The Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Key Stage 1 Learners in the Public Elementary Schools of Garchitorena District, Division of Camarines Sur

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THE PROBLEM

Reading is one of the most essential skills that learners must develop because it serves as the foundation of learning in all subject areas. Through reading, learners acquire knowledge, improve comprehension, enhance communication skills, and develop critical thinking abilities. However, many learners experience difficulties in reading due to factors such as limited vocabulary, lack of reading exposure, poor comprehension skills, and inadequate instructional support. These challenges may affect their academic performance and confidence in participating in classroom activities. Hence, schools continuously implement intervention programs in reading to help struggling readers improve their literacy skills and achieve better learning outcomes.

A reading intervention program is designed to provide additional instructional support and remediation activities tailored to the needs of learners who have difficulties in reading. The program commonly includes activities that focus on phonemic awareness, vocabulary development, fluency, comprehension, and reading comprehension strategies. Through systematic and targeted interventions, learners are given opportunities to strengthen their reading abilities at their own pace. Teachers also play a vital role in identifying learners who need intervention and in providing appropriate teaching strategies that address specific reading difficulties.

In the Philippines, the Department of Education (DepEd) faced the daunting task of ensuring learning continuity despite the closure of schools. The shift to modular, online, and blended learning modalities revealed profound challenges in ensuring equitable access, quality instruction, and consistent learner engagement. These challenges resulted in significant learning losses, particularly in foundational literacy and numeracy skills. To address this pressing concern, DepEd launched the Academic Recovery and Accessible Learning (ARAL) Program, a strategic intervention aimed at mitigating learning gaps, accelerating academic recovery, and ensuring that no learner is left behind in the post-pandemic education landscape.

The ARAL Program was conceived as a comprehensive and inclusive response to the alarming results of national and international assessments, such as the National Achievement Test (NAT) and the Programme for International Student Assessment (PISA), which revealed the declining academic performance of Filipino learners. The pandemic further aggravated these gaps, especially among learners from disadvantaged backgrounds who had limited access to learning materials, digital tools, and stable internet connectivity. Recognizing the urgency of the situation, DepEd designed the ARAL Program as a recovery initiative to help learners catch up on essential skills in reading, literacy, numeracy, and socio-emotional learning.

Republic Act No. 12028, also known as the Academic Recovery and Accessible Learning (ARAL) Program Act, establishes a national learning intervention program in the Philippines. This program aims to support learners struggling in reading, mathematics, and science by providing free, effective tutorials and supplemental classes. It targets students from Kindergarten to Grade 10 in public schools, as well as qualified private school students, to help them achieve the competencies set by the Department of Education.

The DepEd Academic Recovery and Accessible Learning (ARAL) Program is a concrete manifestation of the

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Philippine government's constitutional duty to protect and promote the right of every citizen to quality education.

Anchored in the 1987 Philippine Constitution, particularly in Article XIV, Sections 1 to 5, the ARAL Program embodies the constitutional principles of accessibility, equity, quality, and holistic development in the delivery of basic education. It operationalizes the constitutional mandate by ensuring that all learners—especially those affected by the learning crisis during and after the COVID-19 pandemic—are given meaningful opportunities to recover academically and succeed regardless of socioeconomic status, geographical location, or learning ability.

Article XIV, Section 1 of the 1987 Constitution explicitly states

"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

This provision establishes education as a fundamental right and an essential tool for national development. The ARAL Program directly aligns with this constitutional mandate by providing targeted interventions to ensure learning continuity and quality education for all learners, especially those who experienced significant learning loss due to the pandemic. By designing remedial and enrichment activities in literacy, numeracy, and socio-emotional learning, the program ensures that learners regain mastery of essential skills and competencies.

Additionally, Section 5 of Article XIV states "The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment." The implementation of the ARAL Program requires the active participation of teachers, tutors, and volunteers who serve as learning facilitators and mentors. Through professional development, training, and capacity-building activities, DepEd equips teachers with the skills necessary to deliver effective remedial instruction and differentiated learning. In doing so, the program not only enhances the competence of educators but also reaffirms the constitutional commitment to support and empower teachers as vital agents of learning recovery.

Republic Act No. 9155 (Governance of Basic Education Act of 2001) Establishes a framework for making basic education accessible and empowering educators. ILE empowers teachers through continuous professional development and access to resources necessary for effective teaching. By integrating various educational techniques, teachers are better equipped to address diverse student needs and ensure equitable access to quality education.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013) Section 2: Aims at developing essential competencies among learners. It focuses on comprehensive skill development beyond traditional literacy, incorporating critical thinking, problem-solving, and digital literacy into reading lessons. This holistic approach aligns with RA 10533's goal of equipping learners with essential competencies for lifelong learning.

