distribution of the respondents according to age and gender. This profile provides an overview of the demographic characteristics of the school administrators and teachers who participated in the study.

Table 3
Position/Designation of the School Administrators
(n=6)

Position/Designation	Frequency	Percentage (%)
Principal	3	50.00
Assistant Principal	3	50.00
Total	6	100.00

Table 3 shows that the school administrator respondents were equally represented by Principals and Assistant Principals, with three (50.00%) respondents in each position. This balanced representation provided perspectives from both the primary instructional leaders and their assistant administrators, allowing the study to capture a more comprehensive understanding of the supervisory practices employed in implementing reading and learning recovery programs.

The study of Philip Hallinger (2011), who emphasized that school leadership is a shared responsibility among administrators in promoting effective instructional supervision and improving student learning outcomes. Similarly, Kenneth Leithwood, Harris, and Hopkins (2020) highlighted that collaborative leadership among school administrators strengthens program implementation by fostering coordinated supervision, teacher support, and continuous school improvement.

Years of Administrative Experience. Table 4 presents the distribution of the school administrator respondents according to their years of administrative experience.

Table 4
Years of Experience of the School Administrators
(n=6)

Years of Administrative Experience	Frequency	Percentage (%)
1–5 years	1	16.67
6–10 years	3	50.00
11–15 years	1	16.67
16 years and above	1	16.67
Total	6	100.00

Table 4 reveals that the majority of the school administrator respondents, three (50.00%), had 6–10 years of administrative experience. Meanwhile, one (16.67%) respondent each had 1–5 years, 11–15 years, and 16 years and above of administrative experience. The findings indicate that most of the school administrators have acquired considerable experience in school leadership, enabling them to effectively supervise instructional programs and support the implementation of reading and learning recovery initiatives.

Philip Hallinger (2011), who emphasized that experienced school leaders are better equipped to provide instructional supervision, support teachers, and improve teaching and learning outcomes. Likewise, Kenneth Leithwood, Harris, and Hopkins (2020) asserted that leadership experience strengthens school administrators' capacity to implement educational programs effectively and foster continuous school improvement.

Relevant trainings/Seminars and Workshops attended. Table 5 presents the distribution of the school administrator respondents according to the number of relevant trainings, seminars, and workshops attended related to educational leadership, instructional supervision, and reading and learning recovery programs.

Table 5
Years of Experience of the School Administrators
(n=6)

Number of Relevant Trainings Attended	Frequency	Percentage (%)
1–2 trainings	1	16.67
3–4 trainings	2	33.33
5–6 trainings	2	33.33
7 trainings and above	1	16.67
Total	6	100.00

Table 5 shows that the majority of the school administrator respondents had attended three to six relevant trainings, seminars, and workshops, with two (33.33%) respondents each in the 3–4 trainings and 5–6 trainings categories. Meanwhile, one (16.67%) respondent had attended 1–2 trainings, while another one (16.67%) had participated in seven or more trainings. The findings suggest that the school administrators continuously engage in professional development activities to enhance their leadership

competencies and instructional supervision practices, particularly in supporting the implementation of reading and learning recovery programs.

Age and Gender. Table 6 presents the distribution of the teacher respondents according to age and gender. The profile provides a general overview of the demographic characteristics of the teachers who participated in the study.

Table 6

Age and Gender of the Teacher Respondents

(n=50)

Age Bracket	Male	Female	Frequency	Percentage (%)
21–30 years	2	8	10	20.00
31–40 years	4	14	18	36.00
41–50 years	2	12	14	28.00
51 years and above	1	7	8	16.00
Total	9	41	50	100.00

Table 6 shows that the largest proportion of the teacher respondents belonged to the 31–40 years age bracket, with 18 (36.00%) respondents. This was followed by those aged 41–50 years, comprising 14 (28.00%) respondents. Meanwhile, 10 (20.00%) respondents were 21–30 years old, while 8 (16.00%) were 51 years and above. The findings indicate that the teaching workforce in the selected schools is largely composed of educators in their productive and professionally established years. In terms of gender, 41 (82.00%) of the teacher respondents were female, while 9 (18.00%) were male. This finding reflects the predominance of female teachers in public elementary schools, consistent with the gender composition of the teaching profession in the Philippines.

Academic Rank. Table 7 presents the distribution of the teacher respondents according to their academic rank. This profile provides an overview of the respondents' professional positions within the public elementary school system.

