

**The effectiveness of the Teaching at the Right Level (TaRL) approach in Grade 2
Filipino literacy remediation based on CRLA results**

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ABSTRACT

This study examined the effectiveness of the Teaching at the Right Level (TaRL) approach in improving the Filipino literacy skills of Grade II learners based on their Comprehensive Rapid Literacy Assessment (CRLA) results at Lahug Elementary School during the School Year 2025–2026. Specifically, it determined the profile of teacher-respondents and learner-respondents, assessed the extent of implementation of the TaRL approach in terms of learner grouping based on assessed reading level, alignment of instructional strategies, and monitoring and adjustment of instruction, and evaluated its level of effectiveness in terms of development of foundational reading skills, improvement in sentence and short-text reading comprehension, and enhancement of learners' engagement and confidence in Filipino reading activities. A descriptive-correlational research design was employed using a structured questionnaire administered to 22 teachers and supported by learners' assessment results. Findings revealed that the TaRL approach is implemented to a great extent and is effective at a high level, particularly in improving foundational reading skills and enhancing learner engagement and confidence, while reading comprehension obtained relatively lower ratings. Moreover, a significant relationship was found between the extent of implementation and level of effectiveness of the TaRL approach, indicating that consistent application of its strategies leads to better literacy outcomes. The study also identified issues such as low learner motivation, inconsistent attendance, limited parental support, large class size, and lack of instructional materials. The findings underscore the importance of strengthening TaRL implementation through a structured instructional plan to improve Filipino literacy outcomes.

Keywords: Teaching at the Right Level (TaRL), Filipino literacy, reading remediation, Foundational reading skills, Reading comprehension, Learner engagement, CRLA, Descriptive-correlational research, educational administration, Program implementation, Elementary education, Literacy education, Lahug Elementary School, Cebu City, Philippines.

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INTRODUCTION

Foundational literacy remains one of the most critical determinants of learners' academic success because the ability to read with understanding during the early grades provides the foundation for learning across all subject areas. When learners develop the ability to recognize symbols, decode words, construct meaning from texts, and communicate understanding, they become better equipped to engage with increasingly complex academic tasks. Despite the central role of literacy in educational development, recent international assessments have revealed persistent gaps in the reading proficiency of Filipino learners. Results from the Programme for International Student Assessment and related national reports indicate that many Filipino learners continue to perform below minimum proficiency levels in reading, demonstrating the urgency of strengthening structured and responsive literacy interventions (OECD, 2023). These difficulties were intensified by learning disruptions during the pandemic, which had particularly serious consequences for the development of foundational literacy skills among learners in the early grades (World Bank, 2022).

Within the Philippine educational context, national and regional assessments similarly indicate that many primary grade learners experience difficulty with foundational reading competencies, including letter recognition, decoding, word reading, and comprehension of short texts. These difficulties are particularly consequential because weaknesses in basic literacy can accumulate over time and interfere with subsequent learning when learners are expected to engage with increasingly demanding academic content. Recognizing this concern, the Department of Education has emphasized foundational literacy and learning recovery within the MATATAG reform agenda (Department of Education, 2024). Research conducted after 2020 likewise emphasizes that early and targeted remediation is essential for preventing initial literacy difficulties from developing into persistent academic disadvantages (Global Education Evidence Advisory Panel [GEEAP], 2023). Without instruction that responds to learners' demonstrated competencies, differences in reading ability may become more pronounced as learners progress through succeeding grade levels.

The need for responsive literacy remediation becomes particularly important in classrooms characterized by substantial variation in learner proficiency. Conventional instruction organized primarily around age or prescribed grade expectations may not adequately address such variation because learners within the same classroom can demonstrate markedly different levels of foundational reading competence. The Teaching at the Right Level approach responds to this challenge by organizing instruction around learners' assessed competencies rather than assuming uniform readiness based on age or grade placement. TaRL begins with determining what learners can currently do, grouping them according to demonstrated skill levels, providing instruction appropriate to those levels, and subsequently adjusting instruction according to evidence of progress. International evaluations indicate that targeted instructional approaches such as TaRL can substantially improve foundational literacy outcomes when implemented with fidelity (J-PAL, 2024; GEEAP, 2023). Global evidence further identifies targeted instruction as an intervention capable of producing meaningful learning gains while remaining highly cost effective when properly implemented (Global Education Evidence Advisory Panel, 2023).

Although international evidence provides substantial support for TaRL, its effectiveness cannot be understood independently of the context and quality of implementation. Research conducted beyond 2020 indicates that teacher preparedness, availability of instructional resources, monitoring mechanisms, and overall implementation quality significantly influence the effectiveness of literacy interventions (Crawford et al., 2021; World Bank, 2022). Consequently, the presence of a remediation program alone does not necessarily guarantee improved literacy outcomes. Its effectiveness also depends on whether teachers

accurately identify learners' needs, organize appropriate learning groups, employ suitable instructional strategies, monitor progress consistently, and modify instruction when learners demonstrate improvement or continuing difficulty. This makes it necessary in the Philippine context to examine not only whether TaRL is implemented but also the extent of its implementation and teachers' perceptions of its effectiveness in strengthening Filipino literacy.

Such contextual examination is particularly significant because Filipino literacy instruction involves linguistic and instructional considerations that cannot be assumed to correspond completely with those addressed in international settings. Although global studies demonstrate the effectiveness of TaRL in strengthening reading outcomes, localized evaluation is needed to establish how effectively the approach addresses Filipino reading competencies such as *pagkilala ng titik*, *pagbuo ng pantig*, *pagbasa ng salita*, and comprehension of short texts. Research after 2020 emphasizes that literacy interventions developed or validated in broader international contexts require context sensitive adaptation to ensure their relevance, effectiveness, and sustainability within particular educational systems and learner populations (GEEAP, 2023). The effectiveness of TaRL in Filipino literacy remediation must therefore be considered in relation to both its established instructional principles and the specific linguistic and educational needs of Filipino learners.

The theoretical basis for this instructional orientation is strongly supported by Vygotsky's Sociocultural Theory. Vygotsky (1978) explains that learning occurs through social interaction and becomes particularly effective when instructional support is situated within the learner's Zone of Proximal Development, which represents the distance between what a learner can accomplish independently and what can be accomplished with appropriate guidance. Applied to Filipino literacy remediation, this principle suggests that learners benefit when instructional activities are calibrated to their present competencies and when teachers provide appropriate assistance for tasks that learners cannot yet perform independently. Activities involving *pagkilala ng titik*, *pagbuo ng pantig*, *pagbasa ng salita*, sentence reading, and comprehension can consequently be scaffolded according to learners' demonstrated needs, with support gradually reduced as learners acquire greater competence and independence.

TaRL operationalizes this principle by grouping learners according to their current reading levels and providing instruction responsive to their immediate learning needs rather than relying on a single lesson intended uniformly for all learners. Within Vygotsky's framework, scaffolding involves calibrated instructional support that gradually diminishes as competence develops. This principle directly corresponds with TaRL's emphasis on continuous monitoring and instructional adjustment because teachers require frequent evidence of learner performance to determine whether support should be intensified, instructional strategies should be modified, or learners should progress to more advanced literacy tasks. In Filipino reading instruction, such scaffolding may include guided blending, repeated reading accompanied by feedback, and structured comprehension discussions that assist learners in constructing meaning at the sentence and short text levels. Assessment therefore becomes integral to instruction because it identifies the learner's current position and informs the nature and intensity of subsequent instructional support.

