

Positive outcomes in the implementation of academic recovery and accessible learning program in English among Grade 8 learners

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ABSTRACT

This research determined the positive outcomes of the implementation of the Academic Recovery and Accessible Learning (ARAL) Reading Program in English among Grade 8 learners at Canhayupon National High School during School Year 2026–2027 as basis for an enhanced intervention plan. Specifically, it described the profiles of teacher and learner respondents, determined learners' baseline reading proficiency, assessed the implementation of the program in terms of phonemic awareness, guided reading, vocabulary development, and reading comprehension, identified positive outcomes related to reading competencies as to fluency, word reading accuracy and reading comprehension, learning engagement and teacher and learner satisfaction, and examined issues encountered during implementation. The study employed a descriptive survey research design using an adapted and validated questionnaire administered to three teachers and forty Grade 8 learners. Frequency, percentage, weighted mean, and standard deviation were used to analyze the data. Findings revealed that most learners were initially at the frustration reading level, highlighting the need for intervention. The ARAL Reading Program was generally rated as highly implemented by teachers and very highly implemented by learners across all instructional dimensions. Positive outcomes were evident, with high levels of learner engagement and teacher satisfaction and very high learner satisfaction. Common implementation challenges included insufficient instructional materials, learner absenteeism, limited school resources, inadequate training opportunities, and learners' difficulty in understanding some reading activities. The study concluded that the ARAL Reading Program was perceived to support learners' reading development and promote positive learner participation and satisfaction despite implementation challenges. Based on the findings, the study proposed the Enhanced Academic Recovery and Accessible Learning (ARAL) Reading Enhancement Program in English to strengthen instructional delivery, improve learner reading proficiency, expand teacher professional development, and enhance monitoring, resource provision, and stakeholder support for sustainable program implementation.

Keywords: MAEd major in administration and supervision, Descriptive Survey Design, Academic Recovery and Accessible Learning (ARAL) Program, Reading Proficiency, English, Grade 8 Learners, Learning Engagement, Teacher Satisfaction, Learner Satisfaction.

Date Submitted: September 2, 2026

Date Accepted: September 9, 2026

Date Published: September 28, 2026

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DOI: <http://doi.org/10.69651/PIJHSS05031570>

Recommended citation:

Soriano, R. O. (2026). Positive outcomes in the implementation of academic recovery and accessible learning program in English among Grade 8 learners. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 4935-4957. <http://doi.org/10.69651/PIJHSS05031570>

INTRODUCTION

The Academic Recovery and Accessible Learning (ARAL) Program was established as a national learning intervention intended to help learners address persistent gaps in essential competencies, particularly those who require additional instructional support (Republic Act No. 12028, 2024; Department of Education, 2025). The ARAL Program provides structured academic support through targeted tutorials, appropriate learning resources, accessible delivery approaches, learner assessment, and trained tutors who assist identified learners in addressing their learning needs. The program also aligns DepEd existing policies that promote learners' nutritional, social, emotional, and mental well-being, recognizing that holistic support is essential for academic success. Through these comprehensive interventions, the ARAL Program aims to help learners recover from learning gaps, improve academic achievement, build resilience, and attain the expected learning standards (RA. 12028, 2024). Beyond enhancing academic performance, the ARAL Program also promotes learner engagement, equitable access to quality education, and positive teacher-learner interactions. Examining the positive outcomes of its implementation is important because it provides evidence of the program's effectiveness and offers insights that can help teachers, school administrators, and other education stakeholders further improve intervention programs for Grade 8 learners.

Recognizing the urgent need to address learning gaps, the Department of Education (DepEd) introduced the Academic Recovery and Accessible Learning (ARAL) Program as a strategic intervention to support learners who require additional academic assistance. ARAL provides structured instructional support intended to help learners recover competencies that remain below expected grade-level standards, with intervention activities adjusted to identified learning needs (Republic Act No. 12028, 2024; Department of Education, 2025).

Learning recovery initiatives can provide additional opportunities for learners who have not yet reached expected competencies. Targeted instruction, tutoring, appropriate learning materials, and assessment-based support can help address individual learning needs and facilitate progress in academic skills (Darling-Hammond et al., 2020).

These considerations are particularly relevant to learners who experienced learning disruptions and continue to demonstrate gaps in foundational skills. In this context, the implementation of the ARAL Reading Program provides an opportunity to examine how structured reading support contributes to the learning needs of Grade 8 learners.

Learning losses caused by educational interruptions can have long-term consequences if not immediately addressed through effective recovery programs. Without appropriate interventions, learners may continue to struggle academically, which could affect their future educational and career opportunities. Therefore, implementing evidence-based intervention programs is crucial in helping learners regain lost competencies and improve academic achievement. (Hanushek & Woessmann, 2020)

The implementation of the ARAL Program reflects the commitment of the Philippine education system to ensure that no learner is left behind. Educational recovery efforts should prioritize accessibility, inclusivity, and quality instruction to help students regain confidence in their learning abilities. Through intervention classes and structured learning support, the ARAL Program seeks to provide equitable opportunities for learners to succeed academically. (Briones, 2021)

Pellegrini et al. (2021), in a meta-analysis of 87 rigorous studies of elementary mathematics programs, found particularly positive achievement effects for tutoring interventions, with an average effect size of +0.20. This finding suggests that providing targeted instructional support to learners through tutoring can contribute to improved academic achievement.

Academic support may influence learners' motivational beliefs and willingness to participate, particularly when intervention experiences provide opportunities for successful task completion and feedback (Zimmerman, 2002). Learners who receive adequate academic support develop stronger beliefs in their ability to succeed, which contributes to improved academic performance and persistence in overcoming learning challenges. Consequently, the ARAL Program may foster not only academic improvement but also positive attitudes toward learning among Grade 8 students. (Zimmerman, 2002)

The significance of evaluating the positive outcomes of the ARAL Program is emphasized by the need for continuous assessment of educational innovations. Understanding how the program benefits Grade 8 learners can provide valuable insights for school leaders, teachers, and policymakers in refining intervention strategies and maximizing educational outcomes. Such evaluation can help ensure the sustainability and effectiveness of academic recovery initiatives. (Fullan, 2016)

Furthermore, examining the positive outcomes of the ARAL Program may contribute to the growing body of knowledge on learning recovery initiatives in the Philippine educational context. Educational research serves as a vital tool in generating evidence-based practices that guide decision-making and program improvement. The findings of this study may support future efforts aimed at enhancing learner achievement and strengthening academic intervention programs. (Creswell & Creswell, 2018)

In conclusion, the implementation of the Academic Recovery and Accessible Learning (ARAL) Program serves as a meaningful initiative in addressing learners' academic needs through targeted interventions and accessible learning opportunities. By helping Grade 8 learners strengthen their English competencies, improve academic performance, and increase their confidence and engagement, the program contributes to improved learning outcomes and supports their overall academic development. Furthermore, the program fosters a learner-centered environment that encourages active participation, continuous progress, and equitable access to quality educational support, particularly for learners experiencing learning gaps. The findings of this research are also expected to provide valuable insights for future policy formulation, program enhancement, and the development of sustainable intervention strategies that will strengthen academic recovery efforts and improve learner achievement in English and other learning areas.

Statement of the problem

This study determined the outcomes of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in English among Grade 8 learners at Canhayupon National High School, Dimiao District, Division of Bohol, during School Year 2026-2027 as a basis for developing a positive intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher respondents in terms of age, gender, civil status, years of teaching experience, plantilla position or designation, highest educational attainment, and number of trainings, seminars, and workshops attended, and the profile of the learner respondents in terms of age, gender, and Philippine Informal Reading Inventory (Phil-IRI) results?
2. What is the extent of implementation of the ARAL Reading Program in English in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises?