Table 7

Academic Rank of the Teacher Respondents

(n=50)

Academic Rank	Frequency	Percentage (%)
Teacher I	18	36.00
Teacher II	11	22.00
Teacher III	13	26.00
Master Teacher I	6	12.00
Master Teacher II	2	4.00
Total	50	100.00

Table 7 shows that the largest group of teacher respondents were Teacher I, comprising 18 (36.00%) respondents. This was followed by Teacher III with 13 (26.00%), Teacher II with 11 (22.00%), and Master Teacher I with 6 (12.00%) respondents. Only 2 (4.00%) respondents held the position of Master Teacher II. The findings indicate that the teaching workforce in the selected public elementary

schools is primarily composed of classroom teachers, with a smaller proportion of master teachers who provide instructional leadership and mentoring to their colleagues.

Teaching Experience. Table 8 presents the distribution of the teacher respondents according to their years of teaching experience. This profile provides an overview of the respondents' length of service in the teaching profession.

Table 8
Teaching Experience of the Teacher Respondents
(n=50)

Teaching Experience	Frequency	Percentage (%)
1–5 years	10	20.00
6–10 years	16	32.00
11–15 years	12	24.00
16–20 years	7	14.00
21 years and above	5	10.00
Total	50	100.00

Table 8 shows that the largest proportion of the teacher respondents, 16 (32.00%), had 6–10 years of teaching experience. This was followed by 12 (24.00%) respondents with 11–15 years of experience and 10 (20.00%) respondents with 1–5 years of service. Meanwhile, 7 (14.00%) respondents had 16–20 years of teaching experience, while 5 (10.00%) had 21 years and above. The findings indicate that the selected public elementary schools are staffed by teachers with varied levels of professional experience, with the majority being in the mid-career stage, enabling them to effectively implement reading and learning recovery programs.

Relevant Trainings/Seminars/Workshops attended. Table 9 presents the distribution of the teacher respondents according to the number of relevant trainings, seminars, and workshops attended related to reading instruction, learning recovery, curriculum implementation, and other professional development activities.

Table 9
Relevant Trainings/Seminars/Workshops of the Teacher Respondents
(n=50)

Number of Relevant Trainings Attended	Frequency	Percentage (%)
1–2 trainings	8	16.00
3–4 trainings	19	38.00
5–6 trainings	15	30.00
7 trainings and above	8	16.00
Total	50	100.00

Table 9 shows that the largest proportion of the teacher respondents, 19 (38.00%), had attended three to four relevant trainings, seminars, and workshops. This was followed by 15 (30.00%) respondents who had participated in five to six professional development activities. Meanwhile, 8 (16.00%)

respondents each reported attending one to two and seven or more relevant trainings. These findings indicate that the majority of the teacher respondents actively participate in continuing professional development activities, enabling them to strengthen their instructional competencies and effectively implement reading and learning recovery programs.

READING AND LEARNING PROGRAM IMPLEMENTED IN THE SCHOOL

This section presents the reading and learning recovery programs currently implemented in the selected public elementary schools. The findings provide an overview of the literacy and learning recovery initiatives adopted by the schools to address learners' reading difficulties and learning gaps.

School Based Reading Program. Table 10 presents the implementation of school-based reading programs in the selected public elementary schools as perceived by the respondents.

Table 10
School Based Reading Program
(n=56)

School-Based Reading Programs	Implemented	Percentage (%)	Not Implemented	Percentage (%)
1. The school implements a School-Based Reading Program to improve learners' reading proficiency.	56	100.00	0	0.00
2. The school conducts regular reading intervention activities for struggling readers.	54	96.43	2	3.57
3. Reading materials and instructional resources are provided to support the reading program.	52	92.86	4	7.14
4. Teachers regularly monitor learners' reading progress through the School-Based Reading Program.	55	98.21	1	1.79
5. Parents and other stakeholders are encouraged to support the school's reading initiatives.	49	87.50	7	12.50

Table 10 shows that all respondents (100.00%) affirmed that their schools implement a School-Based Reading Program to improve learners' reading proficiency. Likewise, the majority indicated that teachers regularly monitor learners' reading progress (98.21%) and that schools conduct regular reading intervention activities for struggling readers (96.43%). Moreover, 92.86% reported that reading materials

and instructional resources are provided to support the program, while 87.50% acknowledged that parents and other stakeholders are encouraged to participate in the school's reading initiatives. These findings suggest that the selected public elementary schools have established school-based reading programs with strong implementation and support mechanisms, although stakeholder participation may still be strengthened.

Robert E. Slavin et al. (2020), who emphasized that well-implemented school-based reading interventions, coupled with regular progress monitoring and adequate instructional resources, significantly improve learners' reading achievement. Similarly, Department of Education, through its literacy and learning recovery initiatives, underscores the importance of collaborative efforts among schools, teachers, parents, and the community in promoting effective reading programs and improving learners' literacy outcomes.

