

Implementation of The Aral Program and Its Influence On Learners' Reading Proficiency in Selected Public Elementary Schools as Basis for an Instructional Supervision Enhancement Plan

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Abstract

This study determined the level of school implementation of the Academic Recovery and Accessible Learning (ARAL) Program and its influence on learners' reading development in the selected public elementary schools in Buenavista II District, Division of Bohol during the School Year 2025–2026. Specifically, it assessed the level of implementation of the ARAL Program in terms of planning, instructional delivery, learning materials, and monitoring; determined the level of learners' reading development in terms of word recognition, reading fluency, and reading comprehension; and examined the significant relationship between the implementation of the ARAL Program and learners' reading development. A descriptive-correlational research design employing a quantitative approach was utilized. The respondents consisted of teachers from Cambuhat Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School. Data were gathered through a validated researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings revealed that the implementation of the ARAL Program was Very High across all dimensions, while learners' reading development was Very High in word recognition and reading fluency and High in reading comprehension. Moreover, a significant positive relationship was found between the implementation of the ARAL Program and learners' reading development, indicating that effective program implementation contributes to improved reading outcomes. Based on the findings, an Instructional Supervision Enhancement Plan was developed to strengthen the implementation of the ARAL Program and further improve learners' reading development.

Keywords: ARAL Program, instructional supervision, reading development, reading intervention, elementary education, learning recovery.

1. The Problem and Its Scope

Introduction

Rationale of the Study

Reading proficiency is a fundamental skill that underpins learners' academic success and lifelong learning. It serves as the foundation for understanding content across disciplines and for developing higher-order thinking skills. However, despite its importance, reading literacy remains a persistent challenge in many educational systems worldwide. International large-scale assessments such as the Programme for International Student Assessment conducted by the Organisation for Economic Co-operation and Development have consistently shown that Filipino learners perform below the global average in reading comprehension (OECD, 2019; OECD, 2023).

The World Bank introduced the concept of “learning poverty,” emphasizing that a large proportion of children in developing countries, including the Philippines, are unable to read and understand simple texts by the age of ten (World Bank, 2022). This alarming situation reflects not only learning deficits but also systemic challenges in the delivery of quality education. In the Philippine context, the Department of Education has reported that many learners remain at frustration level in reading, particularly in the aftermath of the COVID-19 pandemic, which exacerbated learning loss and widened literacy gaps (DepEd, 2023). These concerns have prompted the implementation of targeted reading interventions such as the ARAL Program, which aims to improve learners' reading skills through structured instructional support.

Existing studies have demonstrated that reading intervention programs can significantly improve learners' literacy skills, particularly in areas such as fluency, comprehension, and vocabulary development when effectively implemented (Guthrie et al., 2020; Kim et al., 2021). Moreover, research has emphasized that instructional leadership and supervision play a crucial role in ensuring the success of educational programs, as they influence teacher performance and the quality of instruction delivered to learners (Hallinger, 2020; Robinson et al., 2021). These findings suggest that both program design and implementation processes are essential in achieving desired learning outcomes.

Despite the growing body of literature on reading interventions, there remains a notable gap in research examining how the level of implementation of specific programs, such as the ARAL Program, directly influences learners' reading development outcomes. Many studies focus primarily on learner performance or program effectiveness in general, without sufficiently analyzing the relationship between implementation quality and measurable learner outcomes. Limited studies have explored this relationship within the lens of educational administration and supervision, where the role of school leaders in monitoring and supporting program implementation is critical.

Standardized assessment tools such as the Phil-IRI are widely used in Philippine schools to measure learners' reading proficiency, including word recognition, fluency, and comprehension. However, there is a need to systematically utilize these objective data to evaluate whether reading interventions like the ARAL Program are effectively improving learners' reading development. Bridging this gap is essential to ensure that educational programs are not only implemented but are also impactful in terms of learner outcomes.

This study is anchored on the principles of Sustainable Development Goal 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all

(United Nations, 2015). Improving reading proficiency is a critical component of achieving this goal, as literacy serves as a key indicator of educational quality and access. By examining the implementation of the ARAL Program and its influence on learners' reading development, this study seeks to contribute to the attainment of quality education through evidence-based instructional practices and effective supervision.

The findings of this study will serve as a basis for developing an Instructional Supervision Enhancement Plan aimed at strengthening the implementation of the ARAL Program and improving learners' reading outcomes. This endeavor not only addresses local literacy challenges but also contributes to the broader goal of enhancing educational quality and equity in alignment with national and global educational priorities.

Theoretical Background

This study was anchored on three interrelated theoretical perspectives, namely: Instructional Leadership Theory, Constructivist Learning Theory, and Reading Development Theory, and is further supported by relevant Philippine educational policies such as Republic Act No. 9155 and Republic Act No. 10533.

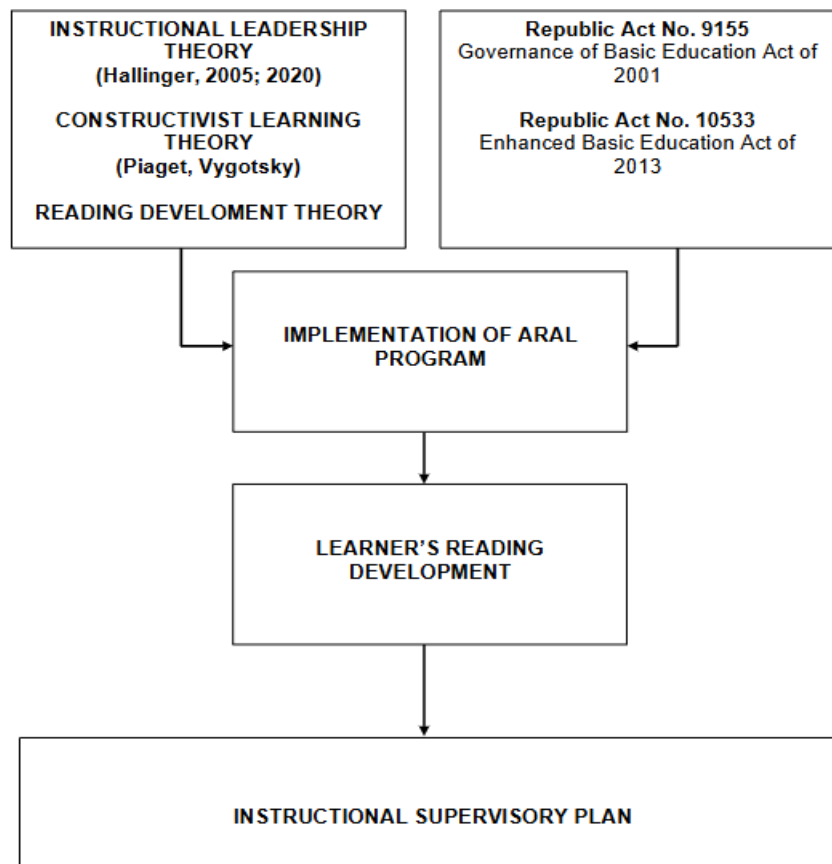


Figure 1
Theoretical Conceptual Framework

These theories and legal frameworks collectively provide a comprehensive foundation for understanding how the implementation of the ARAL Program influences learners' reading proficiency within the context of instructional supervision.

Instructional Leadership Theory emphasizes the vital role of school leaders in enhancing teaching and learning processes. Hallinger (2020) posits that instructional leadership involves setting clear academic goals, supervising instruction, monitoring learner progress, and providing professional support to teachers. In the Philippine context, this role is institutionalized through Republic Act No. 9155, which mandates school heads to serve as instructional leaders responsible for improving educational outcomes. The implementation of the ARAL Program, therefore, requires strong leadership to ensure that reading interventions are properly executed, monitored, and continuously improved. Effective instructional supervision ensures that teaching strategies are aligned with program goals, ultimately contributing to improved learner performance in reading.