Furthermore, the implementation of reading intervention programs promotes inclusive and learner-centered education by ensuring that struggling readers receive adequate support and attention. The collaboration among teachers, school heads, parents, and other stakeholders also contributes to the success of these programs through continuous monitoring, encouragement, and provision of learning resources. Effective reading intervention programs not only improve learners' reading proficiency but also increase their motivation, participation, and confidence in learning. Therefore, examining the implementation and effectiveness of reading intervention programs is important in identifying best practices, challenges encountered, and possible strategies to further enhance learners' reading performance and overall academic achievement.

At its core, the ARAL Program seeks to provide targeted interventions and support mechanisms that directly respond to the learning needs of students who are performing below the minimum proficiency level. It aims to restore the learning trajectory of these students and bridge the academic gaps that have widened during the pandemic. The program is anchored on the principles of inclusivity, accessibility, and learner-centered education. It utilizes a systematic approach that combines assessment, remediation, and enrichment activities to help learners attain mastery of key competencies, particularly in English, Science, and Mathematics for Grades 7 to 10, and foundational literacy and numeracy for Grades 1 to 3.

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The president and his government had the **5-Point Basic Education Agenda** such as: promote academic excellence; develop community ownership; ensure universal access; build transparency and accountability across the system; provide adequate resources; empower teachers; enhance basic education; support private education; strengthen higher education; and maximize alternative learning.

Along with the School-Based Management (SBM), **Basic Education Sector Reform Agenda (BESRA)** also provides a package of policy reforms focused on Key Reform Thrusts (KRTs). These KRTs deal on continuous school improvement through the active involvement of stakeholders. It is anchored on the principle that those who are directly involved in and affected by school operations are in the best position to plan, manage, and improve the school.

For the purpose of achieving sustainable development, the government also adopted the two most important frameworks in the field of education, the **Education for All (EFA)** Goals and the **Sustainable Development Goals (SDGs)**. These two sets of goals are an ambitious road map for the government, schools, and community to follow. They offer a long-term vision of better health and education, sustainable lifestyles, strong partnerships, and shared commitments.

The initiative "Bawat Bata Bihasang Bumasa" embodies the Department of Education's (DepEd) commitment to ensuring that every Filipino child achieves reading proficiency. This program is designed to address literacy gaps at the foundational level, emphasizing the importance of early reading skills as a cornerstone for academic success and lifelong learning. 4Bs aim to guarantee that all children, regardless of their socio-economic background or geographic location, can read proficiently by the end of Grade 3. The primary objectives include achieving universal reading proficiency for all learners, Identify and support struggling readers through targeted interventions, and Enhance the quality of reading instruction through teacher training and resource provision.

The ARAL Program adopts a multi-tiered system of support (MTSS) that involves the collaboration of teachers, school heads, parents, and community stakeholders. Through diagnostic assessments, learners are identified based on their performance levels and are provided with appropriate interventions suited to their learning needs. For instance, those who demonstrate significant learning gaps are enrolled in intensive remediation sessions, while those who require reinforcement are provided supplementary learning activities. This differentiated approach ensures that learning recovery is personalized and responsive to individual learner profiles.

Furthermore, the program integrates the use of varied instructional delivery modes, such as face-to-face sessions, learning camps, and community-based tutorials. Volunteer teachers, para-teachers, and trained tutors play a significant role in delivering focused instruction to learners who need additional support. The ARAL Program also encourages partnerships with local government units (LGUs), non-government organizations (NGOs), and private sector stakeholders to mobilize resources, enhance instructional materials, and promote community engagement in learning recovery initiatives. Such collaborative efforts exemplify the principle of shared responsibility in education, as outlined in the Basic Education Development Plan (BEDP) 2030.

A distinguishing feature of the ARAL Program is its focus on accessible learning opportunities for all learners, especially those from marginalized sectors. DepEd ensures that learners in geographically isolated and disadvantaged areas (GIDAs), as well as those with disabilities, are provided equitable access to quality remediation and learning support. This commitment to accessibility aligns with the constitutional mandate under Article XIV of the 1987 Philippine Constitution, which upholds the right of every Filipino to quality and accessible education at all levels. Thus, the ARAL Program embodies DepEd's dedication to fulfilling this constitutional promise by bridging educational inequities and promoting inclusive learning for all.

In addition to addressing academic recovery, the ARAL Program also underscores the importance of socio-emotional learning (SEL). The pandemic has not only disrupted cognitive development but also affected the emotional well-being of learners. By integrating SEL into academic recovery sessions, the program helps learners regain confidence, motivation, and resilience—skills essential for lifelong learning and success. Teachers are trained to employ compassionate and trauma-informed teaching strategies that support learners' holistic recovery, emphasizing that education must cater not only to intellectual growth but also to emotional stability and social connection.