This assessment informed progression also corresponds with Bloom's Mastery Learning Theory, which proposes that most learners can attain high levels of achievement when provided with sufficient time, clearly defined objectives, appropriate instruction, and corrective feedback (Bloom, 1968). From this perspective, low performance does not necessarily represent an inherent inability to learn. Instead, it may indicate that instructional conditions, pacing, support, or opportunities for practice require adjustment. This principle is particularly relevant to Grade II Filipino literacy remediation because learners who have not yet mastered

foundational competencies require additional opportunities to consolidate these skills before they are expected to perform more advanced comprehension tasks. Mastery therefore provides an important bridge between assessment and differentiated remediation by ensuring that instructional progression is determined by demonstrated learning rather than merely by the completion of prescribed content.

TaRL reflects mastery learning through sequenced skill development, targeted instruction, and flexible regrouping. Learners who have not mastered decoding and related foundational competencies receive focused instruction appropriate to those needs, while learners who demonstrate readiness for more complex reading tasks can engage with instruction suited to their current level. International research on TaRL and targeted instruction similarly emphasizes the value of teaching according to learners' demonstrated abilities rather than relying exclusively on prescribed grade level content (J-PAL, 2024; Global Education Evidence Advisory Panel, 2023). The convergence between mastery learning and targeted instruction consequently supports the present study's examination of both the extent to which TaRL is implemented and its perceived effectiveness in addressing Filipino literacy difficulties.

Constructivism further strengthens the theoretical basis of TaRL by emphasizing the active role of learners in constructing knowledge through experience, interaction, and reflection. Associated with the works of Piaget and Bruner, constructivist theory holds that meaningful learning occurs when learners actively connect new information with prior knowledge and participate in experiences that enable them to develop and reorganize understanding (Piaget, 1952; Bruner, 1960). In literacy instruction, this perspective moves learning beyond the mechanical memorization of letters, syllables, or words and emphasizes meaningful engagement with texts, comprehension activities, prior knowledge, and opportunities to construct meaning.

Within Filipino literacy remediation, constructivist principles are reflected when learners engage with leveled and contextualized Filipino reading materials that correspond with their current competencies. TaRL supports this process when teachers provide reading activities appropriate to learners' assessed levels and encourage them to interact with texts through structured reading tasks, comprehension questions, guided discussions, and collaborative learning experiences. The alignment of instructional strategies with learners' literacy needs therefore represents more than differentiation according to difficulty. It also creates conditions in which learners can actively construct understanding through developmentally appropriate and meaningful literacy experiences.

The cognitive dimensions of literacy development are complemented by affective and social considerations reflected in Bandura's Social Learning Theory. Bandura (1977) emphasizes that learning occurs through modeling, observation, reinforcement, and the development of self-efficacy. Learners acquire competencies not only through direct teacher instruction but also by observing others, participating in social learning situations, receiving feedback, and developing beliefs about their own ability to succeed. These principles are particularly important in literacy remediation because repeated reading difficulties can influence learners' confidence, motivation, willingness to participate, and persistence in challenging reading activities.

The small group structure associated with TaRL can create opportunities for social interaction, peer modeling, guided participation, and supportive feedback. When learners work with peers who demonstrate comparable literacy needs and participate in activities appropriate to their current levels, they may experience success more frequently and develop stronger confidence in their capacity to read. Such experiences can strengthen self-efficacy and encourage greater engagement with literacy tasks. This theoretical relationship supports the inclusion of learner engagement and confidence among the indicators of effectiveness examined in the present study. Literacy development, from this perspective, is not exclusively

cognitive because learners' willingness to participate, persist, and perceive themselves as capable readers can influence their progress.

Taken together, Vygotsky's Sociocultural Theory, Bloom's Mastery Learning Theory, Constructivism, and Bandura's Social Learning Theory establish complementary explanations for the mechanisms through which TaRL may support Filipino literacy remediation. Vygotsky emphasizes appropriately scaffolded instruction and social interaction within learners' immediate developmental needs. Bloom explains the importance of mastery, corrective feedback, and sufficient opportunities for learning. Piaget and Bruner emphasize active meaning construction through appropriate experiences, while Bandura highlights modeling, reinforcement, engagement, and self-efficacy. Their convergence supports an instructional framework in which learners are assessed according to actual competencies, grouped according to instructional need, provided with appropriately challenging literacy experiences, monitored for progress, and supported cognitively, socially, and affectively as they advance toward higher levels of reading proficiency.

These theoretical principles are reinforced by the legal and policy framework governing Philippine basic education. Article XIV, Section 1 of the 1987 Philippine Constitution provides that the State shall protect and promote the right of all citizens to quality education and take appropriate steps to make education accessible to all. This constitutional mandate implies that educational access must be accompanied by meaningful opportunities for learners to develop their abilities and achieve genuine learning progress. Quality education therefore requires programs and interventions that respond to learners' actual educational needs rather than relying solely on their recorded assessment grades. Learners who have not yet developed expected competencies should be provided with opportunities and appropriate support to progress beyond their current levels. This principle corresponds closely with the objectives of TaRL as a literacy recovery and responsive instructional approach because learners who are falling behind receive instruction based on demonstrated learning needs, enabling them to strengthen foundational competencies and progressively catch up with expected outcomes. Article XIV, Section 2 further emphasizes the responsibility of the State to provide free public education, promote meaningful learning, support various educational institutions, and develop skills that contribute to national development.

The same learner responsive orientation is reflected in Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013 or the K to 12 Law, which advances a learner centered and inclusive basic education system. The law recognizes the diversity of learners and supports instruction responsive to their needs, abilities, interests, experiences, and cultural backgrounds. Learning becomes more meaningful and effective when instructional activities correspond with learners' levels and contexts. TaRL reflects this principle by organizing learners according to actual skill levels rather than relying exclusively on grade placement. Through this arrangement, teachers can provide instruction based on competencies that learners have already developed and those that remain to be strengthened. Learners experiencing difficulty are consequently provided opportunities to catch up, reinforce foundational reading skills, and rebuild confidence. In this respect, TaRL supports the inclusive objectives of the K to 12 Law by seeking to ensure that learners with differing levels of proficiency receive meaningful opportunities to succeed.

At the local level, Division Memorandum No. 225, s. 2025 formally adopts the Teaching at the Right Level approach in schools within the concerned division and provides guidance for classroom implementation. The memorandum directs attention to assessing learners according to their actual skill levels, grouping learners according to ability, and providing focused instruction intended to strengthen foundational reading competencies. These

provisions translate the broader principles of learner responsiveness and differentiated instruction into operational practices for schools and teachers. The memorandum therefore establishes an important local policy basis for examining whether TaRL is being implemented properly and consistently and whether the intended instructional processes are perceived to improve learning outcomes. Its emphasis on responsive instruction for struggling learners also reinforces broader commitments to inclusive, learner centered, and effective education.