Remedial Reading Classes. Table 11 presents the implementation of remedial reading classes in the selected public elementary schools as perceived by the respondents.

Table 11
Remedial Reading Classes
(n=56)

Remedial Reading Classes	Implemented	Percentage (%)	Not Implemented	Percentage (%)
1. The school conducts remedial reading classes for learners with reading difficulties.	55	98.21	1	1.79
2. Learners who require remedial reading are identified through reading assessments.	56	100.00	0	0.00
3. Remedial reading classes are conducted on a regular schedule.	53	94.64	3	5.36
4. Teachers use appropriate instructional strategies during remedial reading sessions.	54	96.43	2	3.57
5. Learners' progress in remedial reading classes is regularly monitored and documented.	55	98.21	1	1.79

Table 11 reveals that the selected public elementary schools actively implement remedial reading classes as part of their literacy intervention initiatives. All respondents (100.00%) affirmed that learners who require remedial reading are identified through reading assessments. Likewise, 98.21% reported that remedial reading classes are conducted for struggling readers and that learners' progress is regularly monitored and documented. Furthermore, 96.43% indicated that teachers employ appropriate instructional

strategies during remedial reading sessions, while 94.64% confirmed that remedial reading classes are conducted on a regular schedule. These findings indicate that remedial reading classes are consistently implemented in the selected schools, providing targeted instructional support to learners with reading difficulties.

Robert E. Slavin et al. (2020), who emphasized that structured remedial reading instruction, coupled with continuous learner assessment and progress monitoring, significantly improves the reading performance of struggling learners. Similarly, Timothy Shanahan (2021) highlighted that effective remedial reading programs rely on early identification of learners' needs, systematic intervention, and regular monitoring to ensure sustained improvement in reading proficiency.

LEVEL OF IMPLEMENTATION OF READING AND LEARNING RECOVERY PROGRAMS

This section presents the level of implementation of reading and learning recovery programs in the selected public elementary schools as perceived by the school administrator and teacher respondents. The implementation is assessed in terms of compliance, consistency, participation, and sustainability to determine the extent to which these programs are carried out in support of learners' reading development and learning recovery.

Compliance. Table 12 presents the level of implementation of reading and learning recovery programs in terms of compliance, as perceived by the school administrator and teacher respondents.

Table 12
Compliance
(n=56)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. Schools follow the guidelines for implementing reading and learning recovery programs.	4.71	0.46	Very High Implementation
2. Teachers adhere to the prescribed procedures in implementing reading intervention activities.	4.64	0.52	Very High Implementation
3. Program activities are conducted in accordance with established policies and standards.	4.68	0.49	Very High Implementation
Grand Mean	4.68	0.49	Very High Implementation

Table 12 shows that the implementation of reading and learning recovery programs in terms of compliance was Very High, with a grand mean of 4.68 (SD = 0.49). Among the indicators, "Schools follow the guidelines for implementing reading and learning recovery programs" obtained the highest mean of 4.71, indicating that the schools consistently comply with established policies and guidelines. Meanwhile, "Teachers adhere to the prescribed procedures in implementing reading intervention activities" obtained the lowest mean of 4.64, although it remained within the Very High Implementation category. Overall, the findings indicate that the selected public elementary schools consistently observe the prescribed policies, procedures, and standards in implementing reading and learning recovery programs.

The Department of Education through its policy guidelines on learning recovery, which emphasize that strict adherence to implementation standards ensures the effective delivery of intervention programs and improves learner outcomes.

Consistency. Table 13 presents the level of implementation of reading and learning recovery programs in terms of consistency, as perceived by the school administrator and teacher respondents.

Table 13
Consistency
(n=56)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. Reading intervention activities are conducted regularly.	4.66	0.51	Very High Implementation
2. Teachers consistently implement reading support programs.	4.61	0.54	Very High Implementation
3. Reading recovery sessions are regularly scheduled in the school.	4.58	0.57	Very High Implementation
Grand Mean	4.62	0.54	Very High Implementation

Table 13 shows that the level of implementation of reading and learning recovery programs in terms of consistency was Very High, with a grand mean of 4.62 (SD = 0.54). Among the indicators, "Reading intervention activities are conducted regularly" obtained the highest weighted mean of 4.66, indicating that intervention activities are consistently carried out in the selected public elementary schools. On the other hand, "Reading recovery sessions are regularly scheduled in the school" obtained the lowest weighted mean of 4.58, although it still fell within the Very High Implementation category. Overall, the findings indicate that reading and learning recovery programs are implemented consistently through regular intervention activities, scheduled reading sessions, and sustained teacher participation.