3. As perceived by teachers and learners, what are the positive outcomes of the implementation of the ARAL Program in terms of reading competencies, particularly fluency, word reading accuracy, and reading comprehension, as well as learning engagement and teacher and learner satisfaction?
4. What issues and concerns are encountered during the implementation of the ARAL Program in English?
5. Based on the findings of the study, what positive intervention plan can be proposed?

METHODOLOGY

This section presents the research methods and procedures employed in the conduct of the study, namely the research design, research locale, respondents, research instruments, data gathering procedure, statistical treatment of data, and ethical considerations. These methods were selected to ensure the collection of valid and reliable data necessary to determine the positive outcomes of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in English among Grade 8 learners.

The study employed a descriptive survey research design using a quantitative approach. This research design was appropriate because it enabled the researcher to systematically describe the current implementation of the Academic Recovery and Accessible Learning (ARAL) Program, assess the reading performance of learners, and identify the issues and concerns encountered by teachers and learners during program implementation. The descriptive survey design was widely used in educational research because it facilitated the collection, organization, analysis, and interpretation of quantitative data from a defined group of respondents without manipulating any of the variables under investigation. Data were gathered through an adapted questionnaire derived from a previous study conducted on the implementation of the National Learning Camp (NLC). Since both the NLC and the ARAL Program were learning intervention initiatives of the Department of Education aimed at improving learners' academic performance and addressing learning gaps, the instrument was considered appropriate for adaptation. To ensure its suitability for the present study, the questionnaire was reviewed and modified to align with the objectives, context, and implementation framework of the ARAL Program. The adapted instrument underwent content validation by experts in educational research and ARAL implementation to establish its relevance, clarity, and appropriateness for the target respondents.

The questionnaire consisted of four major parts. The first part gathered the demographic profile of the respondents. The second part collected data on the implementation of the ARAL Program across its key components. The third part gathered information on learners' reading performance based on the identified indicators of the study. The fourth part consisted of a checklist of issues and concerns encountered by teachers and learners during the implementation of the ARAL Program. Rather than requiring respondents to rate each statement, this section allowed them to check all issues and concerns they had personally experienced, thereby identifying the challenges most frequently encountered during program implementation. The collected data were analyzed using appropriate descriptive and inferential statistical techniques. Descriptive statistics were employed to summarize the profile of the respondents, describe the implementation of the ARAL Program, assess learners' reading performance, and determine the frequency of issues and concerns encountered during implementation. Specifically, responses to the checklist of issues and concerns were analyzed using frequency counts, percentages, and ranking to identify the most prevalent challenges experienced by teachers and learners. The results of the study provided empirical evidence regarding the current implementation of the ARAL Program, the reading performance of participating learners, and the challenges affecting program delivery. Furthermore, the

identified priority issues and concerns served as the basis for the formulation of a context-responsive intervention plan designed to strengthen the implementation of the ARAL Program, improve learner outcomes, and support the continuous enhancement of the program in the participating school.

The study was anchored on the Input–Process–Output (IPO) Model, which provided a systematic framework for describing the entire research process, from identifying the necessary inputs to producing an intervention designed to strengthen the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The framework illustrated how relevant data were gathered, processed, analyzed, interpreted, and transformed into evidence-based recommendations to address the objectives of the study. The input phase involved the collection of all relevant information necessary to describe the implementation of the ARAL Program and its positive outcomes. It included the demographic profile of the respondents. For the teacher-respondents, the profile variables consisted of age, gender, civil status, years of teaching experience, plantilla position or designation, highest educational attainment, and the number of relevant trainings, seminars, and workshops attended. For the learner-respondents, the profile variables included age and gender. The input also included the major variables of the study, namely: (1) the reading proficiency level of Grade 8 learners in English before the implementation of the ARAL Program; (2) the level of implementation of the ARAL Program in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises; (3) the positive outcomes of the program in terms of learners' learning engagement and teacher and learner satisfaction; and (4) the issues and concerns encountered during the implementation of the program. These variables served as the basis for describing the current status of the ARAL Program and identifying opportunities for improvement.

The process phase encompassed the systematic procedures undertaken by the researcher. Initially, the researcher prepared the research instrument based on the objectives of the study and relevant literature. The questionnaire was subjected to content validation by experts to ensure its appropriateness, clarity, and relevance, and necessary revisions were incorporated based on the recommendations of the validators. Thereafter, approval to conduct the study was secured from the school principal. Ethical standards were strictly observed by informing the respondents about the purpose of the study, ensuring voluntary participation, maintaining the confidentiality of responses, and obtaining the necessary informed consent before data collection. Following the approval, the researcher identified the selected Grade 8 learners and teacher-respondents who met the inclusion criteria of the study. The researcher personally administered the survey questionnaire, explained its purpose, and provided instructions to ensure that the respondents clearly understood each item. The accomplished questionnaires were retrieved, checked for completeness, and prepared for data processing. The collected data were encoded, classified, organized, and tabulated for analysis using appropriate descriptive statistical tools. Specifically, frequency and percentage were used to describe the profile of the respondents, while weighted mean and standard deviation were employed to determine the level of implementation of the ARAL Program and its positive outcomes. The findings were interpreted using appropriate descriptive scales and supported by related literature and previous studies. Since the study employed a descriptive research design, it was intended to describe the current status of the implementation of the ARAL Program, its positive outcomes, and the issues and concerns encountered during its implementation. Accordingly, no null hypothesis was formulated or tested in the study. The investigation did not seek to determine significant relationships, differences, or causal effects among variables; rather, it

focused on providing a comprehensive description of the variables through the use of descriptive statistical analyses.

The output phase was based on the results of the data analysis. The findings served as the basis for drawing conclusions regarding the implementation of the ARAL Program among Grade 8 learners. The identified strengths, positive outcomes, issues, and concerns were carefully considered in formulating practical recommendations. Ultimately, the study produced an Enhanced ARAL Reading Intervention Plan, designed to strengthen the implementation of the ARAL Program in English. The proposed intervention included evidence-based instructional strategies, learner support activities, teacher capacity-building initiatives, monitoring and evaluation mechanisms, and other sustainable measures that contributed to improving learners' reading proficiency and supporting the continuous enhancement of the ARAL Program.

The study was conducted at Canhayupon National High School, located in the rural hinterland area of Dimiao District, Division of Bohol. Established in 1979, the school has served as one of the key secondary educational institutions catering to learners from geographically isolated and disadvantaged areas. Despite its rural setting, the school continued to provide accessible and quality education to its student population. Over the years, the school strengthened its teaching workforce and maintained sufficient personnel to support both academic and co-curricular programs. It also implemented various Department of Education (DepEd) initiatives aimed at improving learner performance and addressing learning gaps among students. In line with the Department of Education's vision of providing quality and inclusive education, the school implemented intervention programs such as the ARAL Program. This initiative provided academic support to learners who required additional assistance, enabling them to address learning difficulties and attain the expected competencies. Guided by the principles of Education for All (EFA), Canhayupon National High School remained committed to providing equitable learning opportunities for all students. With the continued support of stakeholders, parents, and the community, the school promoted academic excellence, inclusivity, and the holistic development of its learners.

