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Implementation of the Academic Recovery and Accessible Learning (Aral) Reading Program and Literacy Performance: Basis for an Action Plan

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Abstract. This study examined the implementation of the Academic Recovery and Accessible Learning Reading Program and the literacy performance of learners in the Sub-Congressional District 1 to establish a foundation for a proposed action plan. Despite the study conducted, there is limited locally based empirical evidence on its implementation and learners' outcomes, since it was launched at the early stage of the school year 2025-2026 in all public elementary schools. This study specifically assessed the effectiveness of the ARAL-Reading program in terms of knowledge, strategies, resources, participation, and engagement among Key Stage 1 teachers. Further, it assessed the level of literacy of the learners. It utilized a descriptive-correlational survey research design; data were gathered across 5 districts with 108 Key Stage 1 teachers. The findings revealed that the majority of the teachers who implemented the Program were beginning teachers f=103. In terms of the school district, the largest proportion came from the Calape district f=32. Further, the ARAL-Reading Program was highly implemented, with an overall composite mean of 4.30 and a standard deviation of 0.63. In terms of literacy performance, the majority of the learners were classified as grade-level readers f=76. Also, it was found that there was no significant difference between the ARAL-Reading implementation and career stage p=.164 and ARAL-Reading implementation and school district assignment p=.723. However, the literacy performance of the learners showed a significant difference between school district p<.001. Overall, the Pearson product-moment correlation revealed no significant relationship between the ARAL-Reading implementation and literacy performance r=0.04, p=.687. Thus, it is recommended that school administrators provide professional development opportunities and promote collaboration among teachers through shared planning and professional learning communities to strengthen instructional consistency, teacher well-being, and program effectiveness.

Keywords: ARAL-Reading; Key Stage 1 teachers; Literacy Performance; Program Implementation; Reading Intervention

Introduction

Reading remains a foundational skill essential to learners' academic success. Today, learners' reading proficiency is one of the top concerns, and the number of learners below the proficiency level in reading is high. Learning loss and wide academic disparities remain persistent challenges. The disruption of face-to-face schooling during the COVID-19 pandemic has left deep learning gaps worldwide, particularly in foundational skills in literacy (World Bank et al., 2022).

In the Philippines, the educational landscape presents a complex interplay of systemic reforms and persistent literacy challenges, particularly in the context of its K-12 curriculum implementation. Despite comprehensive policy reforms, significant disparities in reading proficiency persist across regions, with some areas reporting less than 50% of students meeting grade-level reading standards (Reilly et al., 2019). It was reported that over 9 in every 10 Filipino learners aged 10 are illiterate and undecipherable, significantly higher than in Indonesia (53%) and Thailand (23%) (World Bank et al., 2022). It has been highlighted that the gap between proficient and struggling students has widened, and many Filipino students lack basic reading skills.

EDCOM II Communications (2026, January 27) revealed that there is an increasing gap in student learning, and in certain schools, grade 3 students perform at a Grade 1 level in reading. In response to this

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evidence, the Department of Education (DepEd) Academic Recovery and Accessible Learning Reading Program is designed to provide tailored intervention for learners from Grade 1 to 10 who have fallen below the expected reading proficiency level set by the Department of Education. The ARAL program focuses on strengthening literacy and numeracy skills and supporting learners who struggle to meet grade-level expectations.

Despite the study conducted by Eamiguel and Siat (2025) regarding the Academic Recovery and Accessible Learning Reading Program, there is limited locally based empirical evidence on the implementation and learners' performance. Moreover, limited attention has been given to the experiences of teachers who serve as the primary implementers of the program, since it was launched at the early stage of the school year 2025-2026 in all public elementary schools in the Philippines specifically in the Sub Congressional District 1 of Bohol Division.

This study aims to determine the level of implementation of the Academic Recovery and Accessible Learning Reading Program at public elementary schools across Loon North and Loon South, Calape, and Tubigon West and Tubigon East or the Sub-Congressional of District 1 of the Division of Bohol, and how level of implementation of the Academic Recovery and Accessible Learning Reading Program affects the learners' literacy performance.

Research Questions

This study aimed to assess the effectiveness of the Academic Recovery and Accessible Learning Reading Program in all Key Stage 1 teachers in public elementary schools within the Districts of Loon North, Loon South, Calape, Tubigon West, and Tubigon East of the Division of Bohol in the school year 2025-2026. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the Key Stage 1 teachers in terms of career stage and school district?
2. What is the level of implementation of the Academic Recovery and Accessible Learning Reading Program in terms of knowledge, strategies, resources, participation, and engagement?
3. What is the level of the literacy performance of the Key Stage 1 learners in the implementation of Academic Recovery and Accessible Learning Reading Program?
4. Is there a significant difference between the level of implementation of the Academic Recovery and Accessible Learning Reading Program and the level of literacy performance of the learners when grouped according to their profile?
5. Is there a significant relationship between the level of implementation of the Academic Recovery and Accessible Learning Reading Program and the literacy performance of the Key Stage 1 learners?
6. What action plan can be proposed based on the findings of the study?