Complementing this perspective is Constructivist Learning Theory, which asserts that learners actively construct knowledge through interaction with their environment (Piaget, 1972; Vygotsky, 1978). Learning to read involves active engagement, where learners interpret texts based on prior knowledge and experiences. The ARAL Program aligns with constructivist principles by incorporating learner-centered strategies such as guided reading, collaborative learning, and scaffolded instruction. These approaches allow learners to actively participate in the learning process, thereby enhancing comprehension and critical thinking skills. This is further supported by Republic Act No. 10533, which emphasizes the delivery of learner-centered, inclusive, and developmentally appropriate education under the K to 12 curriculum. The law underscores the importance of equipping learners with foundational literacy skills, making reading proficiency a central educational goal.

Reading Development Theory provides a structured framework for understanding how reading skills progress over time. Chall (1983) describes reading development as a continuum that begins with word recognition and decoding, progresses to fluency, and culminates in comprehension and higher-level understanding. These stages justify the use of specific indicators such as word recognition, reading fluency, comprehension, and vocabulary development in assessing learners' reading proficiency. By grounding the study in this theory, the measurement of reading development becomes aligned with established literacy standards and developmental benchmarks.

These theoretical and legal foundations establish a coherent framework that explains the relationship between program implementation, instructional practices, and learner outcomes. Instructional Leadership Theory, reinforced by Republic Act No. 9155 (Governance of Basic Education Act of 2001), highlights the critical role of school heads in ensuring the effective implementation and supervision of educational programs such as ARAL. Constructivist Learning Theory, supported by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), emphasizes the importance of learner-centered approaches in developing meaningful reading skills. Meanwhile, Reading Development Theory provides a basis for assessing learners' reading proficiency through its essential components. The integration of these perspectives suggests that effective instructional supervision, aligned with learner-centered teaching and developmentally appropriate reading practices, is essential in improving learners' literacy outcomes. Thus, this study assumes that the quality of ARAL Program implementation significantly influences

learners' reading development, particularly when supported by strong instructional leadership and guided by national educational policies.

The Problem

Statement of the Problem

This study determined the implementation of the ARAL Program and its influence on learners' reading development in select public elementary schools in Buenavista II District Division of Bohol during school year 2025-2026 for as basis for an enhanced instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1 age
 - 1.2 gender;
 - 1.3 years in service;
 - 1.4 grade level handled;
 - 1.5 relevant trainings, seminars and workshops attended.
2. What is the level of school implementation of ARAL programs in terms of:
 - 2.1 planning;
 - 2.2 instructional delivery;
 - 2.3 learning materials; and
 - 2.4 monitoring?
3. What is the level of learners' reading proficiency based on PHIL IRI results in terms of:
 - 3.1 word recognition;
 - 3.2 fluency; and
 - 3.3 comprehension?
4. Is there a significant relationship between the implementation of the ARAL program and learners' reading development?
5. Based on the findings, what instructional supervision plan may be proposed to develop learners' reading outcomes through the ARAL program?

Significance of the Study

This study on the implementation of the ARAL Program and its influence on learners' reading proficiency is deemed significant to the following stakeholders:

School Heads. The findings of this study will provide school heads with empirical evidence on how the ARAL Program is implemented and how it affects learners' reading outcomes. This will guide them in strengthening instructional supervision, improving monitoring systems, and making informed decisions to enhance reading interventions within their schools.

Teachers. Teachers will benefit from this study by gaining insights into effective practices and challenges in implementing the ARAL Program. The results may help them improve their instructional

strategies, particularly in teaching reading skills such as word recognition, fluency, and comprehension, thereby enhancing their overall teaching effectiveness.

Learners. Learners are the primary beneficiaries of this study. The improvement of the ARAL Program, based on the findings, will directly contribute to the enhancement of their reading proficiency. This will enable them to better understand academic content, participate actively in class, and achieve improved academic performance.

DepEd Officials. The results of this study may serve as a basis for policy enhancement and program improvement at the division or regional level. It can help DepEd officials evaluate the effectiveness of current reading programs and develop more responsive and targeted literacy interventions.

Parents and Stakeholders. Parents and other stakeholders will benefit from improved reading programs that support learners' literacy development. Enhanced reading skills among learners can lead to better academic performance and increased confidence, which are essential for their overall growth and future success.

Future Researchers. This study will serve as a reference for future researchers who wish to explore similar topics related to reading programs, instructional supervision, and learner performance. It may provide a foundation for further studies aimed at improving literacy education.

Researchers. This study will contribute to the professional growth of the researcher as an educator and future school leader. It will deepen the researcher's understanding of instructional supervision, program implementation, and literacy development, which are essential in improving educational practices.

Research Methodology

This study used a descriptive-correlational research design with a quantitative approach. The descriptive research design was appropriate because it gathered factual information regarding the implementation of the Academic Recovery and Accessible Learning (ARAL) Program and its influence on learners' reading development in the selected public elementary schools. The quantitative approach enabled the researcher to collect measurable data through a structured survey questionnaire administered to the teacher-respondents. This facilitated the analysis of the level of school implementation of the ARAL Program and learners' reading development using appropriate statistical tools.

The descriptive-correlational research design allowed the researcher to identify patterns, trends, and relationships between the implementation of the ARAL Program and learners' reading development. Specifically, the study described the level of school implementation of the ARAL Program in terms of planning, instructional delivery, learning materials, and monitoring. Likewise, it determined the level of learners' reading development in terms of word recognition, reading fluency, and reading comprehension.

Furthermore, the study determined whether a significant relationship existed between the implementation of the ARAL Program and learners' reading development. The findings provided empirical evidence that served as the basis for developing an Instructional Supervision Enhancement Plan aimed at strengthening the implementation of the ARAL Program and improving learners' reading development in the selected public elementary schools.

Flow of the study

This study followed the Input–Throughput–Output (ITO) model to illustrate the logical flow and structure of the research process. The model provided a clear framework showing how the essential components of the study were organized, processed, and transformed into meaningful outcomes.

The input of the study consisted of the essential variables and information that served as the foundation of the research. This included the profile of the teacher-respondents in selected public elementary schools in terms of age, gender, years in service, grade level handled, and trainings on reading instruction. The input also included the level of implementation of the ARAL Program in terms of planning, instructional delivery, learning materials, monitoring and evaluation, and stakeholder support. Furthermore, the study will examine the