The respondents of the study consisted of 40 Grade 8 learners and 3 teachers from Canhayupon National High School during the School Year 2026–2027. The learner-respondents were identified through the Philippine Informal Reading Inventory (Phil-IRI) English Group Screening Test administered at the beginning of the school year. Out of the 50 enrolled Grade 8 learners, only 10 learners obtained the passing score of 14, indicating that they were Grade Level Ready in English reading and, therefore, were not included in the ARAL Program. The remaining 40 learners did not attain the required passing score and were classified as needing reading intervention. Consequently, they became the beneficiaries of the ARAL Reading Program in English and served as the learner-respondents of the study. The teacher-respondents consisted of the three (3) English teachers who served as ARAL tutors and were directly responsible for planning, facilitating, monitoring, and evaluating the implementation of the ARAL Reading Program in English. They were selected because of their direct involvement in the implementation of the intervention program and their ability to provide relevant information regarding its implementation, positive outcomes, and the issues and concerns encountered during the conduct of the program. The distribution of the respondents shows that the Teachers group had a frequency of 3, equivalent to 6.98%, while the Learners group had a frequency of 40, equivalent to 93.02%, for a total of 43 respondents representing 100%. The inclusion of all eligible learner-beneficiaries and the three ARAL teacher-implementers enabled the study to obtain comprehensive information regarding the implementation of the ARAL Reading Program in English, its positive outcomes, and the issues and concerns encountered during its implementation. The primary research instrument used in this study was an adapted and modified structured questionnaire based on Lusica (2025),

entitled Challenges and Successes in Implementing the National Learning Camp to the Grade II Intervention Learners. Selected items were retained and modified to align with the objectives, variables, and implementation dimensions of the ARAL Reading Program in English among Grade 8 learners. The items were also reorganized and contextualized to reflect the specific learning recovery activities and experiences examined in the present study, and items that were not applicable to the ARAL Reading context were excluded. Prior to its administration, the adapted and modified questionnaire underwent content validation by experts in educational research and English instruction. The validators assessed the instrument in terms of relevance, clarity, appropriateness, and alignment with the objectives of the study, and their comments and recommendations were considered in revising the instrument before its administration to the respondents.

The questionnaire consisted of five major parts. Part I gathered the demographic profile of the respondents. For the teacher-respondents, the profile included age, gender, civil status, years of teaching experience, plantilla position or designation, highest educational attainment, and the number of relevant trainings, seminars, and workshops attended. For the learner-respondents, the profile included age and gender. Part II assessed the implementation of the ARAL Reading Program in English in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises. The respondents rated each statement using a five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Part III measured the positive outcomes of the implementation of the ARAL Reading Program in terms of reading Competencies as to fluency, word reading accuracy, and reading comprehension, learning engagement, teacher satisfaction, and learner satisfaction using the same five-point Likert scale. Part IV consisted of a checklist of issues and concerns encountered by the teacher- and learner-respondents during the implementation of the ARAL Reading Program. Respondents were instructed to check all applicable items based on their actual experiences, and the responses were analyzed using frequency counts and percentages to describe the issues and concerns encountered in the implementation of the ARAL Program in English. Part V included the Beginning of School Year (BOSY) Reading Assessment results of the Grade 8 learner-respondents. The learners' reading proficiency levels were obtained from the official school reading assessment records with the approval of the school administration, and these data served as the baseline information on the learners' reading proficiency prior to the implementation of the ARAL Reading Program. The researcher personally administered the questionnaire after securing the necessary approval from the school authorities. The purpose of the study and the instructions for answering the questionnaire were clearly explained to the respondents. They were assured that their participation was voluntary and that all responses would be treated with the utmost confidentiality in accordance with the provisions of the Data Privacy Act of 2012 and established research ethics. After retrieval, the accomplished questionnaires were checked for completeness, coded, tabulated, and prepared for statistical analysis.

In the data gathering procedure, the researcher initially prepared a formal letter requesting permission to conduct the study, which was submitted to the School Principal of Canhayupon National High School. Upon approval, the researcher coordinated with the school principal, the ARAL coordinator, and the teachers to facilitate the administration of the research instruments and the retrieval of the necessary school records. Before the administration of the questionnaire, the researcher explained the purpose and objectives of the study to the respondents. They were informed that their participation was voluntary and that all information collected would be treated with strict confidentiality in accordance with the provisions of the Data Privacy Act of 2012. Informed consent was obtained from the

teacher-respondents, while parental consent and learner assent were secured for the Grade 8 learner-respondents before their participation in the study. The researcher personally administered the adapted questionnaire to the respondents, and clear instructions were provided to ensure that each item was properly understood before answering the instrument. Approximately 20 to 30 minutes were allotted for the completion of the questionnaire. During the administration, the researcher remained available to clarify instructions whenever necessary without influencing the respondents' answers. In addition to the survey questionnaire, the researcher obtained the Beginning of School Year (BOSY) Reading Assessment results of the Grade 8 learner-respondents from the official school records with the approval of the school administration, and these records served as the baseline data for determining the learners' reading proficiency prior to the implementation of the ARAL Reading Program. After all questionnaires had been retrieved, the researcher checked each instrument for completeness and consistency of responses. Incomplete or improperly accomplished questionnaires were immediately verified whenever possible to ensure the accuracy of the collected data. The accomplished questionnaires were then coded, organized, tabulated, and encoded into Microsoft Excel before being subjected to statistical treatment. The encoded data were forwarded to the statistician for verification and appropriate statistical analysis. The results were subsequently presented, analyzed, and interpreted with the guidance of the research adviser. Finally, the completed manuscript was submitted for review, evaluation, and the necessary revisions before its final oral defense.

Four statistical tools were used in the treatment of data. Frequency and percentage distribution was used to describe the demographic profile of the respondents in terms of age, gender, civil status, years of teaching experience, plantilla position or designation, highest educational attainment, and the number of relevant trainings, seminars, and workshops attended. It was likewise used to determine the frequency and percentage distribution of the issues and concerns encountered by the teacher- and learner-respondents during the implementation of the ARAL Reading Program. The weighted mean was used to determine the level of implementation of the ARAL Reading Program in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises. It was also used to determine the positive outcomes of the program in terms of reading competencies, specifically fluency, word reading accuracy, and reading comprehension, as well as learning engagement, teacher satisfaction, and learner satisfaction. Standard deviation was used to determine the variability or consistency of the responses of the teacher- and learner-respondents regarding the implementation of the ARAL Reading Program and its positive outcomes. Lower standard deviation values indicated that the responses were more consistent, while higher standard deviation values indicated greater variability among the respondents' ratings. The reading proficiency levels of the Grade 8 learner-respondents were described using frequency and percentage distributions based on the official Beginning of School Year (BOSY) Reading Assessment records, and these statistics were used to determine the distribution of learners across the identified reading proficiency levels prior to the implementation of the ARAL Reading Program.

The following scoring procedures were used in interpreting the responses of the teacher and learner respondents. The profile variables of the respondents were described using Frequency Count and Percentage. The Beginning of School Year (BOSY) Reading Proficiency Level of the Grade 8 learners before the implementation of the ARAL Reading Program was determined using the results of the school's reading assessment. The reading proficiency levels were classified as Independent, Instructional, and Frustration, and the results were presented using Frequency Count and Percentage to describe the distribution of learners according to their reading proficiency level prior to the implementation of the program.

To determine the implementation of the ARAL Reading Program in English, the respondents rated each statement using a five-point Likert Scale. A numerical scale of 5 corresponded to the descriptive rating Very Highly Implemented, with a mean range of 4.20 – 5.00, interpreted as the practice being consistently carried out throughout the program. A numerical scale of 4 corresponded to Highly Implemented, with a mean range of 3.40 – 4.19, interpreted as the practice being regularly carried out with minimal exceptions. A numerical scale of 3 corresponded to Moderately Implemented, with a mean range of 2.60 – 3.39, interpreted as the practice being carried out on some occasions but not consistently. A numerical scale of 2 corresponded to Slightly Implemented, with a mean range of 1.80 – 2.59, interpreted as the practice being infrequently carried out. A numerical scale of 1 corresponded to Not Implemented, with a mean range of 1.00 – 1.79, interpreted as the practice not being carried out. The weighted mean (WM) was computed to determine the level of implementation of each indicator and dimension, while the standard deviation (SD) was used to determine the consistency of the respondents' responses.