Scope and Delimitation of the Study

This study assessed the level of implementation of the Key Stage 1 teachers in the Academic Recovery and Accessible Learning Reading Program and the literacy performance of the Key Stage 1 learners across the districts of Loon South, Loon North, Calape, Tubigon West, and Tubigon East, or the Sub-Congressional District 1 of Bohol Division during the school year 2025-2026. It focused on the level of implementation (engagement, strategies, participation, knowledge, resources) and learners' literacy performance, and the respondents' demographic profile (career stage and school district assignment).

Literature Review

Reading proficiency is a fundamental cornerstone for academic achievement to advance and success, enabling broader learning and community participation across educational contexts. According to Article XIV, Sec. 1 of the Philippine Constitution, it declares the promotion of the rights of all citizens to access a quality education at all levels. This proves that despite any cultural differences, economic status, and gender identity, individuals are given equal opportunities that meet the needs of the people and society. In addition, the Philippine government enacted Republic Act No. 12028 or the ARAL Program Act, which aims to support learners by establishing a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain competencies set by the Department of Education (DepEd) in their respective levels.

Thus, the Department of Education issues Memorandum No. 064 Series of 2025, which disseminates the implementing guidelines for the Academic Recovery and Accessible Learning Program in Reading. This memorandum targets learners who are below the expected reading proficiency level and aims to enable them to meet the expectations set by the DepEd. The Academic Recovery and Accessible Learning Reading Program

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targets Grades 1 to 10 struggling learners by providing focused tutorial interventions in reading, specifically support for low, high-emerging, and frustrated readers.

The Comprehensive Rapid Literacy Assessment (CRLA) emerged as an innovative educational tool to monitor the learners' literacy performance in the Academic Recovery and Accessible Learning Reading Program. This assessment help teachers evaluate reading proficiency in students from grades 1-3, focusing on identifying students requiring additional reading support. This formative reading tool enables teachers to execute immediate, level-specific interventions, distinguishing it from conventional reading tools. Academic Recovery and Accessible Learning Reading Program found positive results for struggling readers in improving their literacy skills, boosting their confidence, and actively engaging in class through organized reading intervention (Eamiguel and Siat, 2025). In this program, teachers play a critical role in carrying out school-based interventions. As highlighted by Demegillo et al. (2025), the implementation of ARAL Reading Program is shaped by the dynamic interaction of teacher practices, administrative support, and professional transformation that contributes to the effective delivery and sustainability of the program. Educators that have deep comprehension of assessment and pedagogical strategies, their effectiveness in addressing learning gaps improve significantly (Hidayat, 2020).

Furthermore, the Teacher Competence Theory by Donald Medley (1977) provides support for how essential teachers' consistent knowledge, abilities, and skills in the implementation of the Academic Recovery and Accessible Learning Reading Program and learners' outcomes. According to the study by Dixon and Oakhill (2024) highlighted in their study that teachers' professional knowledge and their motivation to implement effective reading strategies play a significant role in student outcomes.

In addition, the implementation of the Academic Recovery and Accessible Learning Reading Program is grounded in a robust framework of interconnected learning theories that guide its design, delivery, and evaluation. Vygotsky's Sociocultural theory provides framework that people learn through guided participation with more knowledgeable others, such as teachers or peers. Specifically, the concept of the Zone of Proximal Development (ZPD), which provides the foundation for scaffolded instruction, ensuring that learners receive targeted support just beyond their current independent capacity.

Previously studies by Eamiguel & Siat (2025), primarily focused on the learners' experiences and outcomes in the Academic Recovery and Accessible Learning Reading Program. However, limited attention has been given to the experiences of teachers and the relationship between the level of ARAL-Reading implementation and learners' literacy performance, since it was launched at the early stage of the school year 2025-2026 in the Sub Congressional District 1 of Bohol Division. Additionally, findings from local studies highlight the need to incorporate mental health and well-being considerations into educational frameworks to optimize learning outcomes and student engagement (Mallari & Peltzer, 2025). This gap highlights the need to investigate the level of implementation of the Academic Recovery and Accessible Learning Reading Program and learners' literacy performance.