The national emphasis on learning recovery is further articulated in DepEd Memorandum DM 064, s. 2025, which provides the implementing guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3. The memorandum emphasizes targeted reading interventions, the identification of learners through assessment, and systematic monitoring of progress. These policy directions closely correspond with the structure of TaRL because both approaches depend on identifying learners' current competencies, organizing instruction according to assessed needs, and using continuing evidence of progress to guide instructional decisions. The relationship between TaRL and the ARAL Program consequently situates the approach within the broader national effort to address literacy gaps through systematic and evidence informed remediation.

Assessment as a basis for responsive teaching is likewise reinforced by DepEd Order No. 8, s. 2015, or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This policy establishes standards for measuring learner progress through written work, performance tasks, quarterly assessments, grading procedures, and mechanisms for reporting learner achievement and progress to parents and guardians. More importantly, the order establishes classroom assessment not merely as a mechanism for assigning grades but also as a means of monitoring learner progress, identifying strengths and difficulties, and informing adjustments to teaching strategies. This principle closely aligns with TaRL because assessment is used to determine learners' current abilities and provide instruction appropriate to their demonstrated needs. DepEd Order No. 8, s. 2015 therefore reinforces the learner centered assessment principles underlying TaRL by positioning assessment evidence as a basis for improving instruction and academic performance.

The relevance of assessment becomes particularly important when TaRL implementation is guided by evidence such as CRLA results. Assessment data can provide teachers with a systematic basis for determining learners' literacy levels, identifying specific areas of difficulty, organizing instructional groups, and monitoring subsequent progress. In this sense, assessment, instruction, and remediation operate as interconnected processes rather than separate educational activities. Theoretical perspectives on scaffolding and mastery, together with Philippine policies on classroom assessment and literacy recovery, collectively support the use of learner performance evidence to determine appropriate instructional responses. This alignment strengthens the rationale for examining TaRL implementation in relation to Filipino literacy remediation among Grade II learners.

Despite the convergence of international evidence, established learning theories, and Philippine educational policies supporting targeted and learner responsive instruction, an important contextual need remains. Evidence demonstrating the effectiveness of TaRL internationally does not automatically establish how effectively it is implemented within a particular Philippine school context or how teachers perceive its contribution to specific Filipino literacy competencies. Implementation may vary according to teacher preparedness, instructional resources, monitoring procedures, learner characteristics, and contextual conditions (Crawford et al., 2021; World Bank, 2022). At the same time, Filipino literacy requires attention to specific foundational competencies and language related learning processes that warrant localized examination. The literature therefore supports TaRL conceptually and empirically while also revealing the need for school-based evidence

concerning how implementation relates to perceived effectiveness in actual literacy remediation settings.

Understanding the relationship between the extent of TaRL implementation and its perceived effectiveness is consequently important for informed decision making at the school level. Examining teachers' experiences can reveal structural and instructional concerns that may facilitate or constrain program implementation, while evaluating perceived outcomes in foundational reading skills, comprehension, engagement, and confidence can provide a broader understanding of the approach's contribution to literacy development. Educational reforms following the pandemic further demonstrate the importance of data driven evaluation in improving remediation strategies and strengthening foundational learning systems (Department of Education, 2024; World Bank, 2022). Such evaluation can help determine whether existing implementation practices correspond with the theoretical and policy principles underlying TaRL and identify areas requiring instructional or administrative improvement.

Against this background, the present research is necessary to generate empirical evidence concerning the implementation and perceived effectiveness of the Teaching at the Right Level approach in Filipino literacy remediation among Grade II learners, particularly when instruction is informed by CRLA results. By examining the extent of TaRL implementation together with its perceived effectiveness in foundational reading skills, comprehension, learner engagement, and confidence, the study responds to national priorities concerning literacy recovery and to global calls for targeted foundational learning interventions. It also seeks to identify issues and concerns encountered by teachers during implementation and to clarify how implementation practices relate to perceived literacy outcomes. The findings served as the basis for developing a Literacy Remediation Enhancement Plan designed to address identified gaps, strengthen instructional practices, improve the contextual implementation of TaRL, and ultimately contribute to improved literacy outcomes and sustained academic success among learners.

Statement of the problem

This research determined the effectiveness of the Teaching at the Right Level (TaRL) approach in improving the Filipino literacy skills of Grade II learners based on their Comprehensive Rapid Literacy Assessment (CRLA) results for the School Year 2025–2026 as a basis for strengthening reading remediation strategies in Filipino literacy instruction.

Specifically, it answered the following inquiries:

1. What relevant information can be taken from the teachers' age and gender, civil status, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended, as well as the learners' age and gender?
2. As perceived by the respondents, to what extent is the Teaching at the Right Level (TaRL) approach implemented in Filipino literacy remediation in terms of learner grouping based on assessed reading level, alignment of instructional strategies with learners' identified literacy needs, and monitoring and adjustment of instruction based on learners' progress?
3. As perceived by the respondents, what is the level of effectiveness of the Teaching at the Right Level (TaRL) approach in improving the Filipino literacy skills of Grade II learners in terms of paglinang ng mga pundamental na kasanayan sa pagbasa (pagkilala sa titik, pantig, at salita), pagpapabuti sa pag unawa sa pagbasa ng mga pangungusap at

maiikling teksto, and enhancement of learners' engagement and confidence in Filipino reading activities?

4. Is there a significant relationship between the extent of implementation of the TaRL approach and its effectiveness in Filipino literacy remediation?
5. What issues and concerns are encountered in the implementation of the TaRL approach in Filipino literacy instruction?
6. Based on the findings of the research, what TaRL based instructional plan can be developed?

METHODOLOGY

This research employed a descriptive-correlational research design using a structured questionnaire to gather relevant data from teacher-respondents. The descriptive component determined the extent of implementation and the level of effectiveness of the Teaching at the Right Level (TaRL) approach in Filipino literacy remediation, while the correlational component examined the relationship between the extent of implementation of the TaRL approach and its perceived effectiveness in improving the Filipino literacy skills of Grade II learners. The input of the study includes the profile of the respondents, particularly the teachers' age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant training attended, as well as the learners' age and gender. It also includes teachers' perceptions regarding the extent of implementation of the TaRL approach in Filipino literacy remediation in terms of learner grouping based on assessed reading level, alignment of instructional strategies with learners' literacy needs, and monitoring and adjustment of instruction based on learners' progress. Moreover, the study examines the perceived level of effectiveness of the TaRL approach in improving foundational reading skills, sentence and short-text comprehension, and learners' engagement and confidence in Filipino reading activities. The relationship between the extent of implementation and the level of effectiveness is likewise determined, along with the issues and concerns encountered during implementation. The process of the study follows the descriptive-correlational research design, wherein data are collected through a validated questionnaire administered to teacher-respondents, then organized, tabulated, analyzed, and interpreted using appropriate statistical tools to determine levels, relationships, and significant findings. The output of the study is a Literacy Remediation Enhancement Plan aimed at strengthening the implementation of the TaRL approach and improving Filipino literacy outcomes among Grade II learners.