The respondents also rated each statement on the positive outcomes of the implementation of the ARAL Reading Program using a five-point Likert Scale. A numerical scale of 5 corresponded to the descriptive rating Very Highly Evident, with a mean range of 4.20 – 5.00, interpreted as the positive outcome being consistently observed. A numerical scale of 4 corresponded to Highly Evident, with a mean range of 3.40 – 4.19, interpreted as the positive outcome being generally observed. A numerical scale of 3 corresponded to Moderately Evident, with a mean range of 2.60 – 3.39, interpreted as the positive outcome being observed to a moderate extent. A numerical scale of 2 corresponded to Slightly Evident, with a mean range of 1.80 – 2.59, interpreted as the positive outcome being minimally observed. A numerical scale of 1 corresponded to Not Evident, with a mean range of 1.00 – 1.79, interpreted as the positive outcome not being observed. The weighted mean (WM) and standard deviation (SD) were likewise computed to determine the extent of the positive outcomes of the program. The issues and concerns encountered by the teacher and learner respondents were measured using a checklist, and respondents were instructed to check all issues and concerns they experienced during the implementation of the program. The responses were analyzed using frequency count (f), percentage (%), and rank, and these statistical tools were used to identify and rank the most frequently encountered issues and concerns during the implementation of the ARAL Reading Program. As stated earlier, the profile variables of the respondents were described using Frequency Count and Percentage, and the Beginning of School Year (BOSY) Reading Proficiency Level of the Grade 8 learners was classified as Independent, Instructional, and Frustration and presented using Frequency Count and Percentage to describe the distribution of learners according to their reading proficiency level prior to the implementation of the program.

For a clearer understanding of the study, the following terms were conceptually and operationally defined. The Academic Recovery and Accessible Learning (ARAL) Program is a learning recovery intervention of the Department of Education designed to address learning gaps and improve learners' academic achievement through targeted instructional support and intervention activities. Operationally, it refers to the reading intervention program implemented among Grade 8 learners of Canhayupon National High School to improve their English reading proficiency through phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises. Instructional materials and learning resources refer to the tools, equipment, and educational materials used to facilitate effective teaching and learning. Operationally, the availability of instructional materials and resources refers to the adequacy, accessibility, and relevance of instructional materials and learning resources utilized

during the implementation of the ARAL Reading Program. Reading fluency refers to the ability to read connected text accurately, smoothly, and at an appropriate rate, with proper phrasing and expression. Operationally, it refers to the Grade 8 learners' ability to read English texts continuously and accurately with appropriate speed, smoothness, phrasing, and expression as demonstrated during the reading assessment. Grade 8 learners refer to students enrolled in the eighth-grade level of the junior high school curriculum. Operationally, they refer to the forty (40) Grade 8 students of Canhayupon National High School who participated as learner-respondents and beneficiaries of the ARAL Reading Program during School Year 2026–2027. Guided reading is an instructional approach in which teachers provide structured support to learners while reading texts appropriate to their reading levels to develop fluency and comprehension. Operationally, it refers to the guided reading sessions conducted during the ARAL Reading Program, including teacher guidance, reading strategies, feedback, and monitoring of learners' reading progress. The implementation of the ARAL Reading Program refers to the systematic execution of planned educational activities and instructional strategies designed to achieve program objectives. Operationally, it refers to the extent to which the ARAL Reading Program was implemented in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises as perceived by the teacher- and learner-respondents.

Issues and concerns refer to the difficulties, barriers, or challenges that hinder the successful implementation of an educational program. Operationally, they refer to the problems experienced by teacher- and learner-respondents during the implementation of the ARAL Reading Program, as identified through the checklist of issues and concerns included in the research instrument. Learning engagement refers to the degree of learners' active participation, interest, motivation, and commitment in the teaching-learning process. Operationally, it refers to the extent to which learner-respondents actively participated in ARAL activities, demonstrated interest in English lessons, completed assigned learning tasks, and remained motivated throughout the implementation of the program. Learner satisfaction refers to learners' overall perception of the quality, usefulness, and effectiveness of an educational program in meeting their learning needs. Operationally, it refers to the learner-respondents' level of satisfaction with the support provided by the school, the instructional materials and learning resources used, teacher encouragement, and the overall implementation and effectiveness of the ARAL Reading Program. The overall effectiveness of the program refers to the extent to which an educational intervention achieves its intended goals and objectives. Operationally, it refers to the perceptions of teacher- and learner-respondents regarding the effectiveness of the ARAL Reading Program in improving learners' reading proficiency, academic performance, and overall learning outcomes. Phonemic awareness activities are activities implemented by teachers to develop learners' recognition of speech sounds, letter-sound relationships, blending, segmenting, and pronunciation skills during the ARAL Reading Program. Positive outcomes are beneficial effects or improvements resulting from the implementation of an educational program or intervention. Operationally, they refer to the improvements observed in learners' learning engagement and the satisfaction of both teachers and learners regarding the implementation of the ARAL Reading Program.

Reading competency is the knowledge, skills, and abilities that enable learners to read, understand, and make meaning from written texts. It encompasses essential reading skills such as word recognition, reading fluency, word reading accuracy, vocabulary, and reading comprehension. Operationally, it refers to the reading skills demonstrated by the Grade 8 learner-respondents as measured through the reading assessment administered before and/or after the implementation of the ARAL Reading Program. Reading comprehension refers to the learners' ability to demonstrate understanding of English texts through identifying main ideas and supporting details, recalling relevant information, making inferences, determining

meanings, and answering comprehension questions in the reading assessment. Reading comprehension exercises are the comprehension activities conducted during the ARAL Reading Program, including answering comprehension questions, identifying main ideas and supporting details, participating in discussions, and applying critical thinking skills while reading. Reading proficiency level refers to the ability of learners to decode, comprehend, interpret, and analyze written texts accurately and meaningfully. Operationally, it refers to the Beginning of School Year (BOSY) reading assessment results of the Grade 8 learner-respondents, which served as the baseline measure of their reading proficiency prior to the implementation of the ARAL Reading Program. Conceptually, support provided by the school administration refers to the assistance, supervision, leadership, and resources provided by school administrators to facilitate the effective implementation of educational programs. Operationally, it refers to the support extended by the school administration in terms of policy implementation, communication of program objectives, provision of instructional resources, and responsiveness to concerns encountered during the implementation of the ARAL Reading Program. Conceptually, teacher satisfaction refers to teachers' level of contentment regarding the implementation and effectiveness of an educational program. Operationally, it refers to the teacher-respondents' perceptions of the administrative support, availability of instructional materials and learning resources, and the effectiveness of the ARAL Reading Program in improving learners' reading proficiency and academic performance. Conceptually, vocabulary development refers to the process of acquiring, understanding, and appropriately using new words to improve language proficiency and reading comprehension. Operationally, it refers to the instructional activities implemented during the ARAL Reading Program to introduce unfamiliar words, explain word meanings, reinforce vocabulary learning, and encourage learners to use newly acquired vocabulary in oral and written communication. Word reading accuracy refers to the ability to correctly identify, decode, and pronounce written words without errors, and it is a fundamental reading skill that supports the development of reading fluency and comprehension.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 43 respondents, consisting of 3 teachers and 40 Grade 8 learners of Canhayupon National High School during the School Year 2026-2027, on the implementation of the Academic Recovery and Accessible Learning (ARAL) Reading Program in English. The study used a descriptive survey research design with a quantitative approach. The learner-respondents were identified through the Philippine Informal Reading Inventory (Phil-IRI) English Group Screening Test: of the 50 enrolled Grade 8 learners, only 10 obtained the passing score of 14 and were excluded from the program, while the remaining 40 became the beneficiaries of the program and the learner-respondents. The 3 teacher-respondents were the English teachers who served as ARAL tutors. Data were gathered through an adapted and modified structured questionnaire based on Lusica (2025), supplemented by the Beginning of School Year (BOSY) Reading Assessment records of the learners. The data were treated with frequency, percentage, weighted mean, standard deviation, and rank. Since the study was descriptive, no null hypothesis was formulated or tested, and no inferential test was applied. The discussion is therefore grounded in the data gathered, and the results are interpreted in direct relation to the objectives of the study, which are to describe the profile of the respondents, the implementation of the program, its positive outcomes, and the issues and concerns encountered. The findings follow the sequence of the statement of the problem.