The present study represents a comprehensive investigation into the implementation of the Academic Recovery and Accessible Learning Reading Program of the Key Stage 1 learners within the Sub-Congressional District 1 Bohol Division. The insights derived from this research will be particularly valuable for elucidating the complex interplay of factors such as career stage, school district assignment, knowledge, strategies, resources, participation, engagement, literacy performance, and the timing of interventions that influence the development of reading proficiency. This research endeavor distinguishes itself by thoroughly examining multiple factors affecting the literacy performance of the learners in the Academic Recovery and Accessible Learning Reading Program.

Methodology

Research Design

This study utilized the descriptive-correlational survey research design, as it examined relationships among variables without manipulating them. Also, according to Putri (2025), the primary purpose of descriptive correlational design is to investigate the degree of relationship between variables. Further, the descriptive method was also used to accurately describe the respondents and the variables involved. This approach was appropriate since only a portion of the population was studied. The data were analyzed to examine the relationship between the independent, dependent, and mediating variables to capture in-depth insights from respondents within their real-life educational experiences.

Research Locale

The study was conducted in the five (5) districts within the sub-congressional namely: Loon North, Loon South, Calape, Tubigon East and Tubigon West for the school year 2025-2026. Loon is located in the

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western part of Bohol. It has two (2) districts; Loon North and Loon South. Loon North likely refers to the northern part of the municipality. It has eighteen (18) elementary schools namely: Bagacay Elementary School, Biasong Elementary School, Cabacungan Elementary School, Cabilao Elementary School, Calayugan Elementary School, Cambaquiz Elementary School, Canhangdon Elementary School, Canigaan-Ubojan, Elementary School, Cantam-is Elementary School, Cantaongon Elementary School, Cantomucad Elementary School, Lawis Elementary School, Loon North Central Elementary School, Mocpoc Elementary School, Nueva Vida Elementary School, Pondol Elementary School, and SondoL Elementary School. Also, it has three (3) primary schools namely; Basdio Primary School, Canmaag Primary School and Genomoan Primary School. Meanwhile, Loon South" may refer to the southern section, which includes the islands of Sandingan and Cabilao. It has fourteen (14) elementary schools namely: Agoso Elementary School, Badbad Elementary School, Basac Elementary School, Campatud Elementary School, Cogon Norte Elementary School, Lintuan Elementary School, Loon South Central Elementary School, Nagtubo Elementary School, Napo Elementary School, Pig-ot Elementary School, Sto. Niño De La Paz Elementary School, Ticugan Elementary School, Tubodacu Elementary School, and Tubodio Elementary School, five (5) primary schools namely: Basdacu Primary School, Bugho Primary School, Cabug Primary School, Tangnan Primary School, and Tiwi Primary School. Furthermore, the district is Calape is situated in the southern part of Bohol. It consists of nineteen (19) elementary education namely: Banlasan Elementary School, Bentig-Calunasan Elementary School, Bonbon-Catmonan Elementary School, Cabayugan Elementary School, Cabudburan Elementary School, Calape Central Elementary School, Camias Elementary School, Canguha Elementary School, Kinabag-an Elementary School, Labuon Elementary School, Mandaug Elementary School, Mandaug Gamay Elementary School, Mantatao Elementary School, Pangangan Elementary School, Sampoangon Elementary School, San Isidro Elementary School, Tinibgan Elementary School, Tultugan Elementary School, and Ulbujan Elementary School. Another part of sub-congressional district is Tubigon. It is located in the Coastal town on the Western part of Bohol. It consist of (16) elementary schools namely: Bagongbanwa Elementary School, Batasan Elementary School, Bilangbilangan Elementary School, Buenos Aires Elementary School, Cabulijan Elementary School, Cawayanan Elementary School, Isaac Lopoz Elementary School, Libertad Elementary School, Mocaboc Elementary School, Pangapasan Elementary School, Talenceras Elementary School, Tan-awan Elementary School, Tinangnan Elementary School, Tubigon East Central Elementary School, Ubay Elementary School and Ubojan Elementary School. On the other hand, Tubigon West. It consists of eleven (11) elementary schools namely; Atty. Maximo C. Lasco Memorial Elementary School, Avelino Chagas Memorial Elementary School, Banlasan Elementary School, Cahayag Elementary School, Genonocan Elementary School, Guiwanon Elementary School, Ilijan Elementary School, Jose Boja Elementary School, Pinayagan Norte Elementary School, Pinayagan Sur Elementary School, and Tubigon West Central Elementary School