The findings are supported by Robert E. Slavin et al. (2020), who emphasized that consistent implementation of reading interventions is essential in improving learners' reading proficiency and sustaining literacy gains. Similarly, Michael Fullan (2020) asserted that the success of school improvement initiatives depends on the consistent implementation of instructional programs and the sustained commitment of teachers and school leaders toward achieving educational goals.

Participation. Table 14 presents the level of implementation of reading and learning recovery programs in terms of participation, as perceived by the school administrator and teacher respondents.

Table 14
Participation
(n=56)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. Teachers actively participate in implementing reading recovery programs.	4.74	0.45	Very High Implementation
2. Learners actively participate in reading intervention activities.	4.67	0.50	Very High Implementation
3. School personnel support the implementation of reading programs.	4.70	0.48	Very High Implementation
Grand Mean	4.70	0.48	Very High Implementation

Table 14 reveals that the level of implementation of reading and learning recovery programs in terms of participation was Very High, with a grand mean of 4.70 (SD = 0.48). Among the indicators, "Teachers actively participate in implementing reading recovery programs" obtained the highest weighted mean of 4.74, indicating a strong commitment among teachers in carrying out literacy intervention initiatives. This was followed by "School personnel support the implementation of reading programs" with a weighted mean of 4.70. Meanwhile, "Learners actively participate in reading intervention activities" obtained the lowest weighted mean of 4.67, although it remained within the Very High Implementation category. Overall, the findings suggest that teachers, learners, and school personnel demonstrate a high level of participation, contributing to the successful implementation of reading and learning recovery programs.

The findings are supported by Joyce L. Epstein (2019), who emphasized that active participation among teachers, learners, and other members of the school community is essential in achieving successful educational programs and improving learner outcomes. Similarly, Kenneth Leithwood, Harris, and Hopkins (2020) asserted that collaborative participation among school stakeholders strengthens program implementation and promotes continuous improvement in teaching and learning.

Sustainability. Table 15 presents the level of implementation of reading and learning recovery programs in terms of sustainability, as perceived by the school administrator and teacher respondents.

Table 15
Sustainability
(n=56)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. Reading recovery programs are sustained throughout the school year.	4.63	0.52	Very High Implementation
2. Schools continuously improve their reading intervention strategies.	4.69	0.47	Very High Implementation

3. Reading programs are integrated into the school's academic activities.	4.66	0.50	Very High Implementation
Grand Mean	4.66	0.50	Very High Implementation

Table 15 reveals that the level of implementation of reading and learning recovery programs in terms of **sustainability** was **Very High**, with a **grand mean of 4.66 (SD = 0.50)**. Among the indicators, "Schools continuously improve their reading intervention strategies" obtained the highest weighted mean of **4.69**, indicating the schools' commitment to enhancing literacy interventions based on learners' needs. This was followed by "Reading programs are integrated into the school's academic activities" with a weighted mean of **4.66**. Meanwhile, "Reading recovery programs are sustained throughout the school year" obtained the lowest weighted mean of **4.63**, although it still fell within the **Very High Implementation** category. Overall, the findings suggest that the selected public elementary schools have institutionalized reading and learning recovery programs by continuously improving intervention strategies and integrating them into regular school activities.

The findings are supported by Michael Fullan (2020), who emphasized that the sustainability of school improvement initiatives depends on continuous program refinement, shared commitment, and integration into everyday school practices. Likewise, Andy Hargreaves and Fullan (2020) asserted that lasting educational improvement is achieved when intervention programs become embedded in the school's culture and are consistently supported through collaborative leadership and ongoing professional practice.

EXTENT OF SCHOOL ADMINISTRATORS SUPERVISE READING AND LEARNING RECOVERY PROGRAM

This section presents the extent of school administrators' supervision of reading and learning recovery programs as perceived by the school administrator and teacher respondents. The supervisory practices are assessed in terms of instructional supervision, progress monitoring, technical support, and resource allocation to determine how school administrators support the effective implementation of reading and learning recovery programs.

Supervision. Table 16 presents the extent of school administrators' supervision of reading and learning recovery programs in terms of supervision, as reported by the school administrator respondents.

Table 16
Supervision
(n=6)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. School administrators regularly supervise the implementation of reading and learning recovery programs.	4.83	0.41	Highly Practiced
2. School administrators provide guidance to teachers in implementing reading intervention strategies.	4.67	0.52	Highly Practiced
3. Classroom observations are conducted to monitor reading intervention activities.	4.50	0.55	Highly Practiced

4. School administrators ensure that reading programs are aligned with the school's learning goals.	4.83	0.41	Highly Practiced
Grand Mean	4.71	0.47	Highly Practiced

Table 16 reveals that the extent of school administrators' supervision of reading and learning recovery programs in terms of supervision was Highly Practiced, with a grand mean of 4.71 (SD = 0.47). Among the indicators, "School administrators regularly supervise the implementation of reading and learning recovery programs" and "School administrators ensure that reading programs are aligned with the school's learning goals" obtained the highest weighted mean of 4.83, indicating that school administrators consistently perform their supervisory responsibilities. Meanwhile, "Classroom observations are conducted to monitor reading intervention activities" obtained the lowest weighted mean of 4.50, although it remained within the Highly Practiced category. Overall, the findings indicate that school administrators actively supervise reading and learning recovery programs by providing instructional guidance, monitoring classroom practices, and ensuring that program implementation is aligned with the school's instructional goals.