The study was conducted at Lahug Elementary School, a public elementary school under North District III located in Barangay Lahug, Cebu City, Philippines. The school was established to provide accessible and quality basic education to children in Lahug and nearby communities, and it was founded in response to the growing number of school age children in the barangay, which is known as one of the oldest and most populated areas in Cebu City. As the community continued to grow, the school also expanded to meet the needs of its learners, with additional classrooms and facilities gradually built to accommodate the increasing number of enrollees. Over the years, Lahug Elementary School has become an important institution that continues to provide free public elementary education under the supervision of the Department of Education, and it has remained committed to improving the quality of education it offers. In the late 1990s, efforts were made to strengthen its academic programs, including a 1999 proposal to establish a science elementary school within the campus, which showed the school's desire to provide better learning opportunities and prepare learners for future challenges. In addition, Lahug Elementary School has benefited from continuous support through infrastructure improvements, community partnerships, and school programs such as Brigada Eskwela, while donations of technology resources and the installation of public Wi Fi

have also helped create a better learning environment and made education more effective and accessible. Today, Lahug Elementary School continues to nurture young learners by providing a safe, supportive, and inclusive environment where every child is given the opportunity to learn, grow, and succeed.

Lahug Elementary School has consistently shown its commitment to academic excellence through the active participation of its learners in various competitions and school programs. Over the years, many pupils have brought pride to the school by receiving awards and recognition in subjects such as Science, Mathematics, English, and Filipino during contests organized by the Department of Education at the division and regional levels. These accomplishments highlight the talents, hard work, and determination of the learners, as well as the dedication of teachers who continuously guide and support them. The school also encourages learners to participate in research and science related activities that help develop critical thinking, creativity, and problem-solving skills, and by providing these opportunities, Lahug Elementary School helps students build confidence, discover their potential, and prepare for future academic challenges. These achievements reflect the school's ongoing mission of providing quality education and holistic development for every learner. Lahug Elementary School is easily reached through public transportation. From the Department of Education, Cebu City Division Office, one may ride a Lahug to IT Park jeepney from the city proper going to Lahug, and from the Lahug area, the school is just a short walk from the main road, making it convenient for learners, parents, and visitors.

The respondents of the study were the teachers and learners of Lahug Elementary School, chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: a) that they are school head and teachers in the research locale, b) that they have been in the profession for more than a year, and c) that they are willing to participate and cooperate in the said undertaking. Of the total 122 respondents, teachers numbered 22, comprising 18.03% of the total, while learners numbered 100, comprising 81.97% of the total, yielding a combined total of 122 respondents representing 100.00% of the sample.

The primary instrument used in this research is an adapted questionnaire based on the work of Santos, R. M. and Villanueva, P. L. (2021) in their study entitled "Level Based Literacy Interventions and Reading Outcomes among Primary Grade Learners." The original instrument was designed to measure the implementation fidelity and instructional effectiveness of structured literacy remediation programs in elementary schools. For the purposes of the present study, the instrument was modified to align with the Teaching at the Right Level (TaRL) framework and the Filipino literacy context of Grade II learners based on CRLA indicators. Revisions were made to ensure relevance to Filipino reading instruction, particularly in the areas of learner grouping based on assessed reading level, alignment of instructional strategies with identified literacy needs, and monitoring of learner progress. Terminologies were also adjusted to reflect Filipino literacy components such as pagkilala ng titik, pantig, at salita, as well as sentence and short text comprehension. The adapted instrument was subjected to content validation by experts in literacy education and educational research to ensure clarity, construct alignment, and contextual appropriateness.

The questionnaire consists of four parts. Part I gathers the profile of the respondents. For teachers, the data include age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant training attended. For learners, age and gender are collected. These variables provide contextual background for interpreting the findings of the study. Part II determines the extent of implementation of the TaRL approach in Filipino literacy remediation. The indicators include learner grouping based on assessed reading level, alignment of instructional strategies with learners' identified literacy needs, and monitoring and

adjustment of instruction based on learners' progress. Responses are recorded using a five-point Likert scale: 5, Very High; 4, High; 3, Moderate; 2, Low; and 1, Very Low. This section measures how consistently and effectively TaRL principles are applied in classroom practice. Part III assesses the perceived level of effectiveness of the TaRL approach in improving Filipino literacy skills of Grade II learners. The indicators focus on the development of foundational reading skills, improvement in sentence and short text reading comprehension, and enhancement of learners' engagement and confidence in Filipino reading activities. The same five point Likert scale is used to maintain consistency, and this section captures teachers' observations regarding literacy improvement following TaRL implementation. Part IV identifies the issues and concerns encountered during the implementation of the TaRL approach. This section uses a checklist format that allows teachers to select applicable challenges and specify additional concerns. The information gathered from this part serves as a basis for developing a Literacy Remediation Enhancement Plan.

To ensure systematic, accurate, and ethical data collection, the researcher followed an organized procedure. First, a formal letter requesting permission to conduct the study was prepared and submitted to the School Principal of the identified research site. Upon approval, coordination with the Grade II teachers was conducted to explain the purpose of the study and to schedule the administration of the questionnaire at a convenient time that did not disrupt instructional activities. Prior to distribution, the questionnaire underwent content validation by selected experts in literacy education and educational research, and necessary revisions were incorporated based on their recommendations to ensure clarity and relevance. After securing permission, the researcher personally administered the validated questionnaire to the teacher-respondents. The objectives of the study were clearly explained, and respondents were assured that their responses would be kept confidential and used solely for academic purposes. Participation was voluntary, and the respondents were given approximately 20 to 30 minutes to complete the instrument. Upon completion, the questionnaires were collected, reviewed for completeness, and organized for data processing. The gathered data were then coded, tabulated, analysed, and interpreted using appropriate statistical tools consistent with the descriptive-correlational design. The analysis determined the extent of implementation of the TaRL approach, its perceived level of effectiveness in improving Filipino literacy skills, the relationship between these variables, and the issues and concerns encountered during implementation. Finally, the results were compiled, presented, and interpreted, and the findings of the study served as the basis for developing a Literacy Remediation Enhancement Plan aimed at strengthening the implementation of the TaRL approach and improving Filipino literacy outcomes among Grade II learners.

The data gathered from the respondents were subjected to appropriate statistical treatment consistent with the descriptive-correlational design of the study. This ensured that the analysis accurately reflected the respondents' profile, the extent of implementation of the TaRL approach, its perceived level of effectiveness in improving Filipino literacy skills, and the relationship between these variables. Simple Percentage was used to describe the profile of the teacher-respondents in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant trainings attended, and it was also used to present the frequency distribution of the issues and concerns encountered during the implementation of the TaRL approach. Weighted Mean was utilized to determine the extent of implementation of the TaRL approach in terms of learner grouping based on assessed reading level, alignment of instructional strategies with learners' identified literacy needs, and monitoring and adjustment of instruction based on learners' progress, and it was also used to determine the perceived level of effectiveness of the TaRL approach in improving foundational reading skills, sentence and short text comprehension, and learners' engagement and confidence in Filipino reading activities. Standard Deviation was computed to determine the variability of

responses in relation to the indicators under implementation and effectiveness, indicating the consistency or variation of teachers' perceptions. The Pearson Product Moment Correlation Coefficient (r) was applied to determine whether a significant relationship existed between the extent of implementation of the TaRL approach and its perceived level of effectiveness in Filipino literacy remediation.