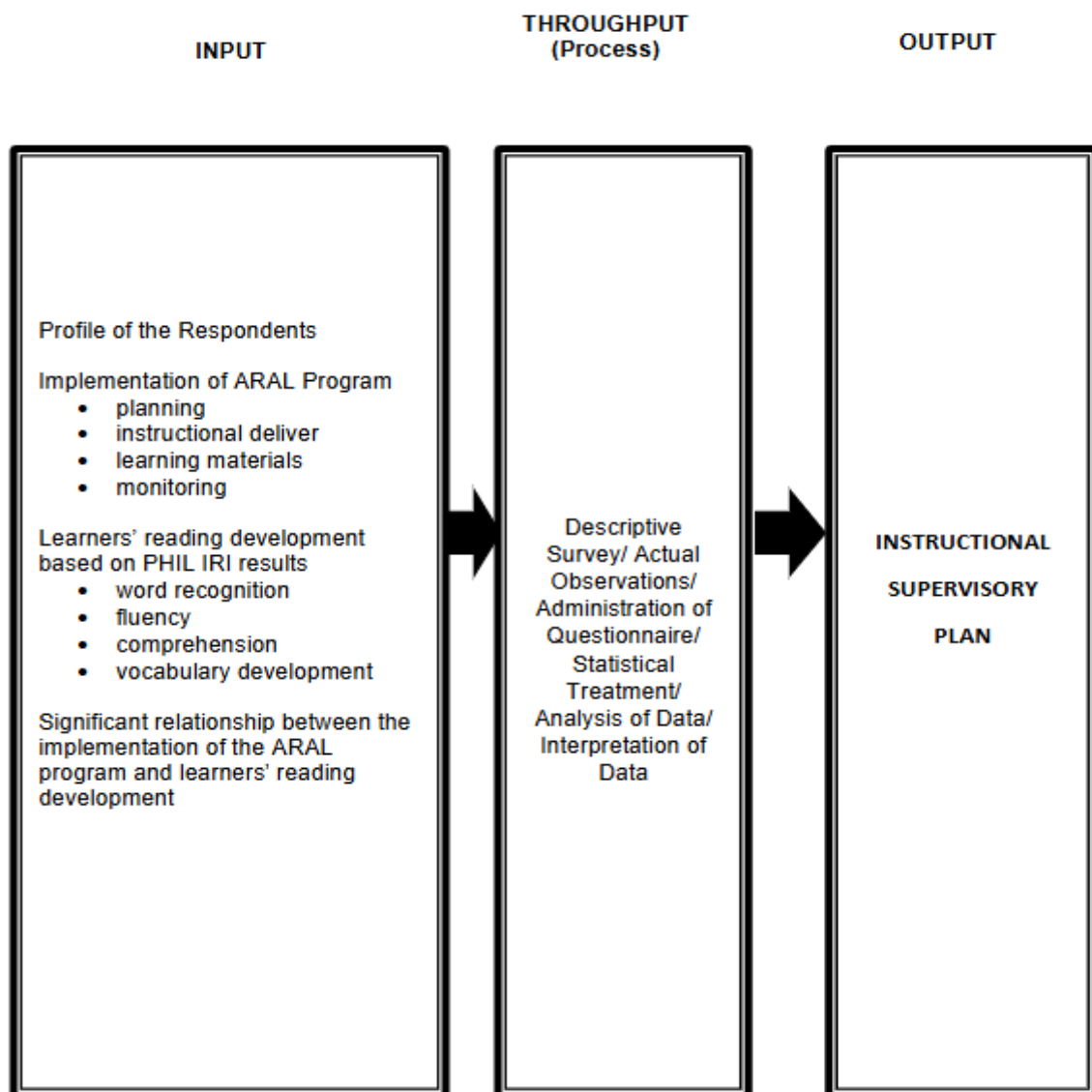


Figure 2.
The Flow of the Study

learners' reading development outcomes based on existing reading assessment data such as Phil-IRI results, particularly in terms of word recognition, reading fluency, reading comprehension, and vocabulary development. These inputs helped determine how the implementation of the ARAL Program contributes to improving learners' reading proficiency.

The throughput of the study involved the processes undertaken to gather, process, and analyze the necessary data. These processes included the preparation of the research instrument, validation of the survey questionnaire by experts, and administration of the questionnaire to the selected teacher-respondents. The researcher distributed the survey questionnaires to teachers who were directly involved in the implementation of the ARAL Program. At the same time, permission was secured from school authorities to access learners' reading assessment data. After data collection, the responses and reading data were organized, encoded, and subjected to statistical analysis. Statistical tools such as frequency, percentage, weighted mean, and correlation analysis were used to determine the profile of respondents, assess the level of ARAL Program implementation, and evaluate learners' reading development. The results were then analyzed and interpreted to determine whether the implementation of the ARAL Program significantly influenced learners' reading proficiency.

The output of the study was being the development of an Instructional Supervision Enhancement Plan aimed at strengthening the implementation of the ARAL Program and improving learners' reading outcomes in public elementary schools. The proposed plan was based on the findings of the study and identified strategic actions that may enhance instructional delivery, monitoring and evaluation practices, teacher support mechanisms, and stakeholder involvement. This plan may serve as a guide for school heads and educators in improving the implementation of reading interventions and promoting better literacy outcomes among learners.

Environment of the Study

This study was conducted in three selected public elementary schools in Buenavista II District namely Cambuhat Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School. These schools operate under the Schools Division of Bohol of the Department of Education and implement national educational programs, including reading interventions such as the ARAL Program.

Buenavista is a coastal municipality characterized by a mix of rural and semi-urban communities, where education plays a vital role in community development. The selected schools cater to learners from diverse socio-economic backgrounds, many of whom are exposed to varying levels of literacy support at home. As public elementary schools, they are committed to delivering quality basic education and addressing challenges related to foundational literacy, particularly in reading.

Cambuhat Elementary School is situated in a community known for its mangrove areas and eco-tourism activities. The school serves learners from nearby barangays, where access to educational resources may be limited. Despite



Figure 2.

The Flow of the Study

these challenges, the school actively implements reading programs and interventions to improve learners' literacy skills.

Dait Norte Elementary School is located in a rural barangay where most families depend on fishing and small-scale livelihoods. The school plays a significant role in supporting learners who may have limited exposure to reading materials outside the classroom. As such, reading interventions like the ARAL Program are essential in enhancing learners' reading development.

Buenavista II Central Elementary School serves as one of the central schools in the municipality and caters to a larger population of learners. Being a central school, it often has relatively better access to resources and instructional support compared to smaller schools. However, it still faces challenges in addressing diverse learner needs, particularly in reading proficiency across grade levels.

These schools were selected as the locale of the study due to their active implementation of reading programs and their relevance to the research objectives. The presence of varying school contexts—from rural to central—provides a comprehensive perspective on the implementation of the ARAL Program and its influence on learners' reading development.

The study will focus on teacher-respondents who are directly involved in the implementation of the ARAL Program in these schools. Additionally, learners' reading proficiency data will be obtained from existing school records such as Phil-IRI results. These data sources will provide a reliable basis for assessing learners' reading development in terms of word recognition, fluency, comprehension, and vocabulary.

The selected schools provide an appropriate and relevant setting for the study, as they reflect real classroom conditions and challenges in implementing reading interventions in public elementary schools. The findings derived from these environments are expected to contribute to the development of an Instructional Supervision Enhancement Plan aimed at improving the implementation of the ARAL Program and strengthening learners' reading proficiency.

Respondents

The respondents of this study consisted of selected teachers who are directly involved in the implementation of the ARAL Program in the identified public elementary schools, namely Cambuhat Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School in Buenavista II District, Division of Bohol. These teachers play a crucial role in delivering reading instruction and implementing intervention strategies aimed at improving learners' reading proficiency.

A total of 26 teacher-respondents answered the questionnaires that administered to them. These respondents were selected based on their active participation in the ARAL Program and their involvement in teaching reading-related subjects across different grade levels.

Table 1 shows the distribution of the teacher-respondents from the three selected schools.

Table 1

Distribution of the Respondents

(n=26)

Schools	Number of Respondents	Percentage
Cambuhad ES	7	27%
Dait Norte ES	9	35%
Buenavista II Central ES	10	38%
Total	26	100%

Research Instrument

The questionnaire of this study was based on two sources: (1) some items were adapted from existing studies on reading interventions, literacy development, and instructional supervision, particularly those related to the implementation of school-based reading programs; and (2) several indicators were derived from policies and programs related to literacy development initiatives implemented by the Department of Education, particularly those associated with reading programs and the ARAL Program. The researcher also designed original items to ensure that the instrument was aligned with the specific research questions and the context of public elementary schools in Buenavista, Bohol.

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: Profile of the Respondents contained the profile of the respondents, including age, gender, years in service, grade level handled, and trainings attended related to reading instruction. This section helped describe the background characteristics of the teacher-respondents involved in the study.

Part II: Level of Implementation of the ARAL Program measured the level of implementation of the ARAL Program in the selected public elementary schools. This section assessed the implementation in terms of planning, instructional delivery, learning materials, monitoring and evaluation, and stakeholder support. The items in this section determined how effectively the ARAL Program was implemented in supporting reading instruction and literacy development among learners.

Part III: Learners' Reading Development measured the level of learners' reading development based on existing reading assessment data such as Phil-IRI results. This section evaluated indicators such as word recognition, reading fluency, reading comprehension, and vocabulary development. The data gathered helped determine the reading proficiency level of learners and assessed whether the implementation of the ARAL Program contributed to improved literacy outcomes.

Part IV: Recommendations for Program Enhancement gathered recommendations and strategic insights for improving the implementation of the ARAL Program. This section allowed the respondents to provide suggestions, observations, and experiences that helped strengthen reading interventions, instructional delivery, and supervision practices. The information gathered from this section served as the basis for developing the proposed Instructional Supervision Enhancement Plan aimed at improving the implementation of the ARAL Program and enhancing learners' reading proficiency.