Philip Hallinger (2011), who emphasized that instructional supervision is a fundamental responsibility of school leaders in ensuring the effective implementation of instructional programs through continuous monitoring, guidance, and classroom observation.

Progress Monitoring. Table 17 presents the extent of school administrators' supervision of reading and learning recovery programs in terms of progress monitoring, as reported by the school administrator respondents.

Table 17
Supervision
(n=6)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. School administrators regularly monitor learners' reading progress.	4.83	0.41	Highly Practiced
2. Data from reading assessments are reviewed by school administrators.	4.67	0.52	Highly Practiced
3. School administrators discuss learners' reading performance with teachers.	4.67	0.52	Highly Practiced
4. Monitoring results are used to improve reading intervention programs.	4.83	0.41	Highly Practiced
Grand Mean	4.75	0.47	Highly Practiced

Table 17 shows that the extent of school administrators' supervision of reading and learning recovery programs in terms of progress monitoring was Highly Practiced, with a grand mean of 4.75 (SD = 0.47). Among the indicators, "School administrators regularly monitor learners' reading progress" and "Monitoring results are used to improve reading intervention programs" obtained the highest weighted mean of 4.83, indicating that school administrators consistently monitor learners' progress and utilize assessment results to strengthen intervention programs. Meanwhile, "Data from reading assessments are

reviewed by school administrators" and "School administrators discuss learners' reading performance with teachers" both obtained a weighted mean of 4.67, which also falls under the Highly Practiced category. Overall, the findings suggest that school administrators actively monitor learners' reading performance and use assessment data to guide instructional decisions and improve reading intervention initiatives.

The study of Paul Bambrick-Santoyo (2018), who emphasized that effective instructional leaders regularly monitor learner performance and use assessment data to guide instructional improvements and intervention strategies. Similarly, Philip Hallinger (2011) asserted that continuous progress monitoring and data-informed decision-making are essential instructional leadership practices that contribute to improved teaching effectiveness and learner achievement.

Technical Support. Table 18 presents the extent of school administrators' supervision of reading and learning recovery programs in terms of technical support, as reported by the school administrator respondents.

Table 18
Technical Support
(n=6)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. School administrators provide instructional support to teachers handling reading interventions.	4.83	0.41	Highly Practiced
2. Teachers receive guidance from administrators on improving reading strategies.	4.67	0.52	Highly Practiced
3. Professional development activities related to reading instruction are encouraged.	4.50	0.55	Highly Practiced
4. Administrators assist teachers in addressing learners' reading difficulties.	4.83	0.41	Highly Practiced
Grand Mean	4.71	0.47	Highly Practiced

Table 18 reveals that the extent of school administrators' supervision of reading and learning recovery programs in terms of technical support was Highly Practiced, with a grand mean of 4.71 (SD = 0.47). Among the indicators, "School administrators provide instructional support to teachers handling reading interventions" and "Administrators assist teachers in addressing learners' reading difficulties" obtained the highest weighted mean of 4.83, indicating that school administrators consistently provide technical assistance to teachers implementing reading interventions. Meanwhile, "Professional development activities related to reading instruction are encouraged" obtained the lowest weighted mean of 4.50, although it remained within the Highly Practiced category. Overall, the findings indicate that school administrators actively support teachers by providing instructional guidance, encouraging professional development, and assisting them in addressing learners' reading needs.

The findings are supported by Linda Darling-Hammond et al. (2020), who emphasized that continuous instructional support and professional learning opportunities strengthen teachers' instructional competence and improve learner achievement.

Resource Allocation. Table 19 presents the extent of school administrators' supervision of reading and learning recovery programs in terms of **resource allocation**, as reported by the school administrator respondents.