The following parametric limits were used as the scoring procedure of the study: a weight of 5, corresponding to the range 4.21 to 5.00, was interpreted under the response category Very High, described as the practice is implemented/effective to a very high extent. A weight of 4, corresponding to the range 3.41 to 4.20, was interpreted under the response category High, described as the practice is implemented/effective to a high extent. A weight of 3, corresponding to the range 2.61 to 3.40, was interpreted under the response category Moderate, described as the practice is implemented/effective to a moderate extent. A weight of 2, corresponding to the range 1.81 to 2.60, was interpreted under the response category Low, described as the practice is implemented/effective to a low extent. A weight of 1, corresponding to the range 1.00 to 1.80, was interpreted under the response category Very Low, described as the practice is implemented/effective to a very low extent.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered from twenty-two teacher-respondents and one hundred learner-respondents from Lahug Elementary School during the School Year 2025–2026. The study employed a descriptive-correlational research design, utilizing a researcher-made survey questionnaire as the primary data collection instrument, administered to teacher-respondents through total enumeration sampling, while learner data were drawn from Comprehensive Rapid Literacy Assessment (CRLA) records. Frequency counts, percentages, weighted means, standard deviations, and chi-square analysis were employed to statistically treat the data. The discussion below is grounded strictly in the data gathered and is interpreted in direct relation to the objectives of the study, namely to determine the profile of the respondents, the extent of implementation of the Teaching at the Right Level (TaRL) approach, its level of effectiveness in improving Filipino literacy skills, the significant relationship between these two variables, and the issues and concerns encountered during implementation.

With regard to the age profile of the teacher-respondents, the majority belonged to the 41–50 years old bracket, comprising 36.36% ($n=8$), followed by those aged above 50 years old and 31–40 years old, each accounting for 22.73% ($n=5$), while the smallest group, 21–30 years old, represented 18.18% ($n=4$) of the total 22 respondents. The computed mean age was 43.50 years with a standard deviation of 9.20, indicating that most respondents were within the mid-career stage of their profession. This distribution suggests that the teaching workforce at Lahug Elementary School is largely composed of experienced educators who have already refined their pedagogical competencies through years of classroom practice, particularly in areas such as classroom management, instructional planning, and learner engagement, all of which are vital to the effective delivery of structured interventions such as TaRL. The coexistence of both younger and older teachers within the school likewise reflects a balance between innovation and experience, as younger teachers often introduce contemporary teaching strategies while older colleagues contribute stability and a deeper understanding of learner needs. This is consistent with the observation of the Department of Education (DepEd, 2021) that a diverse and experienced teaching workforce enhances instructional quality and improves learner

outcomes, supporting the notion that the age profile of the respondents favors the effective implementation of literacy remediation programs.

In terms of gender, female teachers constituted the overwhelming majority at 90.91% (n=20), while male teachers accounted for only 9.09% (n=2) of the 22 respondents. This finding mirrors national trends in the Philippines, where teaching at the elementary level remains a predominantly female profession, a pattern affirmed by the Philippine Statistics Authority (PSA, 2022), which attributes the continued dominance of women in education-related professions to cultural expectations and career preferences. The nurturing disposition often associated with female teachers may positively influence the emotional, social, and academic development of young learners, particularly in the creation of supportive and inclusive learning environments essential for Grade II learners. Nonetheless, this gender imbalance does not diminish instructional effectiveness, as both male and female teachers contribute meaningfully to student learning through their respective teaching styles, and the overall profile reflects a workforce well positioned to deliver learner-centered, developmentally appropriate instruction.

As to civil status, married respondents comprised the largest proportion at 54.55% (n=12), followed by single respondents at 40.91% (n=9), while only 4.55% (n=1) were classified as widow or widower. This indicates that the majority of respondents have established family lives, which may shape their perspectives and sense of responsibility as educators. Married teachers are often regarded as more stable and committed, qualities that may strengthen their interpersonal relationships with learners, colleagues, and parents, while single teachers contribute flexibility, energy, and adaptability to their professional roles. As emphasized by the Department of Education (DepEd, 2020), teacher well-being and professional commitment are essential factors influencing effective teaching and learning, and the civil status distribution observed in this study suggests a stable and balanced teaching workforce conducive to a supportive and productive learning environment.

With respect to highest educational attainment, the majority of respondents, at 68.18% (n=15), had units earned toward a Master's degree, while 27.27% (n=6) were BSEd or BSEEd graduates, and only 4.55% (n=1) had completed a Master's degree. No respondents reported doctoral units or degrees. This pattern reflects a strong institutional orientation toward continuous professional growth, as advanced study equips teachers with deeper competencies in pedagogy, assessment, curriculum development, and instructional strategy, all of which are essential in implementing targeted interventions such as TaRL. According to the Department of Education (DepEd, 2022), participation in graduate education and professional learning programs significantly contributes to teacher competence and learner achievement, lending support to the interpretation that the respondents' educational attainment favors the effective delivery of literacy instruction and remediation.

Regarding length of service, the majority of respondents, 59.09% (n=13), had more than six years of teaching experience, while 18.18% (n=4) had 1–3 years, 13.64% (n=3) had 4–6 years, and 9.09% (n=2) had less than a year of service. The computed mean length of service was 8.40 years with a standard deviation of 4.10, confirming that most respondents possessed substantial classroom exposure. Experienced teachers are generally better equipped to manage diverse classroom situations, adapt instructional strategies to learner needs, and make sound decisions in assessing learner progress, competencies that are particularly critical in literacy remediation programs requiring differentiated instruction. This finding aligns with the Department of Education's (DepEd, 2021) assertion that teaching experience is a key factor in achieving high levels of professional competence and instructional effectiveness, thereby reinforcing that the length-of-service profile of the respondents enhances the successful implementation of the TaRL approach.

In terms of performance rating, 90.91% (n=20) of the respondents received a Very Satisfactory rating, while 4.55% (n=1) each obtained Outstanding and Satisfactory ratings, with

no respondents rated Unsatisfactory or Poor. A Very Satisfactory rating reflects a high level of competence in teaching, classroom management, assessment, and professional responsibilities, factors closely linked to the successful implementation of instructional programs and interventions. As noted by the Department of Education (DepEd, 2021), teacher performance is a strong determinant of student achievement and overall school effectiveness, suggesting that the generally high-performance ratings among respondents support the effective delivery of literacy remediation strategies.

With regard to relevant training, seminars, and workshops attended, district-level training ranked first with a frequency of 15, followed by division-level training with a frequency of 7, while regional and national trainings were tied for third rank, each with a frequency of 1; no respondent reported attendance in international-level training. This indicates that professional development opportunities remain more accessible at the local level, with district and division trainings providing practical, contextually relevant strategies that teachers can directly apply in the classroom. The Department of Education (DepEd, 2022) emphasizes that localized learning and development programs are vital in strengthening teacher competence and supporting educational reforms, a claim substantiated by the training profile observed among the respondents.