Research Participants

The respondents of this study were the one hundred eight (108) Key Stage 1 teachers from five (5) districts or representing 73% of the total population within the sub-congressional, namely Loon North, Loon South, Calape, Tubigon East, and Tubigon West, for the school year 2025-2026. The sample size was derived from the total population of 147 Key Stage 1 teachers across five districts of Sub-Congressional District 1 using Slovin's formula for sample size computation. A stratified random sampling technique was employed to ensure proportional representation from each district. Schools were randomly selected through a "spin-the-wheel" procedure, and teacher-respondents were then selected from the identified schools who handled ARAL-Reading Program. This process resulted in 108 respondents, representing 73% of the total population. In Loon South district, there are fourteen (14) Key Stage 1 teachers; 3 teachers in Basac Elementary School, 2 teachers in Basdacu Primary School, 6 teachers in Loon South Central Elementary School, and 3 teachers in Sto Nino Dela Paz Elementary School. Additionally, Loon North district, have twenty-four (24) Key Stage 1 teachers; 3 teachers in Bagacay Elementary School, 3 teachers in Basdio Elementary School, 3 teachers in Cantam-is Elementary School, 3 teachers in Cantumocad Elementary School, 3 teachers in Lawis Elementary School, 6 teachers in Loon North Central Elementary School, and 3 teachers in Pondol Elementary School. Further, there are thirty-two (32) Key Stage 1 teachers in the Calape district, 2 teachers in Banlasan Elementary School, 3 teachers in Bon-Bon Catmonan Elementary School, 2 teachers in Bentig-Calunasan Elementary School, 2 teachers in Camias Elementary School , 2 teachers in Canguha Elementary School , 3 teachers in Kinabag-an Elementary School, 3 teachers in Labuon Elementary School, 5 teachers in Mandaug Elementary School, 3 teachers in Mandaug Gamay Elementary School, 3 teachers in Panggangan Elementary School, 2 teachers in San Isidro Elementary School , and 2 teachers in Tinibgan Elementary School. Moreover, twenty-three (23) Key Stage 1 teachers in Tubigon West district, 4 teachers in Avelino Chagas Elementary School, 4 teachers in Cahayag Elementary School, 3 teachers in Genonocan Elementary School, 3 teachers in Pandan Elementary School, 6 teachers in Tubigon West Central Elementary School and 3 teachers in Guiwanon Elementary School.

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Lastly, fifteen (15) Key Stage 1 teachers in Tubigon East District, 3 teachers in Cabulijan Elementary School, 6 teachers in Tubigon East Central Elementary School, 2 teachers in Talenceras Elementary School, and 3 teachers in Tinangnan Elementary School. These Key Stage 1 teachers were selected through random/stratified sampling. The inclusion criteria focused on teachers who implemented the Academic Recovery and Accessible Learning Reading Program the within the five (5) districts.

Research Instrument

A survey questionnaire served as the main research instrument in a quantitative, descriptive-correlational design to investigate the relationship between the level of the implementation of the Academic Recovery and Accessible Learning Reading Program (independent variable), teachers' demographic profile (mediating variable), and learners' literacy performance (dependent variable). The instrument was divided into 3 parts. The first part focused on the demographic profile of the teachers in terms of: (a) career stage and (b) school district to which they were assigned. The second part utilized a five-point Likert scale descriptive survey questionnaire. The researcher adopted the instrument used by Ubanan & Libradilla (2026). The instrument was slightly modified to suit the context and objectives of the present study. This part focused on the level of the implementation of the Academic Recovery and Accessible Learning Reading Program in terms of: (a) knowledge (b) strategies (c) resources (d) participation and (e) engagement. The respondents rate each item in part 2 on the following scales: 5 as "strongly agree", 4 as "agree", 3 as "neither agree nor disagree", 2 as "disagree" and 1 as "strongly disagree". Moreover, to check the reliability of the adapted questionnaire, a pilot test was conducted using the Cronbach's Alpha, which demonstrated high reliability (Cronbach's alpha = 0.896). Additionally, the third part focused on the learners' literacy performance, as reflected in the results of the Comprehensive Rapid Literacy Assessment (CRLA) conducted in the Districts of Loon South, Loon North, Calape, Tubigon West, and Tubigon East during School Year 2025–2026. The data were obtained from the CRLA administered at the end of the school year to determine the learners' literacy performance and provide an overall assessment of their reading and literacy skills. In this regard, permission was formally requested through a letter from the Public School District Supervisor, Principals/School Heads and teachers to access and utilize the assessment results. The researchers also commit to maintaining the strict confidentiality of the data and ensuring that all information obtained in solely for this study. The data was in an collectively manner to protect the privacy of the learners and the schools involved.