Profile of the respondents

The distribution of respondents, as reported in Table 1, shows that the 3 teachers accounted for 6.98% and the 40 learners for 93.02% of the 43 respondents, for a total of 100%. The inclusion of all eligible learner-beneficiaries and all three ARAL teacher-implementers allowed comprehensive information to be obtained on the implementation, outcomes, and concerns of the program.

On the teachers' age profile, 0 respondents (0.00%) were 51 years and above. Two teachers (66.67%) belonged to the 41-50 years bracket, with an average mean of 45.50 and a standard deviation of 3.54. One teacher (33.33%) belonged to the 31-40 years bracket, with an average mean of 35.50 and a standard deviation of 3.54. No teacher (0.00%) was in the 20-30 years bracket, for which an average mean of 25.5 and a standard deviation of 3.54 were reported. The total was 3 teachers, or 100%. The program is thus handled mainly by mature and experienced teachers, whose years of practice may contribute positively to instructional delivery, classroom management, and the implementation of intervention programs for learners' reading difficulties.

All 3 teachers (100.00%) were female and none (0.00%) was male. The ARAL Reading Program in English at the school is therefore facilitated entirely by female teachers, which is consistent with the general composition of the teaching workforce in the Philippine basic education system. The finding also implies that gender describes the demographic composition of the respondents but does not determine the quality of implementation. Success is more strongly influenced by pedagogical knowledge, teaching experience, continuous professional development, and commitment to struggling readers.

For civil status, 2 teachers (66.67%) were married and 1 (33.33%) was single, while 0 (0.00%) were separated, widowed, or in the other category, for a total of 3 teachers, or 100.00%. Most teachers therefore carry family responsibilities in addition to their professional obligations, yet they continue to take an active part in the program. This agrees with Salic and Labitad (2025), who reported that most public school teachers were married and that civil status was not significantly associated with awareness of continuing professional development implementation. It also agrees with Laja and Sabdani-Asiri (2024), who found that civil status did not significantly influence teaching effectiveness, which suggests that instructional performance depends more on competence and dedication than on marital status.

On years of teaching experience, 0 teachers (0.00%) had 21 years and above and 0 (0.00%) had 1-5 years. One teacher (33.33%) had 16-20 years, with a mean of 18 and a standard deviation of 1.58. One teacher (33.33%) had 11-15 years, with a mean of 13 and a standard deviation of 1.58. One teacher (33.33%) had 6-10 years, with a mean of 8 and a standard deviation of 1.58. The total was 3 teachers, or 100%. Every teacher had served for at least six years, which indicates considerable instructional experience, classroom management skill, and professional competence for implementing the program.

For plantilla position, 0 teachers (0%) were Master Teachers, 3 (100%) were Teacher III, and 0 (0%) were Teacher II, Teacher I, or in other positions, for a total of 3, or 100%. The Teacher III designation generally signifies substantial experience, demonstrated instructional competence, professional growth, and the qualifications required for career progression.

For highest educational attainment, 0 teachers (0.00%) held a doctorate degree, had doctoral units, or held a master's degree. Two teachers (66.67%) had master's units and 1 teacher (33.33%) held a bachelor's degree, for a total of 3, or 100%. Most of the teachers are therefore pursuing graduate education, which demonstrates dedication to professional competence and to current educational trends and evidence-based practices. Such study deepens knowledge of curriculum development, assessment, classroom research, and

learner-centered approaches, and better equips teachers to analyze learners' needs and design suitable interventions.

On trainings, seminars, and workshops attended, 2 teachers (66.67%) had attended 9 or more and 1 teacher (33.33%) had attended 6-8, while 0 teachers (0.00%) had attended 3-5 or 1-2, for a total of 3, or 100%. This reflects a strong commitment to continuous professional learning. Exposure to professional development builds confidence and the ability to design intervention activities responsive to learners' reading needs, which is a valuable asset for implementing the program.

Among the learners, 3 (7.50%) were 14-15 years old, with an average mean of 14.50 and a standard deviation of 0.71. A further 37 (92.50%) were 13 years old, with an average mean of 13.00 and a standard deviation of 0.00. No learner (0.00%) was 16 years old or above, and the total was 40, or 100%. Most learners are therefore within the expected age for junior high school, with similar developmental characteristics, learning needs, and academic experiences. This makes them suitable participants for a reading intervention and allows teachers to apply strategies responsive to their developmental level.

Twenty-seven learners (67.50%) were male and 13 (32.50%) were female, for a total of 40, or 100%. Male learners therefore formed the majority of the participants. Gender by itself does not determine academic ability or the capacity to benefit from an intervention. Participation depends largely on motivation, engagement, learning experiences, and the quality of teacher support, and the gender distribution shows that the program accommodates learners regardless of sex.

The BOSY Reading Assessment established the baseline reading proficiency of the learners. Of the 40 learner-respondents, 19 (47.50%) were at the Instructional level and 21 (52.50%) were at the Frustration level, for a total of 40, or 100.00%. More than half of the learners therefore had considerable difficulty reading English texts independently at the start of the school year. Learners at the frustration level generally require intensive teacher assistance and structured intervention in decoding, fluency, vocabulary, and comprehension. Learners at the instructional level can read with teacher guidance but still need support to strengthen their proficiency. The presence of both levels underscores the need for differentiated instruction, justifies the implementation of the ARAL Reading Program, and provides a point of reference for judging later improvement.

Implementation of the ARAL Reading Program in English

The implementation of the program was assessed in terms of phonemic awareness activities, guided reading, vocabulary development, and reading comprehension exercises, using the weighted mean (WMS), standard deviation (SD), and verbal interpretation.

For phonemic awareness activities (Table 12), teachers gave an average weighted mean of 4.20 (SD = 0.55), interpreted as Highly Implemented, while learners gave 4.32 (SD = 0.75), interpreted as Very Highly Implemented. Both groups therefore perceive these activities as consistently integrated into the program. The slight difference suggests that learners experience the activities frequently and recognize their benefit.

Teachers rated three indicators at 4.33 (SD = 0.58), each Very Highly Implemented: activities that help learners identify and distinguish speech sounds, letter-sound recognition activities, and blending and segmenting activities. They rated providing opportunities to practice correct pronunciation at 4.00 (SD = 1.00) and integrating phonemic awareness activities before reading lessons at 4.00 (SD = 0.00), both Highly Implemented and the lowest teacher ratings.