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Moreover, the ARAL Program aligns with global education recovery frameworks, particularly UNESCO's call to "Recover Education 2021," which advocates for learning remediation and acceleration initiatives worldwide. Through ARAL, DepEd contributes to this global movement by contextualizing recovery strategies within the Philippine education system. The program operationalizes the concept of "learning continuity beyond the pandemic" by institutionalizing mechanisms that ensure sustainability even after the immediate crisis. This forward-looking vision transforms ARAL from a temporary remedy into a long-term strategy for strengthening the resilience and adaptability of the basic education system. Schools are encouraged to design localized versions of ARAL based on their unique contexts and learner profiles. This flexibility empowers teachers and school leaders to craft responsive learning interventions that reflect the realities of their communities. It also serves as a platform for educational transformation by reinforcing data-driven decision-making in schools. The use of diagnostic tools and learning progress assessments enables teachers to monitor learner growth and adjust instructional practices accordingly. This shift toward evidence-based teaching enhances the effectiveness of learning interventions and fosters a culture of accountability and continuous improvement within the education system. As such, ARAL does not only aim to remediate but also to reform — it represents a step toward a more adaptive, learner-centered, and equitable Philippine education system.

In summary, the DepEd Academic Recovery and Accessible Learning (ARAL) Program stands as a timely and significant initiative designed to combat learning losses and strengthen educational resilience in the aftermath of the pandemic. It embodies DepEd's unwavering commitment to ensure that every learner, regardless of circumstance, is given the opportunity to learn, recover, and succeed. Through collaborative implementation, targeted intervention, and inclusive learning practices, ARAL transforms the challenges brought by the pandemic into opportunities for educational innovation and equity. More than just a remedial program, ARAL serves as a beacon of hope—a reaffirmation that education, when made accessible and responsive, remains the most powerful tool for individual empowerment and national progress.

Some of the **notable accomplishments** of Garchitorena District were: Creating or converting Three (3) elementary schools to Integrated schools. Namely; Harrison IS, Sumaoy IS, and Toytoy IS; "Numeracy and Literacy Center" to every school both elementary and secondary; One DepEd, Ones Garchitorena motorized bangka (donated by former VP Leni Robredo) to help the district in visiting all schools at all time; All schools both elementary schools and secondary schools garnered 3-star for Wash in School (WINS) validation Division level and Division level Champion in BADMINTON boys Elem and Secondary from 2013 to 2023.

The studies were contributed by some foreign and local authors about Academic Recovery and Accessible Learning (ARAL) Program **Dela Cruz, Adona, Molato-Gayares, and Park, (2025)** studied the Learning loss and recovery from the COVID-19 pandemic: A systematic review of evidence; **Pagatpat, (2025**) studied the Challenges and Strategies of Grades 1-3 Teachers in the implementation of Learning Recovery Program in Literacy; **Dixon, Caudle, Garza, Johnson, Gutierrez, (2025)** on the Greater Innovation, Greater Success: Academic Outreach and Recovery Coaching; **Willis, Devi, and Whitfield, (2024)** on the Efficacious learning strategies and experiences for education recovery after disruption.

Thus, the researcher identified the need to study on the effectiveness of Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners in the public elementary schools of Garchitorena District, Division of Camarines Sur. Significant findings derived from this study shall be the foundation in formulating policy recommendations.

Statement of the Problem

This study determined the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners in the public elementary schools of Garchitorena District, Division of Camarines Sur for School Year 2025-2026.

Specifically, it sought answers to the following questions:

1. To what extent is the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of:

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1.1 Program Management and Planning,

1.2 Teacher and Tutor Participation,

1.3 Learner Engagement and Participation,

1.4 Learning Resources and Materials,

1.5 Monitoring and Evaluation, and

1.6 Stakeholder Support and Collaboration?

2. How significant is the agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects?

3. To what extent is the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners along:

3.1 Reading Comprehension Development,

3.2 Phonological and Phonemic Awareness,

3.3 Vocabulary and Word Recognition,

3.4 Writing and Spelling Proficiency, and

3.5 Learner Engagement and Motivation in Literacy Activities?

4. How significant is the agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents?

5. What policy recommendations can be formulated based from the findings of the study?

Assumptions of the Study

The study was based on the following assumptions:

1. The extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program can be determined.

2. The respondents' assessment on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners can be gauged.

3. Policy recommendations can be formulated based from the findings of this study.

Hypotheses of the Study

The following hypotheses were tested in this study:

1. There is a significant agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

2. There is a significant agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

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Significance of the Study

The present study is important to the main goals and objectives of the government in particular the public schools. Thus, the result of this study would benefit the following:

Learners. The ARAL Program is most significant for learners, as they are the primary beneficiaries. It provides targeted interventions that help them recover from learning losses and regain mastery of essential competencies in literacy, numeracy, and socio-emotional skills.