Data Gathering Procedure

During the data-gathering phase, the researcher sent a formal letter of request to the SAdS Dean of Bohol Island State University–Clarin Campus to seek approval for the conduct of the study. Upon approval, a letter of intent to conduct the study was submitted to the Department of Education (DepEd) Division Office in Tagbilaran City and was subsequently forwarded to the Public Schools District Supervisors of Tubigon West, Tubigon East, Calape, Loon North, and Loon South. Thereafter, letters requesting permission to conduct the study were sent to the school principals and school heads of the selected public elementary schools. Approval and assistance were obtained from the school principals and school heads to facilitate the conduct of the study. After permissions were secured, the researcher distributed the questionnaires to the Key Stage 1 teacher-respondents who served as implementers of the Academic Recovery and Accessible Learning (ARAL)-Reading Program in the public elementary schools under the Department of Education (DepEd). The research instrument was treated with strict confidentiality. Each teacher-respondent was given sufficient time to complete the questionnaire. The End-of-School-Year results of the Comprehensive Rapid Literacy Assessment (CRLA) for School Year 2025–2026 were also collected for tabulation and analysis.To ensure the protection of learners' data, all information obtained during the study was anonymized through the use of codes. Access to the data was limited to the researcher and authorized personnel who was involved in the study. Printed documents were kept in a secure location. Only data necessary to address the research objectives were collected, and all records were handled in accordance with ethical research standards and applicable data privacy regulations. Upon completion of the study, the data were retained for a designated period. After the questionnaires had been accomplished, they were immediately retrieved by the researcher. Upon retrieval of the questionnaires, the researcher tallied, organized, and consolidated the data into tables. The data gathered were then subjected to appropriate statistical analyses, which served as the basis for the analysis, interpretation, and discussion of the study's findings. This study had several limitations. First, the level of ARAL-Reading implementation was based on teachers' responses, which may reflect the respondents' perceptions in the ARAL-Reading Program implementation. Second, learners' literacy performance was based on aggregated and secondary CRLA data obtained from the participating schools and districts; therefore, individual learner-level data were not analyzed. Third, the study employed a descriptive correlational design and did not include pretest-posttest measurements. Thus, the findings established an observed association

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between ARAL-Reading implementation and literacy performance but did not provide evidence of a causal relationship or determine changes in learners' literacy performance.

Results and Discussions

Research Question 1: What is the demographic profile of the Key Stage 1 teachers in terms of career stage and school district?

Table 1. Demographic Profile of the Teachers

Variable	Category	f	%
Career Stage			
	Beginning Teacher	103	95.37%
	Proficient Teacher	2	2.78%
	Highly Proficient	3	1.85%
School District			
	Calape	32	29.63%
	Loon North	24	22.22%
	Tubigon West	23	21.30%
	Tubigon East	15	13.89%
	Loon South	14	12.96%
Total		**108**	**100%**

Table 1 shows the career stage distributions, revealing that the highest proportion of the key stage 1 teachers are at the beginning stage, comprising 95.37% (103 teachers). This indicates that the largest proportion of the teaching force who handle the ARAL-Reading were classified as beginning teachers. In terms of the school district to which teachers are assigned, the highest frequency is observed at Calape (29.63%) (f=32). This highlights that the majority of the Key Stage 1 teacher-respondents who handle the ARAL-Reading are in the Calape district.

Overall, findings indicate that the implementation of the ARAL-Reading program is largely carried out by teachers who are in the Beginning Career Stage, regardless of the district assignment. This suggests a need for continuous professional development for Key Stage 1 teachers to effectively implement and sustain the ARAL-Reading program, as they need to uphold skills in managing alternative programs that facilitate learning recovery, which is essential to provide quality teaching and enhance learners' outcomes. This is supported by Portacio (2025) found that providing positive administrative support, such as professional development and training, supports the teachers' ability to implement the ARAL program effectively. Furthermore, this is anchored in the Teacher Competence Theory (Medley, 1977), which supports the idea that teachers should possess comprehensive capabilities that encompass consistent knowledge, abilities, and skills that are critical factors in the success of the learners. By understanding, particularly in the context of ARAL-reading programs, we can ensure that teachers are well-equipped to foster literacy and improve educational outcomes. This emphasizes the significance of continuous professional development to meet the high demand of education.

Research Question 2: What is the level of implementation of the Academic Recovery and Accessible Learning in Reading program in terms of knowledge, strategies, resources, participation, and engagement?

Table 2. Level of Implementation of the ARAL-Reading Program

	Indicators	Mean	SD	Interpretation
1.	Engagement	4.35	.56	Highly Implemented
2.	Strategies	4.32	.64	Highly Implemented
3.	Participation	4.32	.60	Highly Implemented
4.	Knowledge	4.29	.68	Highly Implemented
5.	Resources	4.21	.68	Highly Implemented
Overall Composite Mean		4.30	.63	Highly Implemented

Table 2 shows that teachers possess a high level of engagement regarding the implementation of the ARAL-Reading program, as indicated by the mean of 4.35, corresponding to a highly implemented. This highlights that the key stage 1 teachers demonstrate a strong enthusiasm and commitment toward mitigating learning gaps through the ARAL-Reading program. Followed by strategies and participation, both had a mean of 4.32, corresponding to a highly implemented.