Data Gathering

Research Preparation. The researcher formally sought permission from the selected public elementary schools, namely Cambuhat Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School, in the Municipality of Buenavista, Bohol, to conduct the study. After securing approval, the researcher coordinated with the school heads and teachers who were directly involved in the implementation of the ARAL Program. The researcher also requested permission to access learners' reading assessment data, particularly Phil-IRI results, in compliance with the Data Privacy Act of 2012.

The researcher explained the purpose of the study as well as the procedures for answering the survey questionnaire. The respondents were informed that their participation was voluntary and that their responses would be used solely for academic purposes. The researcher ensured that the respondents clearly understood each item in the questionnaire in order to obtain accurate and reliable data regarding the implementation of the ARAL Program and its influence on learners' reading proficiency.

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 about the objectives of the study and were assured that their responses would be treated with strict confidentiality.

The survey questionnaires were then distributed to the selected teacher-respondents who were involved in the implementation of the ARAL Program. After the questionnaires were accomplished, the researcher retrieved the completed instruments and reviewed them to ensure the completeness of the responses. Follow-up clarifications were also conducted when necessary to verify responses that required further explanation. At the same time, the researcher collected and organized learners' reading performance data from school records to be used in the analysis of reading development.

Statistical Treatment of Data

The data that were 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 the demographic and professional characteristics of the teacher-respondents, including age, gender, years in service, grade level handled, and trainings attended related to reading instruction.

Weighted Mean. The weighted mean was utilized to determine the level of implementation of the ARAL Program in terms of planning, instructional delivery, learning materials, monitoring and evaluation, and stakeholder support. It also was used to determine the level of learners' reading development in terms of word recognition, reading fluency, reading comprehension, and vocabulary development based on available reading assessment data.

Standard Deviation. The standard deviation was used together with the weighted mean to determine the consistency or variability of the responses among the respondents. A smaller standard deviation indicated that the responses were more consistent, while a larger value suggested greater variation in the perceptions of the respondents regarding the implementation of the ARAL Program.

Correlation Analysis. Correlation analysis was used to determine whether there was a significant relationship between the level of implementation of the ARAL Program and learners' reading proficiency. This statistical tool helped assess the extent to which effective program implementation was associated with improvements in learners' reading development.

Scoring Procedure

To interpret and analyze the responses of the respondents accurately, this study used a standardized scoring procedure based on a five-point Likert scale. The Likert scale allowed the researcher to determine the respondents' perceptions regarding the level of implementation of the ARAL Program and the learners' reading development outcomes in selected public elementary schools.

For assessing the level of implementation of the ARAL Program, the following scale was used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Implementation	The ARAL Program is consistently implemented and effectively supports reading instruction through well-planned activities, appropriate materials, and strong monitoring and stakeholder support.
4	3.41 – 4.20	High Implementation	The ARAL Program is generally implemented effectively, although minor improvements may still be needed in planning, instructional delivery, or monitoring processes.
3	2.61 – 3.40	Moderate Implementation	The ARAL Program is sometimes implemented but lacks consistency in instructional delivery, availability of materials, or monitoring practices.
2	1.81 – 2.60	Low Implementation	The ARAL Program is rarely implemented and reading intervention strategies are inconsistently applied in the classroom.

1	1.00 – 1.80	Very Low Implementation	The ARAL Program is not effectively implemented and reading intervention activities are largely absent or ineffective.
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For assessing the level of learners' reading development based on available reading assessment data such as Phil-IRI results, the following scale was used:

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very High Development	Learners demonstrate excellent reading skills in terms of word recognition, fluency, comprehension, and vocabulary, indicating strong reading proficiency.
4	3.41 – 4.20	High Development	Learners demonstrate good reading skills with minor difficulties in some areas of reading development.
3	2.61 – 3.40	Moderate Development	Learners show average reading ability but experience noticeable challenges in one or more areas such as fluency or comprehension.
2	1.81 – 2.60	Low Development	Learners demonstrate limited reading skills and require significant support in developing reading proficiency.
1	1.00 – 1.80	Very Low Development	Learners exhibit very poor reading skills and are at frustration level, requiring intensive reading intervention.

Definition of Terms

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

ARAL Program - refers to reading intervention program implemented in public elementary schools aimed at improving learners' reading skills through structured instructional activities, guided reading, and continuous monitoring.

Implementation of the ARAL Program - refers to the extent to which the ARAL Program is carried out in schools in terms of planning, instructional delivery, learning materials, monitoring and evaluation, and stakeholder support.

Instructional Delivery – refers to the process by which teachers implement reading strategies, activities, and interventions in the classroom to facilitate learners' reading development.

Learning Materials – refers to the instructional resources such as reading texts, modules, worksheets, and visual aids used to support the implementation of the ARAL Program.

Monitoring and Evaluation – refers to the process of tracking, assessing, and reviewing the implementation and effectiveness of the ARAL Program in improving learners' reading performance.

Stakeholder Support – refers to the involvement and assistance of school heads, parents, and the community in supporting the implementation of the ARAL Program.

Reading Development – refers to the level of learners' reading ability measured in terms of word recognition, reading fluency, reading comprehension, and vocabulary development.

Word Recognition – refers to the ability of learners to correctly identify and read words accurately during reading activities.

Reading Fluency – refers to the ability of learners to read text smoothly, accurately, and with appropriate speed and expression.

Reading Comprehension – refers to the ability of learners to understand, interpret, and derive meaning from the text they read.

Vocabulary Development – refers to the ability of learners to understand and use words appropriately in reading and communication.

Reading Proficiency – refers to the overall level of learners' reading performance based on their ability to demonstrate skills in word recognition, fluency, comprehension, and vocabulary.

Instructional Supervision Enhancement Plan - A proposed set of strategies and actions designed to improve the implementation of the ARAL Program through effective supervision, monitoring, and teacher support.

Teacher-Respondents – refers to the teachers who are directly involved in the implementation of the ARAL Program and who participated in answering the survey questionnaire.

Philippine Informal Reading Inventory (Phil-IRI) – refers to a standardized assessment tool used by the Department of Education to measure learners’ reading proficiency, including word recognition, fluency, and comprehension.

2. Presentation, Data Analysis and Interpretation

This chapter presents, analyzes, and interprets the data gathered from the teacher-respondents regarding the implementation of the ARAL Program and its influence on learners' reading proficiency in the selected public elementary schools in Buenavista II District, Division of Bohol. 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 results, while 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 Instructional Supervision Enhancement Plan.

Profile of The Respondent Groups

The section describes the respondents’ demographic profile in terms of age, gender, years in service, grade level handled and relevant trainings, seminars and workshops attended. This provided context to better understand the background of research respondents participating of the study.

Age. Presented in this section is the age profile of the teacher-respondents from the selected public elementary schools in Buenavista II District, Division of Bohol. The respondents are classified according to age brackets based on their actual distribution. The data provide a demographic description of the teacher-respondents who participated in the study and are presented in Table 2.

Table 2
Age Profile of the Teacher-Respondent

(n=26)

Age (Years)	Frequency (f)	Percentage (%)
20–30	5	19.23
31–40	8	30.77
41–50	9	34.62
51 years old and above	4	15.38
Total	26	100.00

As shown in Table 2, the largest proportion of the teacher-respondents belonged to the 41–50 years old age group, with 9 respondents (34.62%). This was followed by those aged 31–40 years, comprising 8 respondents (30.77%). Meanwhile, 5 respondents (19.23%) were within the 20–30 years age bracket, while the fewest respondents were 51 years old and above, accounting for 4 respondents (15.38%).

The findings indicate that the majority of the respondents are in their middle-adulthood years, suggesting that they possess substantial teaching experience and professional maturity. Teachers within this age range are likely to have been exposed to various educational reforms, professional development activities, and literacy intervention programs, enabling them to effectively implement initiatives such as the ARAL Program.

Department of Education (2023), which emphasizes that continuous professional development and sustained teaching experience strengthen teachers' capacity to implement curriculum innovations and learning recovery programs effectively. Likewise, Hallinger (2020) asserted that experienced teachers play a vital role in the successful implementation of instructional programs because of their developed pedagogical knowledge, classroom management skills, and ability to respond to diverse learner needs.