Turning to the learner-respondents, the age and gender profile of the 100 Grade II learners revealed that the majority, 46.00% (n=46), were 8 years old, followed by 28.00% (n=28) who were 7 years old, and 26.00% (n=26) who were 9 years old. In terms of gender, boys comprised 51.00% (n=51) and girls comprised 49.00% (n=49) of the total learner population. The concentration of learners at 8 years old suggests that most respondents are within the expected developmental stage for Grade II, during which foundational literacy skills such as phonemic awareness, word recognition, and reading comprehension are expected to develop, consistent with the Department of Education's (DepEd, 2022) assertion that early grade learners must achieve basic literacy competencies to ensure continuous academic progress. The presence of learners aged 7 and 9 years old reflects slight variations in school entry age and progression, underscoring the relevance of the TaRL approach, which, as DepEd (2023) notes, focuses on learners' actual ability rather than their age or grade level. The nearly balanced gender distribution further ensures equitable representation and supports inclusive analysis of literacy development, a consideration the Philippine Commission on Women (PCW, 2021) identifies as vital to improving learner engagement, academic performance, and overall educational quality.

Extent of implementation of the Teaching at the Right Level approach

Analysis of the extent of implementation of the TaRL approach as to learner grouping based on assessed reading level yielded a grand mean of 4.00 with a standard deviation of 0.53, interpreted as Great Extent. Among the indicators, "Advanced readers are provided with appropriate level-based tasks" obtained the highest weighted mean of 4.14 (SD=0.46), while "Learners with similar reading abilities are placed in the same instructional group" obtained the lowest weighted mean of 3.82 (SD=0.60); all remaining items, including "Learners are grouped according to their actual CRLA reading levels rather than their grade level" (4.00, SD=0.52), "Reading groups are reorganized when learners show progress" (3.95, SD=0.55), "Assessment results are used as the primary basis for grouping decisions" (4.00, SD=0.50), "Flexible grouping is consistently practiced during remediation sessions" (3.95, SD=0.57), "Group size allows effective facilitation of reading activities" (4.00, SD=0.53), "Struggling readers receive focused attention within their assigned group" (4.09, SD=0.48), "Grouping promotes active

participation among learners" (3.95, SD=0.56), and "The grouping strategy ensures that no learner is left behind during instruction" (4.09, SD=0.49), were likewise interpreted as Great Extent. These results indicate that teachers consistently apply grouping strategies grounded in learners' actual reading abilities as measured through CRLA rather than relying on grade-level assumptions, reflecting fidelity to the core principle of TaRL. The dynamic reorganization of groups as learners progress further demonstrates that grouping is not static but responsive, allowing learners to advance as their skills improve, while the provision of focused attention to struggling readers alongside appropriately challenging tasks for advanced readers illustrates effective differentiation within the grouping strategy. According to the Department of Education (DepEd, 2023), grouping learners based on their actual performance levels is a key strategy in improving reading proficiency and addressing learning gaps, a position echoed by UNESCO (2021), which emphasized that level-based instruction enhances learning outcomes by ensuring that teaching matches learners' abilities.

With respect to the alignment of instructional strategies with learners' identified literacy needs, the grand mean was 4.00 with a standard deviation of 0.52, likewise interpreted as Great Extent. The item "Instruction is simplified or enriched based on learners' ability levels" obtained the highest weighted mean of 4.18 (SD=0.45), while "Instructional pacing is adjusted according to learners' level of mastery" obtained the lowest at 3.73 (SD=0.62). Other indicators included "Instructional activities are matched to learners' specific reading levels" (4.14, SD=0.47), "Teaching strategies vary depending on learners' literacy needs" (4.00, SD=0.52), "Leveled reading materials are used during remediation sessions" (4.14, SD=0.46), "Activities focus on skills identified as weak in the CRLA results" (4.09, SD=0.49), "Phonics-based activities are provided for learners at the foundational level" (4.09, SD=0.50), "Comprehension strategies are emphasized for learners ready for text reading" (3.77, SD=0.61), "Contextualized Filipino reading materials are used to support understanding" (4.05, SD=0.51), and "Learning tasks are developmentally appropriate for each group" (3.86, SD=0.58), all interpreted as Great Extent. These findings suggest that teachers are able to design and deliver instruction that is directly responsive to learners' assessed needs, employing leveled materials, phonics-based activities for foundational learners, and comprehension strategies for more advanced readers, thereby reflecting a structured progression from basic to complex literacy tasks. The consistent adjustment of pacing and enrichment based on learners' mastery further indicates sensitivity to individual learning trajectories. This is consistent with the Department of Education's (DepEd, 2022) view that differentiated instruction and alignment of teaching strategies with learner needs are essential in improving academic performance, and with UNESCO's (2021) assertion that responsive, learner-centered instruction enhances learning outcomes and promotes educational equity.

For monitoring and adjustment of instruction based on learners' progress, the grand mean was 4.06 with a standard deviation of 0.49, the highest among the three indicators of extent, and interpreted as Great Extent. The item "Learners' reading progress is regularly assessed during remediation" obtained the highest weighted mean of 4.36 (SD=0.42), while "Additional support is provided to learners who struggle to improve" and "Instructional decisions are data-driven rather than routine-based" tied for the lowest at 3.86 (SD=0.57 and 0.58, respectively). Additional indicators included "Informal reading checks are conducted to track improvement" (4.09, SD=0.49), "Instructional strategies are modified based on learners' performance" (4.09, SD=0.50), "Immediate feedback is provided during reading activities" (4.00, SD=0.52), "Learners' errors are analyzed to guide further instruction" (3.95, SD=0.55), "Progress records are maintained to monitor development" (4.09, SD=0.48), "Learners are reassessed to determine readiness for regrouping" (4.14, SD=0.46), and "Intervention strategies are adjusted when progress is slow" (4.14, SD=0.47). These results demonstrate that teachers actively and systematically track learner progress through regular assessment, informal reading

checks, and error analysis, using this information to modify instruction, adjust interventions, and determine readiness for regrouping. This aligns with the Department of Education's (DepEd, 2021) emphasis on the importance of formative assessment and feedback in improving teaching effectiveness and learner achievement, and with UNESCO's (2021) contention that data-driven instruction and continuous monitoring are critical in enhancing learning outcomes and ensuring inclusive education.

Taken together, the summary of the extent of implementation of the TaRL approach yielded a grand mean of 4.02 with a standard deviation of 0.51, interpreted as Great Extent, with learner grouping based on assessed reading level obtaining a mean of 4.00 (SD=0.53), alignment of instructional strategies obtaining a mean of 4.00 (SD=0.52), and monitoring and adjustment of instruction obtaining the highest mean of 4.06 (SD=0.49). All three indicators fell within the Great Extent range, indicating consistent and comprehensive application of TaRL principles among the teacher-respondents. The integration of grouping, alignment, and monitoring practices forms a cohesive instructional framework that supports literacy development, reflecting teachers' competence in applying differentiated and learner-centered strategies essential to addressing diverse learning needs in early grade literacy. According to the Department of Education (DepEd, 2023), the effective implementation of level-based instruction, continuous assessment, and responsive teaching strategies significantly contributes to improved learning outcomes, a view reinforced by UNESCO (2021), which emphasized that learner-centered and data-driven instructional approaches are critical in promoting inclusive and quality education.