This indicates that the teachers are wholeheartedly committed to utilizing the ARAL-Reading program as a tool to support the learners' needs, while actively collaborating with colleagues to monitor and discuss the

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learners' progress. While the knowledge had a mean of 4.29, which highlights that the teachers clearly possess the knowledge to accurately determine learners' reading difficulties who participated in the ARAL-Reading program. Lastly, resources recorded the lowest mean of 4.21, although it remained within the highly implemented category, which indicates that the teachers effectively utilize locally available, non-digital resources to supplement the ARAL-Reading curriculum. Therefore, the findings revealed that engagement emerges as the highest and resources are the lowest indicators.

Overall, the results indicate that the implementation of the ARAL-Reading program was effectively carried out in the 5 districts. This highlights that the teachers are committed to providing effective implementation of the ARAL-Reading. This implies that to sustain a highly implemented program, key stage 1 teachers should demonstrate a strong commitment to supporting the literacy performance of the learners. This is supported by Dixon and Oakhill (2024), teachers' professional knowledge and their motivation to implement effective reading strategies play a significant role in student outcomes. This can be anchored in Rachmad's Educational Engagement Theory (2022), which highlights that ARAL-Reading program becomes more effective when the teachers' commitment and adherence are present during the learning process. Also, it emphasizes that effective teaching extends beyond classroom instruction. It includes continuous professional development to possess the required skills to effectively support the struggling readers.

Research Problem 3: What is the level of the literacy performance of the Key Stage 1 learners in the implementation of Academic Recovery and Accessible Learning in Reading (ARAL-Reading)?

Table 3. Level of the Literacy Performance of Key Stage 1 Learners

CRLA Mean Percentage Scores (Average MPS)	Reading Level	Frequency (f)
1. 76-100	Grade Level Reader	76
2. 51-75	Transitioning Reader	26
3. 26-50	Developing Reader	6
Result	**MPS:**	**78.95**
	Interpretation:	Grade Level Reader

Table 3 presents the learners' literacy performance in the ARAL-Reading program over the 5 districts. The data show that the highest proportion of learners was classified as Grade Level Readers at 70.37% (f=76). This indicates that the majority of the learners attained the expected competencies for their grade level. These learners demonstrate strong knowledge of decoding skills and can read various texts. Despite the presence of transition and developing readers, the overall result revealed an average score of 78.95, which corresponds to the Grade Level Reader category. This suggests that learners have achieved the expected level of reading proficiency for their grade level. This finding shows the observed outcome during the end of the school year assessment period of the Comprehensive Rapid Literacy Assessment (CRLA). This finding is supported by the study of Bataliran et al., (2024), in which the Comprehensive Rapid Literacy Assessment (CRLA) provides teachers with a streamlined yet comprehensive framework for evaluating key dimensions of reading competency, such as phonological awareness, fluency, and comprehension. Schools regularly implementing CRLA assessments have witnessed up to a 40% improvement in their ability to identify and address specific reading challenges among early-grade learners. Furthermore, this can be explained using Vygotsky's (1917) Sociocultural Theory, which emphasizes that individuals learn through guided participation with more knowledgeable others. In the context of ARAL-Reading, the teachers are the facilitators who support learners in enhancing their literacy performance.

Research Question 4: Is there a significant difference between the level of implementation of the ARAL-Reading program and the level of literacy performance of the learners when grouped according to their profile?

Table 4. Difference between the Level of Implementation of the ARAL-Reading and Learners' Literacy Performance based on Profile

Variable	df1	df2	α	*F-value*	Pr(>F)	Interpretation	Decision
1. Level of implementation of ARAL-Reading and career stage	9	98	.05	1.49	.164	Not significant	Do not reject H_o
2. Level of implementation of ARAL-Reading and school district	4	103	.05	0.52	.723	Not Significant	Do not Reject H_o
3. Level of literacy performance and school district	4	103	.05	5.96	<.001	Significant	Reject H_o

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Table 4 results show that there is no significant difference in the level of ARAL Reading program implementation and to the career stage F = 1.49, p = .164. Thus, the null hypothesis is not rejected. This indicates that the key stage 1 teachers, regardless of their career stage position, exhibit similar instructional practices, commitment, and utilize available resources in carrying out the ARAL-Reading program. Likewise, for the level of implementation of the ARAL Reading program and the school district, the result was no significant difference F = 0.52, p = .723. Thus, the null hypothesis is not rejected. This indicates that the implementation of the ARAL Reading Program is consistent across the sub-congressional or LOCATU district. The key stage 1 teachers consistently apply similar implementation practices in delivering instruction in ARAL-Reading regardless of their district assignment.