Gender. Presented in this section is the gender profile of the teacher-respondents from the selected public elementary schools in Buenavista II District, Division of Bohol. The respondents are classified according to gender based on their actual distribution. The data provide a demographic description of the teacher-respondents who participated in the study and are presented in Table 3.

Table 3
Gender Profile of the Teacher-Respondent

(n=26)

Gender	Frequency (f)	Percentage (%)
Male	6	23.08
Female	20	76.92
Total	26	100.00

As shown in Table 3, the majority of the teacher-respondents were female, comprising 20 respondents (76.92%), while 6 respondents (23.08%) were male. The findings indicate that female teachers outnumber their male counterparts in the selected public elementary schools.

Philippine basic education system, female teachers consistently represent a larger proportion of public-school teachers, especially in elementary education, where nurturing, literacy instruction, and learner development are primary responsibilities (Department of Education [DepEd], 2023). Similarly, the UNESCO (2021) reported that women constitute the majority of primary school teachers worldwide, highlighting their significant contribution to foundational education and literacy development. The predominance of female teachers reflects the long-established demographic pattern of the teaching profession, particularly at the elementary level, where women continue to comprise the majority of the workforce.

Years in Service. Presented in this section is the profile of the teacher-respondents in terms of years in service in the selected public elementary schools in Buenavista II District, Division of Bohol. The respondents are categorized according to the number of years they have served in the teaching profession based on their actual distribution. The data provide a demographic description of the respondents' teaching experience and are presented in Table 4.

Table 4
Years of Service Profile of the Teacher-Respondent

(n=26)

Years in Service	Frequency (f)	Percentage (%)
1–5 years	4	15.38
6–10 years	6	23.08
11–15 years	7	26.92
16–20 years	5	19.23

21 years and above	4	15.38
Total	26	100.00

Table 4 shows the largest proportion of the teacher-respondents had 11–15 years of teaching service, comprising 7 respondents (26.92%). This was followed by those with 6–10 years of service, accounting for 6 respondents (23.08%), while 5 respondents (19.23%) had 16–20 years of teaching experience. Meanwhile, both the 1–5 years and 21 years and above categories consisted of 4 respondents (15.38%) each.

The findings indicate that the majority of the respondents have accumulated several years of teaching experience, suggesting that they have developed professional competence through continuous classroom practice and participation in educational programs. Philip Hallinger (2020), who emphasized that experienced teachers contribute significantly to the successful implementation of instructional programs because they possess deeper pedagogical knowledge and greater instructional expertise. Teachers with longer years of service are generally more familiar with curriculum implementation, learner assessment, and intervention programs such as the ARAL Program. Their experience enables them to identify learners' needs, implement appropriate instructional strategies, and monitor learners' progress more effectively.

Grade Level Handled. Presented in this section is the profile of the teacher-respondents in terms of the grade level they currently handle in the selected public elementary schools in Buenavista II District, Division of Bohol. The respondents are classified according to their assigned grade level based on their actual distribution. The data provide a demographic description of the respondents' teaching assignments and are presented in Table 5.

Table 5
Grade Level Handled

(n=26)

Grade Level	Frequency (f)	Percentage (%)
Grade 1	4	15.38
Grade 2	5	19.23
Grade 3	4	15.38
Grade 4	5	19.23
Grade 5	4	15.38
Grade 6	4	15.38
Total	26	100.00

As presented in Table 5, the largest proportion of the teacher-respondents handled Grade 2 and Grade 4, with 5 respondents (19.23%) each. Meanwhile, Grade 1, Grade 3, Grade 5, and Grade 6 were each represented by 4 respondents (15.38%). The distribution indicates that teachers from all grade levels participated in the study, providing a comprehensive representation of the implementation of the ARAL Program across the elementary grades.

The respondents possess diverse teaching assignments, allowing the study to capture varying perspectives on the implementation of the ARAL Program. Since learners' reading abilities develop progressively from the primary to the intermediate grades, teachers across different grade levels encounter

distinct instructional needs and challenges in delivering reading interventions. Their participation provides a broader understanding of how the ARAL Program is implemented throughout the elementary curriculum. The findings emphasize that reading intervention programs should be implemented across grade levels to address learners' varying literacy needs and ensure the continuous development of foundational reading skills (DepEd, 2023).

Relevant Trainings, Seminars and Workshops Attended. Presented in this section is the profile of the teacher-respondents in terms of the number of relevant trainings, seminars, and workshops they have attended related to reading instruction, literacy development, and the implementation of the ARAL Program. The respondents are categorized according to the number of professional development activities they have participated in based on their actual distribution. The data provide a demographic description of the respondents' continuing professional development and are presented in Table 6.

Table 6
Relevant Trainings, Seminars & Workshops Attended

(n=26)

Number of Relevant Trainings Attended	Frequency (f)	Percentage (%)
None	2	7.69
1–2	8	30.77
3–4	10	38.46
5 or more	6	23.08
Total	26	100.00

As presented in Table 6, the largest proportion of the teacher-respondents attended three to four relevant trainings, seminars, and workshops, accounting for 10 respondents (38.46%). This was followed by those who attended one to two professional development activities, with 8 respondents (30.77%). Meanwhile, 6 respondents (23.08%) attended five or more relevant trainings, while only 2 respondents (7.69%) reported that they had not attended any related training.

Results indicate that most of the teacher-respondents have participated in professional development activities related to reading instruction and literacy intervention. Such training opportunities are essential in equipping teachers with current instructional strategies, assessment techniques, and intervention approaches needed to address learners' reading difficulties effectively. It supported by Darling-Hammond et al. (2017) asserted that sustained, content-focused professional development enhances teachers' instructional practices and positively influences learners' academic outcomes.

Level of School Implementation of the Aral Program

This section presents the level of school implementation of the ARAL Program in the selected public elementary schools in Buenavista II District, Division of Bohol. The assessment focuses on the essential components of program implementation, including planning, program delivery, resource management, monitoring and evaluation, and stakeholder support. The data provide an overview of the extent to which the schools implement the ARAL Program as perceived by the teacher-respondents and serve as the basis for determining its influence on learners' reading proficiency.

Planning. Presented in this section is the level of school implementation of the ARAL Program in terms of planning in the selected public elementary schools in Buenavista II District, Division of Bohol. Planning is one of the key components in ensuring the effective implementation of the ARAL Program. The teachers' perceptions regarding the school's planning practices are presented in Table 7.

Table 7

School Implementation in Terms of Planning

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. The ARAL Program is well-planned and organized in the school.	4.54	0.58	Very High
2. Clear objectives are set for reading improvement under the ARAL Program.	4.46	0.63	Very High
3. Teachers are involved in planning ARAL activities.	4.38	0.71	Very High
4. Time allocation for ARAL activities is properly scheduled.	4.42	0.68	Very High
5. School plans include strategies for improving learners' reading skills.	4.50	0.60	Very High
Grand Mean	4.50	0.64	Very High

Table 7 presents the level of school implementation of the ARAL Program in terms of planning. The results revealed an overall grand mean of 4.46 with a standard deviation of 0.64, verbally interpreted as Very High. This indicates that the selected public elementary schools consistently practice effective planning in implementing the ARAL Program, reflecting their commitment to providing organized and systematic reading intervention activities for learners.

The findings emphasize that effective planning is a vital element in ensuring the successful implementation of school-based intervention programs. A well-developed implementation plan enables schools to establish clear objectives, organize instructional activities, allocate resources efficiently, and align intervention strategies with learners' identified reading needs. Planning also promotes collaboration among school leaders and teachers, resulting in more coordinated efforts to improve learners' reading proficiency. Bryson (2018) asserted that strategic planning enables educational organizations to align their goals, resources, and instructional practices toward achieving improved educational outcomes. These findings imply that effective planning provides a strong foundation for the successful implementation of the ARAL Program and contributes to the enhancement of learners' reading proficiency.