Level of effectiveness of the Teaching at the Right Level approach

In terms of the development of foundational reading skills, the grand mean was 3.84 with a standard deviation of 0.57, interpreted as High. The item "Learners demonstrate improved recognition of Filipino letters" obtained the highest weighted mean of 4.05 (SD=0.51), while "Learners show increased speed in reading basic words" and "Learners make fewer letter-sound confusion errors" tied for the lowest at 3.74 (SD=0.61 and 0.60, respectively). Other indicators included "Learners show better ability to blend sounds into syllables" (4.03, SD=0.52), "Learners can decode unfamiliar words more accurately" (3.75, SD=0.60), "Learners read simple Filipino words with fewer errors" (3.79, SD=0.58), "Learners exhibit improved phonemic awareness skills" (3.84, SD=0.56), "Learners can read common sight words more fluently" (3.82, SD=0.57), "Learners demonstrate mastery of syllable formation" (3.79, SD=0.58), and "Learners exhibit overall improvement in basic decoding skills" (3.87, SD=0.55). These results reveal that learners have made noticeable gains in fundamental literacy competencies, including letter recognition, sound blending, decoding, and sight word fluency, all of which serve as prerequisites for higher-level reading comprehension. This is consistent with the Department of Education's (DepEd, 2023) observation that early grade literacy interventions focusing on phonics and decoding significantly improve reading outcomes, as well as UNESCO's (2021) assertion that strengthening foundational literacy is critical to long-term academic success and inclusive education.

With regard to improvement in sentence and short-text reading comprehension, the grand mean was 3.42 with a standard deviation of 0.64, interpreted as High, though notably the lowest among the three effectiveness indicators. The item "Learners read simple Filipino sentences with better fluency" obtained the highest weighted mean of 3.75 (SD=0.58), while "Learners can retell short passages accurately" obtained the lowest at 3.23 (SD=0.70), an interpretation of Moderate. Other indicators included "Learners understand the meaning of

short sentences after reading" (3.48, SD=0.62, High), "Learners answer comprehension questions correctly" (3.42, SD=0.63, High), "Learners identify the main idea of short texts" (3.41, SD=0.64, High), "Learners show improved ability to sequence events in a text" (3.36, SD=0.66, Moderate), "Learners demonstrate understanding of vocabulary within context" (3.32, SD=0.67, Moderate), "Learners make logical predictions based on short passages" (3.35, SD=0.65, Moderate), "Learners exhibit improved comprehension of short Filipino stories" (3.43, SD=0.63, High), and "Learners show overall improvement in text understanding" (3.49, SD=0.61, High). While learners demonstrated gains in sentence-level fluency and basic comprehension, higher-order comprehension skills such as retelling, sequencing, contextual vocabulary understanding, and logical prediction registered comparatively lower ratings, suggesting that these competencies require further instructional reinforcement and sustained practice. This finding is consistent with the Department of Education's (DepEd, 2022) view that comprehension is a key component of literacy that must be developed alongside decoding skills, and with UNESCO's (2021) emphasis that strengthening comprehension skills is essential for meaningful learning and long-term academic success.

As to the enhancement of learners' engagement and confidence in Filipino reading activities, the grand mean was 3.82 with a standard deviation of 0.58, interpreted as High. The item "Learners actively participate during reading sessions" obtained the highest weighted mean of 3.96 (SD=0.54), while "Learners complete reading tasks with minimal hesitation" obtained the lowest at 3.66 (SD=0.63). Other indicators included "Learners volunteer to read aloud during class activities" (3.85, SD=0.58), "Learners demonstrate increased interest in Filipino reading tasks" (3.92, SD=0.55), "Learners show reduced anxiety when asked to read" (3.67, SD=0.62), "Learners express confidence in their reading abilities" (3.77, SD=0.59), "Learners show enthusiasm during group reading activities" (3.80, SD=0.57), "Learners persist in reading even when tasks are challenging" (3.71, SD=0.60), "Learners demonstrate positive attitudes toward Filipino reading" (3.95, SD=0.53), and "Learners show noticeable growth in self-confidence as readers" (3.93, SD=0.54). These results indicate that learners are increasingly participative, motivated, and self-assured in their reading abilities, reflecting a supportive and non-threatening learning environment fostered by the TaRL approach. As the Department of Education (DepEd, 2022) notes, learner engagement and confidence are critical factors in achieving successful learning outcomes, a perspective reinforced by UNESCO (2021), which emphasized that fostering positive learning environments and learner motivation significantly improves academic performance and long-term learning.

In summary, the overall level of effectiveness of the TaRL approach yielded a grand mean of 3.69 with a standard deviation of 0.60, interpreted as High, with the development of foundational reading skills obtaining a mean of 3.84 (SD=0.57), the enhancement of learners' engagement and confidence obtaining a mean of 3.82 (SD=0.58), and improvement in sentence and short-text reading comprehension obtaining the lowest, though still High, mean of 3.42 (SD=0.64). All three indicators achieved High interpretations, indicating that the TaRL approach consistently and positively influences both the cognitive and affective dimensions of literacy learning. This affirms the Department of Education's (DepEd, 2023) assertion that targeted literacy interventions and level-based instruction significantly improve reading outcomes, as well as UNESCO's (2021) view that learner-centered and data-driven approaches are essential in achieving inclusive and quality education.

Relationship between extent of implementation and level of effectiveness

To determine the significance of the relationship between the extent of implementation of the TaRL approach and its level of effectiveness in Filipino literacy remediation, a chi-square test was employed, yielding a computed chi-square value of 0.71 against a critical

p-value of 0.05. Since the computed value led to the rejection of the null hypothesis (Reject H_0), the relationship was interpreted as Significant at the 0.05 level of significance. This finding indicates that a higher extent of implementation of the TaRL approach is associated with greater effectiveness in improving learners' literacy skills, affirming that the consistency with which the approach is applied directly influences the magnitude of benefit experienced by learners. The significant relationship further underscores those key components of TaRL, namely learner grouping, alignment of instructional strategies, and continuous monitoring, function collectively to ensure that instruction is tailored to learners' actual needs, thereby enhancing the likelihood of measurable literacy gains. This finding is consistent with the Department of Education's (DepEd, 2023) assertion that level-based instruction and targeted interventions significantly enhance reading proficiency, as well as UNESCO's (2021) contention that responsive and learner-centered approaches are essential in achieving quality and inclusive education.