On the other hand, the learners' literacy performance and the school district assignment were found a significant difference (F = 5.96, p < .001). Thus, the null hypothesis is rejected. This result suggests that learners' literacy performance varied significantly across school district. Overall, the findings revealed that the level of implementation of the ARAL-Reading program does not significantly differ according to teachers' career stage and assignment. However, the literacy performance significantly differs by teachers' school district assignment.

These results imply that ARAL-Reading program was implemented consistently and similarly across the career stages and the school district, while the literacy performance is influenced by teachers' school district assignment. Since literacy performance is significantly different based on school district assignment, this highlights the significance of adequate learning for teachers and school support. Collaboration with colleagues among districts and dissemination of best instructional practices may help reduce reading gaps and sustain more consistent literacy performance among key stage 1 learners. The findings are supported by Nyatsikor et al. (2020) emphasize the necessity for all teachers, regardless of their specialization, to participate in continuous professional development. In addition, Demegillo et al. (2025) emphasize the importance of collaboration among colleagues through shared planning, exchange of strategies, and participation in professional learning communities, which further strengthens instructional consistency, supports teacher well-being, and enhances overall program effectiveness. In summary, successful ARAL Reading Program implementation largely influenced by the organizational support mechanisms and not by individual teacher characteristics. According to Portacio (2025) implementing the ARAL program effectively requires consistent administrative support, including professional development and training programs.

Research Question 5: Is there a significant relationship between the level of implementation of the ARAL-Reading program and the literacy performance of the Key Stage 1 learners?

Table 5. Relationship between the ARAL-Reading program Implementation and Learners' Literacy Performance

Variables	df	α	r	p-value	Interpretation	Decision
level of implementation of the ARAL-Reading program and the literacy performance	106	.05	0.04	.687	Not significant	Do not reject H_0

In table 5, Pearson Product-Moment Correlation was employed to determine the relationship between the level of implementation of the ARAL-Reading program and learners' literacy performance, r = 0.04, p = .687. The results revealed the relationship between ARAL-Reading program implementation and learners' literacy performance is not statistically significant. Thus, the null hypothesis is not rejected. The obtained correlation coefficient indicates a very weak positive relationship between the level of implementation of the ARAL-Reading and the learners' literacy performance. This implies that ARAL Reading Program implementation was not significantly associated based on the Comprehensive Rapid Literacy Assessment (CRLA) end of the school year result. In addition, the ARAL Reading program was still in the beginning stage, since it was introduced in the early stage of the school year 2025-2026, and its influence on the learners' literacy performance may not be evident. These findings suggest that a high level of program implementation does not necessarily correspond to a significant relationship with learner outcomes.

Research Question 6: What action plan can be proposed based on the findings of the study?

The Proposed Action Plan

The proposed action plan aims to strengthen the competencies of Key Stage 1 teachers in implementing the ARAL-Reading Program through sustained administrative support, continuous professional development, instructional mentoring, and collaborative sharing of best practices. Anchored in the findings of the study, the

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initiative recognizes that although the majority of learners demonstrated grade-level reading proficiency, some continued to require targeted instructional support and appropriate reading interventions. Accordingly, the program emphasizes evidence-based reading strategies, differentiated instruction, collaborative planning, and responsive assessment practices to address learners' varying literacy needs. It also seeks to promote consistency in instructional delivery across the five school districts while reinforcing the shared responsibility of teachers, school heads, and instructional supervisors in improving literacy outcomes.

The implementation will be carried out through an eight-month professional development and workplace application program integrating face-to-face and blended Learning Action Cell (LAC) sessions, mentoring and coaching activities, demonstration teaching, and district-wide benchmarking. Specifically, the initiative will provide opportunities for Key Stage 1 teachers across different career stages and school districts to collaboratively develop contextualized reading materials, refine instructional strategies, exchange effective classroom practices, and strengthen their assessment competencies. Technical assistance will also be provided to support the consistent implementation of the ARAL-Reading Program, including the development and utilization of standardized lesson plans, reading materials, activity sheets, and monitoring instruments. The implementation will require an estimated budget of PHP 25,000.00, sourced from the Maintenance and Other Operating Expenses (MOOE) or Special Education Fund (SEF), to cover resource persons, instructional materials, training logistics, and venue requirements. Potential implementation challenges, including increased teacher workload, limited time, resource constraints, and resistance to additional responsibilities, will be addressed through strategic scheduling, equitable task distribution, orientation, and maximization of available instructional resources.