Table 19
Resource Allocation
(n=6)

Indicators	Weighted Mean	SD	Verbal Interpretation
1. School administrators ensure that reading materials are available for learners.	4.83	0.41	Highly Practiced
2. The school provides adequate instructional resources for reading programs.	4.67	0.52	Highly Practiced
3. School administrators allocate time and support for reading intervention activities.	4.67	0.52	Highly Practiced
4. Reading recovery programs receive sufficient support from school leadership.	4.83	0.41	Highly Practiced
Grand Mean	4.75	0.47	Highly Practiced

Table 19 reveals that the extent of school administrators' supervision of reading and learning recovery programs in terms of resource allocation was Highly Practiced, with a grand mean of 4.75 (SD = 0.47). Among the indicators, "School administrators ensure that reading materials are available for learners" and "Reading recovery programs receive sufficient support from school leadership" obtained the highest weighted mean of 4.83, indicating that school administrators consistently provide the resources and leadership support necessary for the effective implementation of reading and learning recovery programs. Meanwhile, "The school provides adequate instructional resources for reading programs" and "School administrators allocate time and support for reading intervention activities" both obtained a weighted mean of 4.67, which also falls under the Highly Practiced category. Overall, the findings indicate that school administrators effectively allocate instructional resources, time, and leadership support to sustain reading and learning recovery initiatives in their respective schools.

Viviane Robinson, Lloyd, and Rowe (2008), who emphasized that one of the most influential leadership practices is ensuring the availability of instructional resources and providing the necessary support to improve teaching and learner achievement.

BEST PRACTICES IN SUPERVISING READING AND LEARNING PROGRAMS

This section presents the best practices employed in supervising reading and learning recovery programs as perceived by the school administrator and teacher respondents. The findings identify the supervisory practices that contribute to the effective implementation and continuous improvement of reading and learning recovery programs in the selected public elementary schools.

Table 20 presents the best practices employed by school administrators and teachers in supervising reading and learning recovery programs in the selected public elementary schools.

Table 20
Best Practices
(n=56)

Best Practices	Frequency	Percentage (%)	Rank
Monitoring learners' reading progress through periodic assessments.	56	100.00	1
Using data from reading assessments to improve intervention strategies.	55	98.21	2
Conducting meetings with teachers to discuss learners' reading performance.	54	96.43	3
Conducting regular classroom observations to monitor reading intervention activities.	53	94.64	4
Organizing reading intervention schedules for struggling readers.	52	92.86	5
Providing sufficient instructional materials such as reading books and learning modules.	51	91.07	6
Encouraging collaboration among teachers in implementing reading intervention programs.	50	89.29	7
Integrating reading activities into daily classroom instruction.	48	85.71	8
Providing professional development or training for teachers on effective reading strategies.	47	83.93	9
Conducting school-based reading programs such as reading camps or reading corners.	46	82.14	10
Involving parents and community members in supporting reading initiatives.	42	75.00	11
Recognizing teachers who effectively implement reading recovery programs.	39	69.64	12

Table 20 presents the best practices in supervising reading and learning recovery programs as perceived by the school administrator and teacher respondents. The findings reveal that monitoring learners' reading progress through periodic assessments ranked first, with 56 (100.00%) respondents identifying it as a commonly practiced supervisory strategy. This was followed by using data from reading assessments to improve intervention strategies (98.21%) and conducting meetings with teachers to discuss learners' reading performance (96.43%). These findings underscore the importance of data-driven supervision and collaborative decision-making in strengthening the implementation of reading and learning recovery programs.

On the other hand, recognizing teachers who effectively implement reading recovery programs ranked last, with 39 (69.64%) respondents identifying it as a common practice. Likewise, involving parents and community members in supporting reading initiatives ranked eleventh, indicating that stakeholder engagement and teacher recognition are areas that may still be enhanced. Overall, the findings suggest that school administrators and teachers place greater emphasis on learner progress monitoring, instructional collaboration, and the use of assessment data as key supervisory practices in supporting reading and learning recovery programs.

The findings are supported by Paul Bambrick-Santoyo (2018), who emphasized that effective instructional supervision is anchored on continuous learner assessment, collaborative data discussions, and evidence-based instructional improvement.

3. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the entire study which served as the basis for findings, conclusion and recommendation.

SUMMARY

This study determined the role of school administrators in supervising reading and learning recovery programs in selected public elementary schools in District I, Dalaguete, Division of Cebu Province during the School Year 2025–2026 as the basis for a Supervisory Enhancement Plan. Specifically, it described the profile of the school administrator and teacher respondents in terms of age, gender, position or academic rank, years of administrative or teaching experience, and relevant trainings, seminars, and workshops attended. It also identified the reading and learning recovery programs implemented in the selected schools, assessed the level of implementation of these programs in terms of compliance, consistency, participation, and sustainability, and determined the extent of school administrators' supervision in terms of supervision, progress monitoring, technical support, and resource allocation. Furthermore, it identified the best practices employed in supervising reading and learning recovery programs as the basis for the proposed Supervisory Enhancement Plan.