Issues and concerns encountered in implementation

Analysis of the issues and concerns encountered by teachers in implementing the TaRL approach revealed that learners' low motivation or short attention span ranked first with a frequency of 19, followed by inconsistent attendance of learners during remediation sessions, ranked second with a frequency of 18, and limited parental support for reading practice at home, ranked third with a frequency of 17. Large class size affecting effective learner grouping and limited availability of leveled Filipino reading materials were tied for fourth rank, each with a frequency of 13, while insufficient time allotted for remediation sessions and heavy teaching workload limiting focused remediation were tied for sixth rank, each with a frequency of 8. Lack of adequate training on TaRL implementation ranked eighth with a frequency of 7, challenges in monitoring and documenting learners' progress ranked ninth with a frequency of 6, and difficulty in consistently regrouping learners based on progress ranked tenth with a frequency of 5. These findings reveal that learner-related factors constitute the predominant challenges affecting the successful implementation of TaRL, given that the approach relies heavily on active participation, regular attendance, and sustained engagement. The prevalence of low motivation and short attention span highlights the need for teachers to incorporate stimulating, interactive, and developmentally appropriate activities such as reading games, songs, and storytelling to sustain learner interest, while the high frequency of inconsistent attendance underscores the importance of monitoring participation and strengthening communication with parents regarding the value of consistent involvement in remediation. Limited parental support further suggests that literacy improvement cannot rely solely on school-based instruction but requires reinforcement through home reading practices, pointing to a need for strengthened parent orientation programs. Meanwhile, large class size and insufficient leveled materials reflect systemic constraints that hinder teachers' capacity to monitor individual progress and match instructional materials to learners' levels, while limited time, heavy workload, and inadequate training reflect institutional challenges that constrain teachers' ability to conduct focused, well-prepared remediation sessions. As emphasized by the Department of Education (DepEd, 2023), the success of literacy programs depends on sufficient support systems, learning resources, and active stakeholder participation, a position corroborated by UNESCO (2021), which emphasized that removing barriers to learning is essential in promoting inclusive, equitable, and effective education for all learners.

Taken as a whole, the findings of this study demonstrate that the Teaching at the Right Level approach is implemented to a Great Extent, with a grand mean of 4.02, and is effective

to a High degree, with a grand mean of 3.69, in improving the Filipino literacy skills of Grade II learners at Lahug Elementary School, and that these two variables share a statistically significant relationship, as evidenced by a computed chi-square value of 0.71 against a critical p-value of 0.05, resulting in the rejection of the null hypothesis. The convergence of these results directly addresses the objectives of the study by establishing that consistent, level-based grouping, well-aligned instructional strategies, and vigilant monitoring practices collectively translate into measurable gains in foundational reading skills, comprehension, and learner engagement and confidence, while also revealing that learner motivation, attendance, parental involvement, class size, material availability, and institutional support remain critical areas requiring continued attention. These findings contribute meaningfully to the growing body of literature affirming the value of differentiated, learner-centered, and data-driven instructional approaches in early grade literacy remediation, particularly within the Filipino context, and they reinforce the theoretical and practical relevance of TaRL as a viable strategy for addressing learning gaps in basic education. The identified issues and concerns, alongside the demonstrated strengths of the approach, provide a substantive empirical foundation for the development of a TaRL-based instructional plan, which is presented in the succeeding section of this study as a direct and responsive output of the findings discussed herein.

CONCLUSION

The findings of this study, taken together, provide a comprehensive picture of how the Teaching at the Right Level (TaRL) approach functions within the context of Filipino literacy remediation among Grade II learners at Lahug Elementary School. The teacher-respondents were found to be generally experienced, predominantly female, and mostly married, with the majority possessing more than six years of teaching experience and actively pursuing graduate studies, which suggests a workforce that is both seasoned and professionally driven. Their very satisfactory performance ratings and active participation in district and division-level trainings further affirm their instructional competence, although the limited exposure to higher-level training opportunities points to an area that warrants further institutional attention. The learner-respondents, meanwhile, fell within the expected age range for their grade level and exhibited a nearly balanced gender distribution, indicating that the study's results are reasonably representative of the target population.

With respect to the extent of implementation of the TaRL approach, the study established that all its core indicators, namely learner grouping based on assessed reading levels, alignment of instructional strategies, and monitoring and adjustment of instruction, were carried out to a great extent. Teachers consistently grouped learners according to their identified reading abilities and tailored their instructional strategies to match learners' literacy needs, demonstrating a strong commitment to differentiated and responsive teaching. Notably, monitoring and adjustment of instruction emerged as the most strongly implemented component, reflecting teachers' vigilance in tracking learner progress and adapting their methods accordingly. This high level of implementation, in turn, corresponded with an equally high level of effectiveness across all measured indicators. The development of foundational reading skills and the enhancement of learners' engagement and confidence both registered high ratings, signifying meaningful gains in basic literacy and increasingly positive attitudes toward reading. Improvement in sentence and short-text reading comprehension, while still rated high, obtained a comparatively lower score, suggesting that although learners are progressing well in foundational skills, higher-order comprehension abilities require more sustained and targeted reinforcement.

The statistical test of relationship further validated these findings by confirming a significant association between the extent of implementation and the level of effectiveness of

the TaRL approach. This result affirms that the fidelity and consistency with which teachers apply TaRL strategies directly influence the literacy outcomes of their learners, reinforcing the premise that well-executed, learner-centered remediation yields tangible academic benefits. Nevertheless, the study also brought to light several persistent challenges that hinder the full realization of the approach's potential. Teachers reported difficulties stemming from learners' low motivation and short attention spans, inconsistent attendance during remediation sessions, limited parental support, large class sizes, and an inadequate supply of leveled Filipino reading materials. These concerns were compounded by insufficient instructional time, heavy teaching workloads, and limited access to specialized training, all of which collectively constrain teachers' capacity to implement TaRL with optimal consistency.

In light of these findings, it can be concluded that the TaRL approach, when implemented to a great extent, proves genuinely effective in strengthening the Filipino literacy skills of Grade II learners, particularly in building foundational reading competencies and cultivating greater engagement and confidence among learners, while also contributing, albeit more gradually, to improvements in reading comprehension. The significant relationship between implementation and effectiveness underscores the importance of sustained fidelity to TaRL principles, as the quality and consistency of its application directly shape the literacy gains learners are able to achieve. At the same time, the challenges identified, ranging from learner-related factors such as motivation and attendance to systemic constraints such as class size, resource availability, and teacher workload, indicate that the approach cannot reach its full potential in isolation and must be supported by a broader network of institutional and community interventions.

Accordingly, it is recommended that teachers continue to strengthen their implementation of the TaRL approach through the consistent application of learner grouping, differentiated instruction, and ongoing progress monitoring, as these practices have proven instrumental in producing positive literacy outcomes. Schools are encouraged to allocate sufficient time for remediation sessions and to maintain manageable class sizes that facilitate more effective grouping and individualized instruction. Professional development programs and training workshops focused on TaRL implementation should likewise be conducted regularly to enhance teachers' competence and confidence in delivering targeted literacy instruction. In addition, schools should ensure the availability of leveled Filipino reading materials and other essential instructional resources to sustain effective remediation efforts. Parents and guardians, for their part, should be encouraged to actively support their children's reading practice at home, thereby reinforcing the literacy gains achieved in school. School administrators and other stakeholders are similarly urged to collaborate in addressing challenges related to teacher workload, learner attendance, and motivation, as these factors significantly influence the success of remediation programs. Ultimately, the development and implementation of a TaRL-based instructional plan is recommended as a means of further strengthening reading remediation efforts and improving the overall literacy outcomes of Grade II learners, ensuring that the gains observed in this study are not only sustained but also expanded upon in future educational practice.

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