Instructional Delivery. Presented in this section is the level of school implementation of the ARAL Program in terms of instructional delivery in the selected public elementary schools in Buenavista II District, Division of Bohol. Instructional delivery refers to the manner in which teachers implement reading intervention activities, employ appropriate teaching strategies, and facilitate learning experiences that address learners' reading needs. The teachers' perceptions regarding instructional delivery are presented in Table 8.

Table 8
School Implementation in Terms of Instructional Delivery

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Teachers use appropriate reading strategies during ARAL sessions.	4.58	0.55	Very High
2. Reading activities are engaging and suited to learners' needs.	4.50	0.60	Very High
3. Teachers provide guidance and support during reading activities.	4.46	0.63	Very High
4. Differentiated instruction is applied to support struggling readers.	4.35	0.70	Very High
5. Learners are actively involved in reading tasks during ARAL sessions.	4.42	0.66	Very High
Grand Mean	4.46	0.63	Very High

Table 8 shows that the school implementation of the ARAL Program in terms of instructional delivery obtained a grand mean of 4.46 (SD = 0.63), verbally interpreted as Very High. This indicates that teachers consistently implement appropriate instructional practices that support the objectives of the ARAL Program. The highest-rated indicator was "Teachers use appropriate reading strategies during ARAL sessions" (WM = 4.58), while "Differentiated instruction is applied to support struggling readers" received the lowest mean (WM = 4.35), although it remained within the Very High category.

The result suggest that teachers effectively deliver reading interventions by utilizing appropriate instructional strategies and engaging learners in meaningful reading activities. However, the relatively lower rating on differentiated instruction indicates an opportunity to further strengthen instructional practices that address the diverse reading needs of struggling learners. DepEd Order No. 13, s. 2023, emphasizes that effective instructional delivery is essential in addressing learners' learning gaps through the ARAL Program.

Learning Materials. Presented in this section is the level of school implementation of the ARAL Program in terms of learning materials in the selected public elementary schools in Buenavista II District,

Division of Bohol. Learning materials are essential in supporting the implementation of the ARAL Program as they provide teachers and learners with appropriate resources for developing reading skills. The teachers' perceptions regarding the availability and utilization of learning materials are presented in Table 9.

Table 9
School Implementation in Terms of Learning Materials

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Adequate reading materials are available for ARAL implementation.	4.41	0.64	Very High
2. Instructional materials are appropriate to learners' reading levels.	4.52	0.58	Very High
3. Teachers utilize varied reading resources during instruction.	4.47	0.61	Very High
4. Learning materials effectively support the development of reading skills.	4.55	0.56	Very High
5. Supplementary materials are provided for struggling readers.	4.33	0.71	Very High
Grand Mean	4.46	0.62	Very High

Table 9 shows that the level of school implementation of the ARAL Program in terms of learning materials obtained a grand mean of 4.46 (SD = 0.62), verbally interpreted as Very High. This indicates that the selected public elementary schools provide and utilize appropriate instructional resources to support the implementation of the ARAL Program. The highest-rated indicator was "Learning materials effectively support the development of reading skills" (WM = 4.55), while "Supplementary materials are provided for struggling readers" obtained the lowest weighted mean (WM = 4.33), although it remained within the Very High category.

The findings suggest that schools recognize the importance of providing appropriate learning materials to facilitate reading instruction and improve learners' literacy skills. However, the relatively lower rating on the provision of supplementary materials indicates that schools may further enhance the availability of intervention resources specifically designed for struggling readers. Tomlinson (2013) emphasized that well-designed instructional materials support differentiated learning and enable teachers to address learners' varying abilities effectively.

Monitoring. Presented in this section is the level of school implementation of the ARAL Program in terms of **monitoring** in the selected public elementary schools in Buenavista II District, Division of Bohol. Monitoring is an essential component of program implementation as it ensures that the objectives

of the ARAL Program are achieved through continuous assessment, feedback, and improvement. The teachers' perceptions regarding the school's monitoring practices are presented in Table 10.

Table 10
School Implementation in Terms of Monitoring

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Learners' reading progress is regularly monitored.	4.57	0.54	Very High
2. Teachers assess learners' reading performance consistently.	4.49	0.60	Very High
3. Reading assessment results are used to improve instruction.	4.54	0.56	Very High
4. Feedback is provided to learners based on their reading performance.	4.46	0.62	Very High
5. The school regularly monitors the implementation of the ARAL Program.	4.39	0.68	Very High
Grand Mean	4.49	0.60	Very High

Table 10 presents the level of school implementation of the ARAL Program in terms of monitoring. The results obtained a grand mean of 4.49 (SD = 0.60), verbally interpreted as Very High, indicating that schools consistently monitor the implementation of the ARAL Program and learners' reading progress. The highest-rated indicator was "Learners' reading progress is regularly monitored" (WM = 4.57), while "The school regularly monitors the implementation of the ARAL Program" obtained the lowest weighted mean (WM = 4.39), although it remained within the Very High category.

The findings indicate that schools have established monitoring mechanisms that enable teachers to assess learners' reading performance, utilize assessment results to improve instruction, and provide timely feedback to learners. However, the relatively lower rating on school-level monitoring suggests that there is still room to strengthen systematic supervision and program monitoring to ensure the consistent implementation of the ARAL Program across grade levels. the Department of Education, through DepEd Order No. 13, s. 2023, highlights the importance of monitoring learners' progress and evaluating intervention programs to ensure that learning recovery initiatives effectively address learners' identified needs.

Level of Learners Reading Development Based On Phil IRI Results

Presented in this section is the level of learners' reading development based on the Philippine Informal Reading Inventory (Phil-IRI). The learners' reading performance is examined in terms of word

recognition, reading fluency, and reading comprehension, which are essential components of reading proficiency. The findings are presented in the succeeding tables.

Word Recognition. Presented in this section is the level of learners' reading development in terms of word recognition as perceived by the teacher-respondents in the selected public elementary schools in Buenavista II District, Division of Bohol. Word recognition refers to learners' ability to accurately identify, decode, and read printed words, which serves as a fundamental component of reading proficiency. The teachers' assessment of learners' word recognition skills is presented in Table 11.

Table 11
Learners' Redding Development in Terms Of Word Recognition

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Learners can correctly identify common words.	4.39	0.67	Very High
2. Learners can decode unfamiliar words.	4.28	0.72	Very High
3. Learners read words accurately during reading activities.	4.46	0.61	Very High
4. Learners demonstrate improvement in recognizing words.	4.42	0.64	Very High
5. Learners show confidence in reading words aloud.	4.31	0.70	Very High
Grand Mean	4.37	0.67	Very High

Table 11 presents the level of learners' reading development in terms of word recognition. The results obtained a grand mean of 4.37 (SD = 0.67), verbally interpreted as Very High. This indicates that the teacher-respondents generally perceive the learners to have developed strong word recognition skills through the implementation of the ARAL Program. Among the indicators, "Learners read words accurately during reading activities" obtained the highest weighted mean (WM = 4.46), while "Learners can decode unfamiliar words" received the lowest weighted mean (WM = 4.28), although it remained within the Very High category. These findings suggest that learners have developed confidence and accuracy in recognizing familiar words, while decoding unfamiliar words continues to require sustained instructional support.

This supports the Reading Development Theory of Jeanne Chall (1983), which emphasizes that mastery of word recognition is an essential stage in developing higher-order reading skills. Similarly, the Department of Education recognizes word recognition as one of the core competencies assessed in the Philippine Informal Reading Inventory (Phil-IRI) to determine learners' reading ability and identify those who require intervention (DepEd, 2018).

Reading Fluency. Presented in this section is the level of learners' reading development in terms of reading fluency as perceived by the teacher-respondents in the selected public elementary schools in Buenavista II District, Division of Bohol. Reading fluency refers to learners' ability to read accurately, smoothly, and expressively at an appropriate pace. The teachers' assessment of learners' reading fluency is presented in Table 12.