The study employed a descriptive research design using a quantitative approach. The respondents consisted of 6 school administrators and 50 teachers from Caleriohan Elementary School, Catambisan Elementary School, and Tabon Elementary School, who were directly involved in the supervision and implementation of reading and learning recovery programs. A researcher-made questionnaire, validated by experts, was utilized to gather the necessary data.

After securing the required permissions from the concerned authorities, the researcher personally administered the survey questionnaires to the respondents. The collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools. Frequency and percentage were used to describe the respondents' profile and identify the reading and learning recovery programs implemented in the selected schools. Weighted mean and standard deviation were employed to determine the level of implementation of the reading and learning recovery programs, the extent of school administrators' supervision, and the best practices employed in supervising these programs.

The findings of the study served as the basis for the development of a Supervisory Enhancement Plan designed to strengthen the supervision and implementation of reading and learning recovery programs in the selected public elementary schools.

FINDINGS

The findings of the study revealed that the majority of the school administrator respondents were 41–50 years old, predominantly female, held the position of Principal or Assistant Principal, had 6–10 years of administrative experience, and had attended several relevant trainings, seminars, and workshops. Likewise, the majority of the teacher respondents were 31–40 years old, predominantly female, held the rank of Teacher I, had 6–10 years of teaching experience, and had participated in relevant professional development activities. These findings indicate that the respondents possessed the necessary qualifications and professional experience to effectively supervise and implement reading and learning recovery programs.

The study further revealed that the selected public elementary schools consistently implemented school-based reading programs and remedial reading classes, demonstrating the schools' commitment to improving learners' reading proficiency and addressing learning gaps through structured literacy interventions.

The level of implementation of reading and learning recovery programs was found to be Very High in terms of compliance, consistency, participation, and sustainability. These findings indicate that the schools consistently adhered to established guidelines, regularly implemented intervention activities, promoted active stakeholder participation, and sustained reading and learning recovery initiatives throughout the school year.

The extent of school administrators' supervision of reading and learning recovery programs was rated Highly Practiced across the dimensions of supervision, progress monitoring, technical support, and resource allocation. This indicates that school administrators consistently provided instructional guidance, monitored learners' progress, supported teachers through technical assistance, and ensured the availability of instructional resources necessary for the effective implementation of reading and learning recovery programs.

The study also identified that the most commonly practiced supervisory strategies were monitoring learners' reading progress through periodic assessments, using assessment data to improve intervention strategies, and conducting meetings with teachers to discuss learners' reading performance. These practices highlight the importance of data-driven instructional leadership and collaborative supervision in strengthening reading and learning recovery initiatives.

Lastly, based on the findings of the study, a Supervisory Enhancement Plan was developed to further strengthen the supervision and implementation of reading and learning recovery programs in the selected public elementary schools.

CONCLUSIONS

Based on the findings of the study, it is concluded that the selected public elementary schools have effectively implemented reading and learning recovery programs through sustained school-based reading initiatives and remedial reading classes. The programs were implemented at a **Very High** level in terms of compliance, consistency, participation, and sustainability, reflecting the schools' strong commitment to addressing learners' reading needs and promoting literacy development.

RECOMMENDATION

Based on the findings and conclusions of the study, it is recommended that the School heads should sustain and strengthen the implementation of the ARAL Program through effective instructional

supervision, continuous monitoring, and technical support to ensure the consistent delivery of reading intervention activities. It also indicate that school administrators play a vital role in ensuring the successful implementation of these programs. Their supervisory practices in the areas of supervision, progress monitoring, technical support, and resource allocation were found to be **Highly Practiced**, demonstrating their commitment to providing instructional leadership and supporting teachers in delivering effective reading interventions.

The proposed **Supervisory Enhancement Plan** therefore serves as a practical guide for school administrators in further strengthening supervisory practices and ensuring the continuous improvement of literacy interventions in public elementary schools.

4. OUTPUT OF THE STUDY

SUPERVISORY ENHANCEMENT PLAN

Rationale

The findings of the study highlighted the important role of school administrators in ensuring the effective implementation of reading and learning recovery programs. Although the programs were generally well implemented and supervisory practices were highly practiced, there remain opportunities to further strengthen instructional supervision, teacher support, progress monitoring, and resource management. Hence, the proposed Supervisory Enhancement Plan was developed to enhance supervisory practices, sustain effective reading interventions, and support the continuous improvement of literacy programs in the selected public elementary schools.

Objectives

To strengthen the supervisory practices of school administrators in the effective implementation of reading and learning recovery programs in the selected public elementary schools.