Monitoring and evaluation will be conducted systematically from the beginning to the end of the school year to determine the effectiveness and sustainability of the proposed interventions. Attendance records, meeting documentation, feedback forms, coaching notes, classroom observation instruments, monitoring checklists, and consolidated reading assessment reports will be utilized to evaluate program implementation and teachers' instructional development. Beginning-of-school-year, periodic, and end-of-school-year assessments will provide opportunities to monitor learners' literacy progress, identify persistent learning gaps, and inform necessary instructional adjustments. School heads, district supervisors, mentors, teachers, tutors, and reading coordinators will collaboratively oversee the implementation and evaluation processes to ensure accountability and continuous improvement. Through sustained professional collaboration, evidence-informed instructional practices, and responsive administrative support, the proposed action plan is expected to strengthen teachers' capacity to deliver effective reading interventions and contribute to improved literacy performance among Key Stage 1 learners across the five school districts.

Ethical Considerations

This study adhered to ethical standards in educational research to protect the rights and welfare of all participating teachers and learners. Participation was strictly voluntary, and informed consent was obtained from the Schools Division Superintendent, Public School District Supervisors, Principals/School Heads, and teachers. The study also complied with established DepEd-Bohol guidelines on student assessment and school-level protocols for testing implementation. The researcher ensured that the teachers fully understood the purpose, procedures, and potential risks of the study before data collection commenced. In accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, academic records were accessed only with proper authorization. Personal information collected from the participants, including their responses, was treated with the utmost confidentiality and stored in a secure database. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process. Furthermore, the researcher adhered to strict ethical guidelines to protect the interests of both teachers and learners during the collection of teachers' responses and learners' Comprehensive Rapid Literacy Assessment (CRLA) results. Responsible research practices were observed throughout the study, and all collected data were securely stored and accessed only by the researcher. The teachers were also clearly informed of their right to withdraw from the study at any time without penalty or prejudice. Upon completion of the study, feedback on the research findings, particularly the proposed action plan, was shared with the school administration and participating teachers to ensure that the study contributed meaningfully to the educational community.

Conclusion

The study concludes that the key stage 1 teacher-respondents of the ARAL-Reading program were beginning teachers. Additionally, key stage 1 teachers in the sub-congressional district highly implemented the ARAL-Reading program and adhered to its guidelines to enhance the reading proficiency of struggling learners. Furthermore, the findings revealed that the majority of the learners were classified as grade-level

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ready in terms of reading proficiency, although there is still a presence of a few learners struggling in reading. Moreover, the findings also show that the teachers' career stage and school district assignment was found no significant difference between the ARAL-Reading implementation. However, learners' literacy performance showed a significant difference with teachers' school district assignment. The results further show that the relationship between ARAL-Reading implementation and learners' literacy performance is not significant. Therefore, longitudinal studies are recommended to provide a deeper understanding of the relationship between intervention programs and learners' literacy outcomes over time. Moving forward, the following recommendations are proposed to enhance teachers' instructional practices to improve learners' literacy performance.

Recommendations

The following recommendations were drawn based on the conclusions: Teachers may pursue continuous professional development opportunities, such as actively participating in teacher training and capacity-building activities that align with strategies and techniques that can be utilized during the implementation of the ARAL-Reading program to help enhance the learners' literacy performance. The District Supervisor, together with the School Heads/Principal and highly proficient teachers, may allocate additional budget for teachers' assistance and reading materials that can be used for the ARAL-Reading program to improve and sustain the implementation of the program. The teachers, reading coordinators, and tutors may strengthen the instructional reading of the teachers in the ARAL-Reading program through capacity-building activities led by highly proficient teachers to sustain the reading proficiency of the learners at grade level ready and enhance the learners who still belong in the transitioning readers. The school district offices and school administration may strengthen the provision for differentiated professional development and collaboration support for Key Stage 1 teachers to reduce the disparities and address the learning gaps of the Key Stage 1 learners. The District Supervisor, School Head/ Principal, and Highly Proficient Teachers may create a committee to review the alignment of the competencies used in ARAL-Reading and the reading materials used for the assessment in the Comprehensive Rapid Literacy Assessment to ensure the reading intervention effectively addresses the learners' specific needs. The school heads/principals, Key Stage 1 teachers, reading coordinators, and district supervisors may implement the workplace application plan suggested by the researcher to support Key Stage 1 teachers and sustain a highly implemented program and grade-level readers in the ARAL-Reading program. Future researchers may conduct longitudinal studies to examine the sustained implementation of the ARAL-Reading Program and its relationship with learners' literacy performance over multiple school years to track the reading improvement of the learners. Researchers may also determine and document best practices in ARAL-Reading implementation across schools and districts, particularly practices associated with improved learners' literacy performance. These findings may provide empirical evidence that can guide the refinement of the program, strengthen implementation strategies, and inform future literacy interventions.

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