Table 12
Learners' Redding Development in Terms of Reading Fluency

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Learners read smoothly without frequent pauses.	4.32	0.69	Very High
2. Learners read at an appropriate speed.	4.28	0.71	Very High
3. Learners demonstrate proper expression while reading.	4.18	0.74	High
4. Learners show improvement in reading fluency.	4.41	0.63	Very High
5. Learners can read sentences continuously with ease.	4.36	0.66	Very High
Grand Mean	4.31	0.69	Very High

Table 12 presents the level of learners' reading development in terms of reading fluency. The results obtained a grand mean of 4.31 (SD = 0.69), verbally interpreted as Very High, indicating that learners generally demonstrate a high level of reading fluency during ARAL Program implementation. The highest-rated indicator was "Learners show improvement in reading fluency" (WM = 4.41), while "Learners demonstrate proper expression while reading" obtained the lowest weighted mean (WM = 4.18), which was interpreted as High.

The result shows that learners have shown notable improvement in reading fluency, particularly in reading continuously and at an appropriate pace. However, expressive reading remains an area that requires continued instructional support, as it reflects learners' deeper understanding of punctuation, phrasing, and meaning. These findings are consistent with the Reading Development Theory of Jeanne Chall (1983), which recognizes reading fluency as a critical stage that bridges accurate word recognition and reading comprehension. Rasinski (2014) asserted that fluent reading enhances comprehension by allowing learners to focus on constructing meaning rather than decoding individual words.

Reading Comprehension. Presented in this section is the level of learners' reading development in terms of reading comprehension as perceived by the teacher-respondents in the selected public elementary schools in Buenavista II District, Division of Bohol. Reading comprehension refers to learners'

ability to understand, interpret, and derive meaning from the text they read. The teachers' assessment of learners' reading comprehension is presented in Table 13.

Table 13
Learners' Redding Development in Terms of Reading Comprehension

(n=26)

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
1. Learners understand what they read.	4.27	0.70	Very High
2. Learners can answer questions based on the text.	4.23	0.72	Very High
3. Learners can identify the main idea of a passage.	4.16	0.75	High
4. Learners can retell the story in their own words.	4.19	0.73	High
5. Learners can make simple inferences from the text.	4.08	0.78	High
Grand Mean	4.19	0.74	High

Table 13 presents the level of learners' reading development in terms of reading comprehension. The results obtained a grand mean of 4.19 (SD = 0.74), verbally interpreted as High. This indicates that learners generally demonstrate satisfactory comprehension skills; however, there is still room for improvement in understanding and interpreting texts. The highest-rated indicator was "Learners understand what they read" (WM = 4.27), while "Learners can make simple inferences from the text" obtained the lowest weighted mean (WM = 4.08).

The learners are generally able to comprehend explicit information presented in a text, but they encounter greater difficulty when performing higher-order comprehension tasks such as making inferences and identifying implied meanings. These findings support the Reading Development Theory of Jeanne Chall (1983), which explains that reading comprehension develops progressively after learners acquire word recognition and reading fluency. Similarly, Duke and Pearson (2002) emphasized that comprehension develops through explicit instruction, guided practice, and meaningful interaction with texts, enabling learners to become strategic and independent readers.

Significant Relationship Between the Implementation of the Aral Program and Learners' Reading Development

To determine whether a significant relationship exists between the level of school implementation of the ARAL Program and learners' reading development, the Pearson Product-Moment Correlation Coefficient (r) was employed. The results of the analysis are presented in Table 14.

Table 14
Significant Relationship

(n=26)

Variables	r-value	p-value	Decision	Interpretation
Planning and Reading Development	0.712	0.000	Reject Ho	Significant, Strong Positive Relationship
Instructional Delivery and Reading Development	0.768	0.000	Reject Ho	Significant, Strong Positive Relationship
Learning Materials and Reading Development	0.694	0.001	Reject Ho	Significant, Moderate Positive Relationship
Monitoring and Reading Development	0.751	0.000	Reject Ho	Significant, Strong Positive Relationship
School Implementation and Reading Development	0.781	0.000	Reject Ho	Significant, Strong Positive Relationship

Table 14 presents the relationship between the level of school implementation of the ARAL Program and learners' reading development. The results revealed an overall correlation coefficient of 0.781 with a p-value of 0.000, indicating a strong positive and statistically significant relationship between the two variables. Since the computed p-value is less than the 0.05 level of significance, the null hypothesis is rejected. Among the implementation dimensions, instructional delivery exhibited the highest correlation with learners' reading development ($r = 0.768$), followed by monitoring ($r = 0.751$) and planning ($r = 0.712$). Learning materials also demonstrated a significant positive relationship ($r = 0.694$), although the strength of the relationship was slightly lower than the other dimensions. These findings indicate that improvements in the implementation of the ARAL Program are associated with corresponding improvements in learners' reading development.

The findings imply that schools that effectively plan, implement, provide appropriate learning materials, and continuously monitor the ARAL Program are more likely to promote learners' reading development. This highlights the importance of school leadership, teacher commitment, and systematic implementation in achieving the objectives of the ARAL Program. DepEd Order No. 13, s. 2023, underscores that the effective implementation of learning recovery interventions, including the ARAL Program, is essential in addressing learning gaps and improving learners' foundational literacy skills. These findings affirm that effective school implementation of the ARAL Program contributes significantly to the enhancement of learners' reading development.

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 level of school implementation of the Academic Recovery and Accessible Learning (ARAL) Program and its influence on learners' reading development in the selected public elementary schools in Buenavista II District, Division of Bohol during the School Year 2025–2026. Specifically, it described the profile of the teacher-respondents in terms of age, gender, years in service, grade level handled, and relevant trainings, seminars, and workshops attended. It also assessed the level of school implementation of the ARAL Program in terms of planning, instructional delivery, learning materials, and monitoring, as well as the level of learners' reading development in terms of word recognition, reading fluency, and reading comprehension. Furthermore, it determined the significant relationship between the implementation of the ARAL Program and learners' reading development as the basis for an Instructional Supervision Enhancement Plan.

The study employed a descriptive-correlational research design using a quantitative approach. The respondents consisted of teachers from Cambuhat Elementary School, Dait Norte Elementary School, and Buenavista II Central Elementary School who were directly involved in the implementation of the ARAL Program. 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, while weighted mean and standard deviation determined the level of school implementation of the ARAL Program and learners' reading development. The Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship between the implementation of the ARAL Program and learners' reading development.

The findings of the study served as the basis for the development of an Instructional Supervision Enhancement Plan designed to strengthen the implementation of the ARAL Program and improve learners' reading development in the selected public elementary schools.

Findings

The findings of the study revealed that the majority of the teacher-respondents were 41–50 years old, predominantly female, had 11–15 years of teaching experience, were assigned across different grade levels, and had attended three to four relevant trainings, seminars, and workshops related to reading instruction and literacy development. These characteristics indicate that the respondents possessed adequate professional experience and exposure to instructional practices necessary for the implementation of the ARAL Program.

The level of school implementation of the ARAL Program was found to be Very High across all dimensions. Specifically, the program was highly implemented in terms of planning, instructional delivery, learning materials, and monitoring, indicating that the participating schools consistently carried out the essential components of the ARAL Program in support of learners' reading development.

In terms of learners' reading development, the results showed a Very High level in word recognition and reading fluency, while reading comprehension was rated High. This indicates that learners demonstrated

stronger performance in foundational reading skills than in higher-order reading skills, particularly in understanding and interpreting texts.

Furthermore, the study established a significant and strong positive relationship between the school implementation of the ARAL Program and learners' reading development. The findings indicate that schools with a higher level of ARAL Program implementation also exhibited better learner reading outcomes. Consequently, the null hypothesis stating that there is no significant relationship between the implementation of the ARAL Program and learners' reading development was rejected.

Lastly based on the results of the study, an Instructional Supervision Enhancement Plan was developed to further strengthen the implementation of the ARAL Program and improve learners' reading development in the selected public elementary schools.