Learners rated recognizing English speech sounds at 4.25 (SD = 0.74), Very Highly Implemented. They rated matching letters with sounds at 4.18 (SD = 0.78) and blending and separating sounds at 4.18 (SD = 0.84), both Highly Implemented and their lowest ratings. They rated teacher help with pronouncing English words correctly at 4.55 (SD = 0.71), their highest rating, and the contribution of phonemic awareness activities to improving reading at 4.45 (SD = 0.68), both Very Highly Implemented. Learners thus value teacher guidance in pronunciation, which is essential to fluency, oral language development, and confidence in reading aloud. Teachers consistently use strategies that strengthen foundational skills, enabling learners to connect letters and sounds and decode unfamiliar words.

For guided reading (Table 13), teachers gave an average weighted mean of 3.87 (SD = 0.66), Highly Implemented, and learners gave 4.27 (SD = 0.71), Very Highly Implemented. Guided reading is thus consistently implemented and positively perceived, with learners recognizing its value for their performance.

Teachers rated three indicators at 3.67 (SD = 0.58), each Highly Implemented: sessions using materials appropriate to learners' levels, guiding learners in applying reading strategies, and providing immediate feedback. These were their lowest ratings, yet they show regular integration of the practices. Teachers rated encouraging oral reading with proper pronunciation and fluency at 4.00 (SD = 1.00), Highly Implemented. They rated monitoring learners' reading progress at 4.33 (SD = 0.58), Very Highly Implemented, which means that teachers consistently track development, identify strengths and difficulties, and adjust instruction.

Learners rated being guided while reading English passages at 4.20 (SD = 0.72), Highly Implemented, and reading materials that match their level at 4.10 (SD = 0.55), Highly Implemented and their lowest rating. This suggests room for more individualized and differentiated materials. They rated teacher help in improving fluency at 4.43 (SD = 0.68), teacher feedback at 4.28 (SD = 0.85), and the statement that guided reading helps them become better readers at 4.33 (SD = 0.73), all Very Highly Implemented.

For vocabulary development (Table 14), teachers gave an average weighted mean of 4.13 (SD = 0.43), Highly Implemented, and learners gave 4.30 (SD = 0.74), Very Highly Implemented. Vocabulary-building is therefore consistently integrated and recognized as improving understanding of English texts.

Teachers rated introducing unfamiliar vocabulary before reading and explaining meanings through examples and context at 4.33 (SD = 0.58) each, Very Highly Implemented. This indicates explicit instruction that activates prior knowledge, reduces difficulty with unfamiliar terms, and promotes retention. They rated activities for using new vocabulary correctly at 4.00 (SD = 0.00), encouraging use of new vocabulary in speaking and writing at 4.00 (SD = 1.00), and reviewing previously learned vocabulary at 4.00 (SD = 0.00), all Highly Implemented and their lowest ratings.

Learners rated teacher introduction of new words before reading at 4.23 (SD = 0.77) and teacher explanation of the meanings of unfamiliar words at 4.63 (SD = 0.63), both Very Highly Implemented, with the latter their highest rating. They rated participation in vocabulary learning activities at 4.18 (SD = 0.75) and use of newly learned words in class activities at 4.15 (SD = 0.74), both Highly Implemented, the latter being the lowest. This suggests that learners may need more practice in using new words, which discussions, collaborative activities, and writing exercises could provide. They rated the contribution of vocabulary activities to understanding reading passages at 4.30 (SD = 0.79), Very Highly Implemented.

For reading comprehension exercises (Table 15), teachers gave an average weighted mean of 4.07 (SD = 0.12) and learners gave 4.20 (SD = 0.69), both interpreted as Highly Implemented. The close ratings indicate a shared perception that comprehension-based activities are consistently carried out.

Teachers rated comprehension questions after reading, use of different question types, activities that develop critical thinking, and discussion of correct answers with clarification of misconceptions at 4.00 (SD = 0.00) each, Highly Implemented and their lowest ratings. They rated encouraging learners to identify the main idea and supporting details at 4.33 (SD = 0.58), Very Highly Implemented. This emphasizes a foundational skill that supports summarizing, analyzing, and evaluating texts.

Learners rated receiving comprehension questions after reading at 4.25 (SD = 0.71), answering questions that help them understand at 4.35 (SD = 0.70), and identifying main ideas and details at 4.28 (SD = 0.60), all Very Highly Implemented. They rated participation in discussions about the reading selection at 3.98 (SD = 0.77) and the contribution of comprehension activities to understanding texts at 4.13 (SD = 0.79), both Highly Implemented. The lowest rating, for discussions, suggests that collaborative dialogue through group discussion and peer sharing could be strengthened.

Positive outcomes of the ARAL Reading Program

Positive outcomes were evaluated in terms of reading competencies (fluency, word reading accuracy, and reading comprehension), learning engagement, teacher satisfaction, and learner satisfaction. Reading competencies are the skills learners develop to read, understand, and interpret texts, including word recognition, decoding, fluency, vocabulary, and comprehension.

Rasinski (2006) identified accuracy, automaticity, and prosody as key elements of fluency, and the National Reading Panel reported that fluent readers read orally with speed, accuracy, and proper expression and that guided repeated oral reading can improve fluency and comprehension. For fluency (Table 16), the average weighted mean was 3.47 (SD = 0.12) among teachers and 3.67 (SD = 0.75) among learners, both Highly Evident.

Teachers rated smoother reading at 4.00 (SD = 0.00), Highly Evident, and improved accuracy in reading aloud at 4.33 (SD = 0.58), Very Highly Evident. They rated improved reading speed, improved phrasing and expression, and greater confidence at 3.00 (SD = 0.00) each, Moderately Evident. Accuracy and smoothness were thus the most noticeable outcomes, while the other aspects need continued practice. This is supported by Steinle et al. (2022), who found that structured fluency interventions, particularly repeated reading, improve fluency among struggling readers.

Learners rated smoother reading at 3.70 (SD = 0.72), fewer mistakes when reading aloud at 3.58 (SD = 0.71), better pace at 3.73 (SD = 0.72), better phrasing and expression at 3.73 (SD = 0.85), and greater confidence at 3.63 (SD = 0.74). All were Highly Evident, so learners perceived improvement across the dimensions of fluency. Nones (2025) similarly reported improved English reading fluency among Filipino Grade 6 learners after a structured intervention. The program therefore contributed positively to fluency and should be sustained, with added emphasis on speed, phrasing and expression, and confidence, which teachers rated only Moderately Evident.

For word reading accuracy (Table 17), the average weighted mean was 4.00 (SD = 0.66) among teachers and 4.01 (SD = 0.82) among learners, both Highly Evident. Teachers rated recognizing more English words and decoding unfamiliar words at 4.33 (SD = 0.58) each, Very Highly Evident. They rated accuracy in reading words at 4.00 (SD = 1.00), grade-level word reading at 3.67 (SD = 0.58), and less difficulty with unfamiliar words at 3.67 (SD = 0.58), all Highly Evident.

Learners rated recognizing more English words at 4.45 (SD = 0.68) and reading unfamiliar words better at 4.30 (SD = 0.82), both Very Highly Evident. They rated fewer mistakes when reading words at 4.10 (SD = 0.78), more grade-level words at 4.00 (SD = 0.75), and less difficulty with unfamiliar words at 4.20 (SD = 0.69), all Highly Evident. The agreement between the two groups suggests that word recognition and decoding were among the strongest outcomes. The finding is consistent with Solari et al. (2022), whose synthesis showed that interventions targeting word reading accuracy, decoding, and phonics improve outcomes among English learners with or at risk for word-reading difficulties. It is also consistent with Austin et al. (2022), who found that explicit instruction connecting word reading and word meaning significantly improved accuracy and fluency among upper-elementary learners with reading difficulties. The program's structured activities were responsive to foundational word-reading needs, and recognition and decoding should remain emphasized.