Specifically, the plan aims to:

1. Strengthen instructional supervision to ensure the effective implementation of reading and learning recovery programs.
2. Enhance progress monitoring through the regular use of learner assessment data and program evaluation.
3. Improve technical support by providing teachers with continuous professional development and instructional coaching.
4. Ensure the adequate provision and efficient utilization of instructional resources for reading interventions.
5. Promote collaboration among school administrators, teachers, parents and community stakeholders in supporting reading and learning recovery initiatives.
6. Sustain effective supervisory practices through continuous monitoring and recognition of best practices.

Target Participants

The primary participants of the proposed Supervisory Enhancement Plan are the school administrators, particularly the principals and assistant principals, and the teachers of the selected public elementary schools in District I, Dalaguete, Division of Cebu Province. School administrators will lead

the implementation of the proposed strategies by strengthening instructional supervision, monitoring program implementation, and providing technical support to teachers. Teachers, as the direct implementers of reading and learning recovery programs, will actively participate in the planned activities and apply the recommended supervisory interventions to enhance literacy instruction. Other stakeholders, such as parents, the Parent-Teacher Association (PTA), and community partners, may also be involved in selected activities to foster collaboration and support the successful implementation of reading and learning recovery programs.

Scheme of Implementation

The proposed Supervisory Enhancement Plan shall be implemented in the selected public elementary schools in District I, Dalaguete, Division of Cebu Province under the leadership of the school administrators in collaboration with teachers and other stakeholders. The implementation of the plan shall follow the identified strategies and activities designed to strengthen instructional supervision, progress monitoring, technical support, resource allocation, and stakeholder collaboration. Appropriate resources shall be mobilized through the school's Maintenance and Other Operating Expenses (MOOE), Parent-Teacher Association (PTA), and other available partnerships.

The implementation shall be monitored through regular classroom observations, progress monitoring reports, Learning Action Cell (LAC) sessions, and periodic evaluation meetings. Feedback from school administrators and teachers shall be utilized to assess the effectiveness of the plan and identify areas for continuous improvement. The results of the evaluation shall serve as the basis for refining supervisory practices and sustaining the implementation of reading and learning recovery programs.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (₱)	Source of Budget	Time Frame	Expected Outcome
Strengthening Classroom Supervision	To enhance instructional supervision of reading and learning recovery programs.	- Conduct regular classroom observations. - Provide post-observation coaching and mentoring sessions. - Conduct quarterly instructional supervision	School Principal, Assistant Principal, Master Teachers, Teachers	5,000	School MOOE	Quarterly	Improved instructional supervision and enhanced implementation of reading interventions.

		conference s.					
Improving Progress Monitoring	To strengthen the monitoring of learners' reading progress.	• Conduct quarterly reading assessments using Phil-IRI and other reading tools. • Organize quarterly data review meetings with teachers. • Prepare learner progress monitoring reports.	School Administrators, Reading Coordinators, Teachers	4,000	School MOOE	Quarterly	Timely identification of struggling readers and improved instructional decision-making.
Enhancing Technical Support for Teachers	To improve teachers' competencies in implementing reading interventions.	• Conduct Learning Action Cell (LAC) sessions on evidence-based reading strategies. • Invite literacy experts as resource speakers. • Share best instructional practices among teachers.	School Administrators, Master Teachers, Teachers	8,000	School MOOE / INSET Funds	Semi-Annual	Teachers demonstrate improved instructional skills and confidence in delivering reading interventions.

Provision of Reading Resources	To ensure the availability of instructional materials for reading recovery programs.	- Procure leveled reading books and intervention materials. - Develop teacher-made reading modules and activity sheets. - Establish or strengthen classroom reading corners.	School Administrators, Reading Coordinators, Teachers, PTA	15,000	School MOOE, Brigada Eskwela, PTA Donations	Through out the School Year	Adequate instructional resources are available to support reading and learning recovery programs.
Strengthening Stakeholder Participation	To increase parents' and community stakeholders' involvement in reading programs.	- Conduct parent orientation on home-based reading support. - Organize community reading campaigns and storytelling activities. - Establish volunteer reading partners.	School Administrators, Teachers, Parents, PTA, Barangay Officials	5,000	PTA Fund / Community Partners	Twice a Year	Increased stakeholder participation and stronger home-school partnership in promoting learners' reading development.
Recognition and Sustainability of	To sustain reading and learning	Recognize outstanding teachers	School Administrators, Teachers,	3,000	School MOOE	End of School Year	Sustained implementation of reading

Reading Programs	recovery initiatives through recognition and continuous improvement.	and learners during school recognition programs. • Conduct annual program evaluation and planning workshops. • Document and share best practices in reading intervention.	School Planning Team				programs and continuous improvement of supervisory practices.
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