Conclusions

Based on the findings of the study, it is concluded that the effective implementation of the ARAL Program significantly contributes to the improvement of learners' reading development in the selected public elementary schools. The schools demonstrated strong implementation practices in planning, instructional delivery, learning materials, and monitoring, which supported learners' development in word recognition, reading fluency, and reading comprehension. The significant positive relationship between program implementation and learners' reading development indicates that sustained instructional supervision and continuous program enhancement are essential in improving reading outcomes. Thus, the proposed Instructional Supervision Enhancement Plan provides a practical framework for strengthening the implementation of the ARAL Program and promoting continuous literacy improvement among learners.

Recommendation

Based on the findings and conclusions of the study, it is recommended that 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.

Teachers should continuously enhance their instructional practices by utilizing evidence-based reading strategies, developing appropriate learning materials, and implementing differentiated interventions to address learners' diverse reading needs, particularly in reading comprehension.

The Department of Education, through the Schools Division Office, should intensify capacity-building programs and strengthen the monitoring and evaluation of the ARAL Program to ensure its effective and sustainable implementation across schools.

The proposed Instructional Supervision Enhancement Plan should be adopted and implemented to reinforce school-based reading interventions, strengthen instructional practices, and improve learners' reading development.

Future researchers should conduct similar studies involving a wider scope of respondents or examine additional variables related to reading development to further validate and expand the findings of the present study.

4. Output of The Study

Instructional Supervision Enhancement Plan for Strengthening the Implementation of the Aral Program

Rationale

The findings of the study revealed that while the implementation of the ARAL Program was rated **Very High**, there remain opportunities to further strengthen instructional delivery, learning materials, monitoring, and learners' reading comprehension. Moreover, the significant relationship between the implementation of the ARAL Program and learners' reading development highlights the importance of effective instructional supervision in improving reading outcomes. Hence, this **Instructional Supervision Enhancement Plan** is proposed to strengthen the implementation of the ARAL Program through systematic planning, continuous teacher support, effective monitoring, and collaborative instructional leadership, ultimately improving learners' reading development.

Objectives

This Instructional Supervision Enhancement Plan aims to:

1. Strengthen school-based planning to ensure the effective and sustainable implementation of the ARAL Program.
2. Enhance teachers' instructional competencies through continuous professional development, coaching, and mentoring in reading intervention strategies.
3. Improve the provision and utilization of quality learning materials that address the diverse reading needs of learners.
4. Institutionalize systematic monitoring and instructional supervision to ensure the effective implementation of the ARAL Program and continuous improvement of learners' reading performance.
5. Promote collaborative partnerships among school heads, teachers, parents, and other stakeholders in supporting learners' reading development.
6. Increase learners' reading proficiency, particularly in word recognition, reading fluency, and reading comprehension, through evidence-based reading intervention practices.

Target Participants

The primary participants of this Instructional Supervision Enhancement Plan are the school heads, reading coordinators, and teachers of the selected public elementary schools in Buenavista II District, Division of Bohol, who are directly involved in the implementation and supervision of the ARAL Program. They will serve as the key implementers of the proposed activities, particularly in planning, instructional delivery, learning resource development, and monitoring of learners' reading progress.

The learners are the primary beneficiaries of the enhancement plan, as its implementation aims to improve their reading development, particularly in word recognition, reading fluency, and reading comprehension. In addition, parents, district supervisors, and Schools Division Office personnel will serve as support partners by providing technical assistance, monitoring, and collaborative support to ensure the effective and sustainable implementation of the ARAL Program.

Scheme of Implementation

The **Instructional Supervision Enhancement Plan** shall be implemented in the selected public elementary schools in Buenavista II District, Division of Bohol under the leadership of the school heads, in collaboration with reading coordinators, teachers, district supervisors, parents, and other education stakeholders. The implementation shall be integrated into the school's instructional supervision program and aligned with the annual implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

The enhancement plan shall be carried out through collaborative planning, capacity-building activities, classroom supervision, provision of quality learning materials, regular monitoring of learners' reading progress, and periodic program evaluation. School heads shall provide technical assistance and instructional support to teachers, while learners' reading performance shall be monitored using appropriate reading assessment tools, including the Philippine Informal Reading Inventory (Phil-IRI). The effectiveness of the enhancement plan shall be evaluated through regular monitoring, feedback, and assessment of program outcomes to ensure its continuous improvement and sustainability.

N o.	Areas of Concern	Objectives	Strategies / Activities	Persons Involved	Budgetary Requirements	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1	Inconsistent planning and implementation of ARAL activities	To strengthen school-based planning for the effective implementation of the ARAL Program	Conduct collaborative planning workshops; prepare and review annual ARAL implementation plans aligned with learners' reading needs	School Head, Reading Coordinators, Teachers	₱20,000	School MOOE	June 2026	Comprehensive and well-structured ARAL implementation plans developed		
2	Need to enhance instructional	To improve teachers'	Conduct Learning Action Cell	School Head, Master Teacher	₱30,000	School MOOE /	Quarterly	Improved quality of		

	delivery during ARAL sessions	instructional competence in reading intervention	(LAC) sessions, classroom observations, coaching, and mentoring on evidence-based reading strategies	rs, Reading Coordinators		INSET Fund		instruction and effective delivery of ARAL sessions		
3	Limited availability of differentiated learning materials	To provide adequate and appropriate reading resources for learners	Develop, reproduce, and utilize leveled reading materials, big books, decodable texts, and supplementary intervention materials	Teachers, School Head, Reading Coordinators	₱40,000	School MOOE / Brigada Eskwela / Donations	July–October 2026	Sufficient and learner-appropriate instructional materials available		
4	Need to strengthen monitoring of learners'	To institutionalize systematic monitoring and	Conduct regular Phil-IRI assessments, classroom	School Head, Teachers, District Reading	₱15,000	School MOOE	Every Quarter	Timely monitoring of learners' reading progress and		

	reading progress	evaluation of learners' reading performance	monitoring, progress tracking, and data review meetings	Coordinator				data-driven instructional decisions		
5	Reading comprehension remains relatively lower than other reading skills	To improve learners' higher-order reading comprehension skills	Implement guided reading, reciprocal teaching, comprehension strategy instruction, and small-group reading interventions	Teachers, Reading Coordinators	₱25,000	School MOOE / Reading Program Fund	Whole School Year	Improve learners' reading comprehension and critical thinking skills		
6	Need for continuous teacher professional development	To strengthen teachers' competencies in reading instruction and intervention	Conduct seminars, workshops, and capability-building activities on literacy instruction, differentiated	Schools Division Office, District Supervisors, School Heads	₱50,000	Division INSET Fund / DepEd	Twice a Year	Teachers demonstrate enhanced competencies in implementing the ARAL Program		

			teaching , and assessm ent							
7	Limited parental involve ment in learners' reading develop ment	To strength en home- school partners hip in promoti ng reading	Conduct parent orientati on, home reading program s, reading camps, and regular progress conferen ces	School Head, Teache rs, Parents, PTA Officer s	₱15,00 0	PTA Fund / Scho ol MO OE	Mont hly	Increase d parental support and learner particip ation in reading activitie s		
8	Need to sustain quality implem entation of the ARAL Program	To instituti onalize continu ous instructi onal supervis ion and program improve ment	Develop school policies, conduct quarterl y program evaluati ons, recogniz e best practices , and prepare annual accompl ishment reports	School Head, District Supervi sor, Readin g Coordi nators	₱10,00 0	Scho ol MO OE	Conti nuous	Sustaine d implem entation and continu ous improve ment of the ARAL Program		
9	Inconsis tent plannin g and	To strength en school-	Conduct collabor ative planning	School Head, Readin g	₱20,00 0	Scho ol	June 2026	Compre hensive and well-		

	implem entation of ARAL activitie s	based plannin g for the effectiv e implem entation of the ARAL Program	worksho ps; prepare and review annual ARAL impleme ntation plans aligned with learners' reading needs	Coordi nators, Teache rs		MO OE		structur ed ARAL implem entation plans develop ed		
1 0	Bureauc ratic delays in project approva l	To streamli ne PPP processe s and speed up project implem entation	Adopt digital filing and tracking systems for PPP project docume ntation	City Admini strator, IT Depart ment, PPP Commitee	₱60,00 0	LGU ICT Fund	July– Octob er 2025	Reduce d approva l delays and efficient project processi ng		

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