For reading comprehension (Table 18), the overall weighted mean was 3.20 (SD = 0.66) among teachers and 3.39 (SD = 1.13) among learners, both Moderately Evident. Comprehension outcomes were therefore observed but were less pronounced than those for fluency and word reading accuracy.

Teachers rated answering comprehension questions at 4.00 (SD = 1.00), Highly Evident. They rated identifying the main idea at 3.33 (SD = 0.58) and identifying important details at 3.33 (SD = 0.58), both Moderately Evident. They rated making inferences and retelling or summarizing at 2.67 (SD = 0.58) each, also Moderately Evident and their lowest ratings. Teachers thus saw greater gains in answering direct questions than in higher-level skills such as inferring, organizing, and communicating information.

Learners rated answering questions about what they read at 3.63 (SD = 1.19), identifying important details at 3.54 (SD = 1.10), and identifying the main idea at 3.45 (SD = 0.99), all Highly Evident. They rated making inferences at 3.33 (SD = 1.14) and retelling or summarizing at 3.00 (SD = 1.22), both Moderately Evident. The pattern is consistent with Solari et al. (2022), who emphasized targeted interventions that address specific reading difficulties, and it implies that higher-order skills need more explicit and sustained instruction. Teachers may provide more guided questioning, think-aloud activities, identification of textual evidence, and summarization exercises, while continuing to monitor comprehension alongside foundational skills.

For learning engagement (Table 19), teachers gave an average weighted mean of 3.53 (SD = 0.58), Highly Evident, and learners gave 4.33 (SD = 0.65), Very Highly Evident. Both groups recognized the program's influence on participation, interest, and motivation, and learners experienced the activities as engaging, enjoyable, and responsive to their needs.

Teachers rated active participation, interest in English lessons, and willingness to complete assigned tasks at 3.67 (SD = 0.58) each, Highly Evident. They rated increased motivation to learn English and enthusiasm during sessions at 3.33 (SD = 0.58) each, Moderately Evident and their lowest ratings. This suggests room to strengthen intrinsic motivation through more interactive and collaborative activities.

Learners rated active participation at 4.35 (SD = 0.70), interest in the lessons and activities at 4.50 (SD = 0.55), motivation to learn English at 4.30 (SD = 0.69), and being more engaged in learning at 4.30 (SD = 0.56), all Very Highly Evident. They rated enjoying participation in ARAL sessions at 4.18 (SD = 0.75), Highly Evident and their lowest rating, which still reflects a positive perception. Their strong interest suggests that the instructional strategies capture attention and sustain participation, and further enhancing materials, collaborative experiences, and differentiated activities may increase enjoyment.

Teacher satisfaction (Table 20) obtained an average weighted mean of 3.93 (SD = 0.52), Highly Evident, indicating a positive level of satisfaction with implementation. Teachers rated

adequate administrative support at 4.33 (SD = 0.58), clear communication of goals and objectives at 4.33 (SD = 0.58), and encouragement and recognition of teachers' participation at 4.33 (SD = 1.15), all Very Highly Evident. Clear direction, assistance, and recognition raise teachers' motivation and confidence and encourage collaboration.

They rated prompt administrative response to concerns at 4.00 (SD = 0.00), improved academic performance and addressed learning gaps at 4.00 (SD = 0.00), and overall satisfaction with the program's effectiveness at 4.00 (SD = 0.00), all Highly Evident. They rated sufficient and relevant instructional materials at 3.67 (SD = 0.58), easily accessible learning resources at 3.67 (SD = 1.15), and effectiveness in improving learners' reading proficiency at 3.67 (SD = 0.58), all Highly Evident. They rated the statement that available materials support effective delivery of lessons at 3.33 (SD = 0.58), Moderately Evident and the lowest rating. Instructional materials thus remain an area to strengthen through more varied, updated, and learner-appropriate resources.

Learner satisfaction (Table 21) obtained an average weighted mean of 4.21 (SD = 0.70), Very Highly Evident. Learners are highly satisfied with the support, practices, and experiences provided, which indicates a positive environment where they feel supported and motivated.

Learners rated the sufficiency and helpfulness of instructional materials at 4.38 (SD = 0.70), their highest rating. They rated school support at 4.30 (SD = 0.56), relevance of learning resources at 4.25 (SD = 0.72), ease of access to materials at 4.23 (SD = 0.77), improvement of reading proficiency and academic performance at 4.28 (SD = 0.64), and overall satisfaction at 4.23 (SD = 0.66), all Very Highly Evident. They rated clear explanation of objectives and activities at 4.05 (SD = 0.81), prompt attention to concerns and difficulties at 4.03 (SD = 0.73), teacher encouragement to participate at 4.20 (SD = 0.66), and feeling recognized and appreciated at 4.10 (SD = 0.71), all Highly Evident. The lowest rating, for prompt attention to concerns at 4.03, still reflects a favorable perception, though more immediate and individualized assistance may be offered to learners needing additional support. Overall, the consistently favorable ratings affirm that satisfaction is an important indicator of the effectiveness and sustainability of the program.

Issues and concerns encountered

Teachers' concerns (Table 22) totaled 23 responses, or 100%. Four concerns each received a frequency of 3 (13.04%): insufficient learning materials, learner absenteeism, inadequate training or orientation, and limited school resources such as classrooms, equipment, and supplies. These indicate that instructional resources, regular attendance, continuous capacity-building, and sufficient facilities are primary factors in effective implementation. Insufficient materials and limited resources may limit varied and engaging reading activities. Absenteeism reduces opportunities for the continuous practice that reading development requires. The need for training underscores the importance of regular capacity-building to improve teachers' confidence and competence.

Five concerns each received a frequency of 2 (8.70% for the last four; the percentage reported for the first, limited instructional time, was 8.7): limited instructional time, limited parental or guardian support, increased teacher workload, the need to improve monitoring and evaluation of learners' progress, and the need to strengthen coordination among teachers, administrators, and stakeholders. These suggest that, while the program is being implemented successfully, stronger collaboration and communication, sufficient time, and active parental involvement may further enhance its effectiveness. Large class sizes obtained the lowest frequency of 1 (4.35%) and was the least common concern, though it may still affect

individualized instruction and close monitoring of learners needing intensive intervention. The teachers' challenges thus relate mainly to resources, learner participation, professional development, and institutional support rather than to the program itself.

Learners' concerns (Table 23) totaled 167 responses, or 100%. The most frequent concern was that activities are sometimes difficult to understand, with a frequency of 26 (15.57%), followed by difficulty keeping up with the lessons with 20 (11.98%) and the need for additional guidance and support with 19 (11.38%). Some learners therefore continue to struggle with the intervention activities and need further instructional assistance. Other concerns were difficulty attending sessions regularly because of schedule, 18 (10.78%); hesitation to participate, 17 (10.18%); limited parental or guardian support, 17 (10.18%); difficulty balancing ARAL activities with regular schoolwork, 15 (8.98%); and loss of motivation, 15 (8.98%). Insufficient learning materials received 11 (6.59%). Insufficient time to complete activities received the lowest frequency of 9 (5.39%). Learners thus face both academic and personal challenges that may affect participation, and continued support from teachers, parents, and the school remains important.

Synthesis of findings

The study involved 43 respondents, 3 teachers and 40 learners, and the results address each of its objectives. The respondents' profile shows experienced, professionally committed teachers and learners who are mostly 13 years old, with 21 (52.50%) at the Frustration level and 19 (47.50%) at the Instructional level at baseline. Implementation was rated Highly to Very Highly Implemented across all four components, with learners' average weighted means of 4.32, 4.27, 4.30, and 4.20 and teachers' of 4.20, 3.87, 4.13, and 4.07. The positive outcomes were strongest for word reading accuracy, at 4.00 among teachers and 4.01 among learners, and for engagement and learner satisfaction, at 4.33 and 4.21. Fluency was Highly Evident, at 3.47 among teachers and 3.67 among learners, while comprehension was only Moderately Evident, at 3.20 and 3.39. Teacher satisfaction was Highly Evident at 3.93. The principal concerns were insufficient materials, absenteeism, limited training, and limited resources among teachers, and difficulty understanding activities and keeping up with lessons among learners. Together, these findings contribute descriptive, context-specific evidence from a rural public school on how a national reading intervention is implemented and perceived. They also point to priorities in higher-order comprehension, instructional materials, teacher training, and learner support, which provide the basis for the Enhanced ARAL Reading Intervention Plan, the output of the study, and for the conclusions and recommendations in the next chapter.

CONCLUSION

The study concludes that the Academic Recovery and Accessible Learning (ARAL) Reading Program in English was implemented consistently and produced favorable outcomes among Grade 8 learners at Canhayupon National High School, although important gaps remain in reading comprehension and in the resources that sustain the program. The teacher-respondents were predominantly 41–50 years old, all female, and mostly married, with 6–20 years of teaching experience, all holding the Teacher III plantilla position, the majority having earned master's units, and most having attended nine or more trainings, seminars, and workshops. Their experience, professional qualifications, and exposure to professional development therefore provide a solid foundation for delivering the program. The learner-respondents were predominantly 13 years old and male, and the Beginning of School Year (BOSY) Reading Assessment showed that 21 learners, or 52.50%, were at the Frustration reading level while 19 learners, or 47.50%, were at the Instructional level. Because more than

half of the learners began the school year at the Frustration level, there is a continuing need for structured and differentiated reading intervention.

Against this background, the findings show that the four instructional components of the program were regularly integrated into the intervention sessions. Teachers rated the program as Highly Implemented in phonemic awareness activities (4.20), guided reading (3.87), vocabulary development (4.13), and reading comprehension exercises (4.07). Learners rated phonemic awareness (4.32), guided reading (4.27), and vocabulary development (4.30) as Very Highly Implemented, and reading comprehension exercises (4.20) as Highly Implemented. The close agreement between the two groups of respondents indicates that the program was delivered as intended and was experienced as such by those who received it.

The outcomes associated with this implementation were generally favorable, though uneven across competencies. Reading fluency was Highly Evident among both teachers (3.47) and learners (3.67). Teachers gave their highest rating to improved accuracy when reading English texts aloud (4.33, Very Highly Evident), while reading speed, phrasing and expression, and confidence were each rated Moderately Evident at 3.00. Learners rated all fluency indicators as Highly Evident, with reading pace and phrasing and expression obtaining the highest weighted mean of 3.73. Word reading accuracy was likewise Highly Evident among teachers (4.00) and learners (4.01). Teachers rated recognition of more English words and improved ability to decode unfamiliar words at 4.33, while learners rated recognition of more English words at 4.45 and improved ability to read unfamiliar English words at 4.30, all Very Highly Evident. Together, these results indicate noticeable improvement in learners' ability to read English texts and to recognize and decode words.

Reading comprehension, however, was only Moderately Evident among both teachers (3.20) and learners (3.39), which marks it as the weakest area of program outcomes. Teachers rated the improved ability to answer comprehension questions highest at 4.00 (Highly Evident), but gave the lowest rating of 2.67 (Moderately Evident) to making inferences and to retelling or summarizing a text. Learners similarly rated answering questions about what they read highest at 3.63, followed by identifying important details at 3.54 and the main idea at 3.45, all Highly Evident, while making inferences (3.33) and retelling or summarizing (3.00) remained Moderately Evident. These findings show that learners have progressed more in lower-level reading skills than in higher-order skills, and that comprehension therefore requires more focused and sustained intervention.

The program also fostered positive learner engagement and favorable perceptions among its participants. Learning engagement was Highly Evident according to teachers (3.53), who observed active participation, interest, and completion of assigned activities as highly evident and motivation and enthusiasm as moderately evident. It was Very Highly Evident according to learners (4.33), who rated their interest in the ARAL lessons highest at 4.50, with all other indicators rated highly or very highly evident. Teacher satisfaction was Highly Evident (3.93), with adequate administrative support, clear communication of program goals and objectives, and encouragement and recognition of teachers' participation each rated 4.33 (Very Highly Evident). In contrast, the availability of instructional materials that support effective ARAL lesson delivery received the lowest rating of 3.33 (Moderately Evident), signaling an area requiring further improvement. Learner satisfaction was Very Highly Evident (4.21), with the sufficiency and helpfulness of instructional materials rated highest at 4.38, and learners also rating highly the relevance and accessibility of learning resources, school support, and the contribution of the program to their reading proficiency and academic performance. These results suggest that administrative support, instructional practices, learning resources, and learner-centered activities contributed positively to the implementation experience, although

the availability and adequacy of instructional materials remain a matter that requires continued attention.

Despite these positive results, the implementation continues to face challenges that may limit the program's long-term effectiveness. Teachers most frequently cited insufficient learning materials, learner absenteeism, inadequate training or orientation, and limited school resources, each with a frequency of three or 13.04%. They also cited limited instructional time, limited parental support, increased teacher workload, the need to improve monitoring and evaluation, and the need to strengthen coordination among teachers, school administrators, and stakeholders, each with a frequency of two or 8.70%, while large class size was the least frequently identified concern at one or 4.35%. Among learners, the most frequent concern was difficulty understanding the learning activities (26 responses, or 15.57%), followed by difficulty keeping up with lessons during ARAL sessions (20, or 11.98%) and the need for additional guidance and support (19, or 11.38%). Other learner concerns included difficulty attending sessions regularly, hesitation to participate, limited parental support, difficulty balancing ARAL activities with regular schoolwork, loss of motivation, insufficient learning materials, and insufficient time to complete activities. Taken together, these concerns point to the need for strengthened resource provision, differentiated instruction, teacher capacity-building, attendance support, and closer monitoring of learners' progress.

In light of these conclusions, it is recommended that the proposed intervention plan, the Enhanced Academic Recovery and Accessible Learning (ARAL) Reading Enhancement Program in English, be considered for implementation at Canhayupon National High School. The enhanced program should particularly strengthen reading comprehension, especially learners' ability to make inferences and to retell or summarize texts, since these areas obtained only Moderately Evident ratings, while sustaining the gains in reading fluency and word reading accuracy through continued oral reading, decoding, word-recognition, and fluency activities. The school may further provide additional and differentiated instructional materials, strengthen teacher training and orientation, improve monitoring and progress-tracking mechanisms, and establish strategies to address learner absenteeism and the need for additional guidance and support. Greater collaboration among teachers, school administrators, parents or guardians, and other stakeholders may also be encouraged to provide continuous assistance to learners and to support the sustainable implementation of the ARAL Reading Program. Ultimately, the evidence suggests that the program has laid a strong foundation in fluency, word reading accuracy, engagement, and satisfaction, and that its enhancement, particularly in comprehension and resource support, offers a sound path toward further improving learners' reading proficiency and academic performance.

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