Teachers. For teachers, the ARAL Program serves as a valuable opportunity for professional growth and innovation in instruction. Teachers are trained to conduct diagnostic assessments, design differentiated interventions, and implement learner-centered strategies. This enhances their capacity to identify and address individual learning needs effectively.

ARAL Volunteers. ARAL Volunteers—which may include para-teachers, pre-service teachers, youth volunteers, or community members—play a crucial role in extending the reach of the program. The implementation provides them with meaningful avenues for civic engagement and experiential learning. Through their involvement, volunteers gain practical teaching experience, leadership skills, and a sense of social responsibility.

School Heads. The ARAL Program strengthens their instructional leadership and management functions. They oversee the planning, coordination, and monitoring of learning recovery activities, ensuring that interventions are effectively implemented and aligned with DepEd policies.

Department of Education (DepEd). The ARAL Program holds institutional significance for DepEd as it demonstrates the Department's commitment to its constitutional mandate of promoting accessible and quality education. It serves as a concrete response to the learning crisis and positions DepEd as a proactive leader in education recovery and reform.

DepEd Key Officials. For DepEd Key Officials—including regional directors, superintendents, and division heads—the ARAL Program provides a framework for leadership and strategic management. It challenges them to ensure efficient resource allocation, provide support to schools, and monitor program implementation. These officials play a vital role in translating national policies into actionable plans at the regional and local levels.

Curriculum Writers. The ARAL Program provides valuable feedback on curriculum effectiveness, content relevance, and learning competency prioritization. The diagnostic results and learner performance data collected during ARAL implementation can help curriculum developers identify essential learning competencies (MELCs) that need reinforcement or revision.

Policy Makers. Policy makers, such as legislators and education advocates, benefit from the implementation of the ARAL Program as it generates data and insights that can inform future educational reforms. The program highlights the urgent need for sustainable learning recovery mechanisms, equitable resource distribution, and long-term investment in education.

Civil Service Commission. It serve as a basis in strengthening policies and standards related to public service delivery, employee performance, and professional development in the education sector.

Local Government Units (LGUs). Local Government Units (LGUs) play a vital role in supporting the ARAL Program through funding, logistics, and community mobilization. The program enhances LGUs' participation in education governance and underscores their shared responsibility in ensuring learning continuity. By collaborating with DepEd and schools, LGUs can help sustain academic recovery initiatives through local education programs, infrastructure support, and partnerships with private organizations.

Parents, Community, and Other Stakeholders. For parents and the community, the ARAL Program strengthens their role as active partners in education. Parents are encouraged to support their children's learning recovery by providing home-based assistance and motivation. The community, on the other hand, becomes a

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crucial partner in creating a nurturing learning environment. The program promotes collective responsibility, volunteerism, and solidarity among stakeholders.

Future Researchers. For future researchers, the ARAL Program serves as a valuable reference and benchmark for future studies on education innovation and crisis response. It provides a framework for examining best practices, policy implications, and sustainability models in learning recovery. Future researchers can build upon the data and findings from ARAL implementation to explore related areas such as digital inclusion, teacher training, parental engagement, and curriculum adaptation. The program thus contributes to the growing body of knowledge that can guide continuous improvement in Philippine education and inspire research-driven reforms.

Researcher Herself. The ARAL Program provides a rich field of study for analyzing educational interventions, learning outcomes, and instructional practices. It opens opportunities to investigate the effectiveness of remedial and enrichment strategies, stakeholder collaboration, and the long-term impacts of learning recovery programs.

Scope and Delimitation

This study determined the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners in the public elementary schools of Garchitorena District, Division of Camarines Sur for School Year 2025-2026. Further, it looked into the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of: Program Management and Planning, Teacher and Tutor Participation, Learner Engagement and Participation, Learning Resources and Materials, Monitoring and Evaluation, and Stakeholder Support and Collaboration; Assessed the test of significant agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects; Evaluated the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along Reading Comprehension Development, Phonological and Phonemic Awareness, Vocabulary and Word Recognition, Writing and Spelling Proficiency, and Learner Engagement and Motivation in Literacy Activities; Tested the significant agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents; and Formulated policy recommendations based from the findings of the study.

Locale of the Study

The different public elementary schools in Garchitorena District in the Division of Camarines Sur was considered as the locale of the study is reflected in Figure 1.

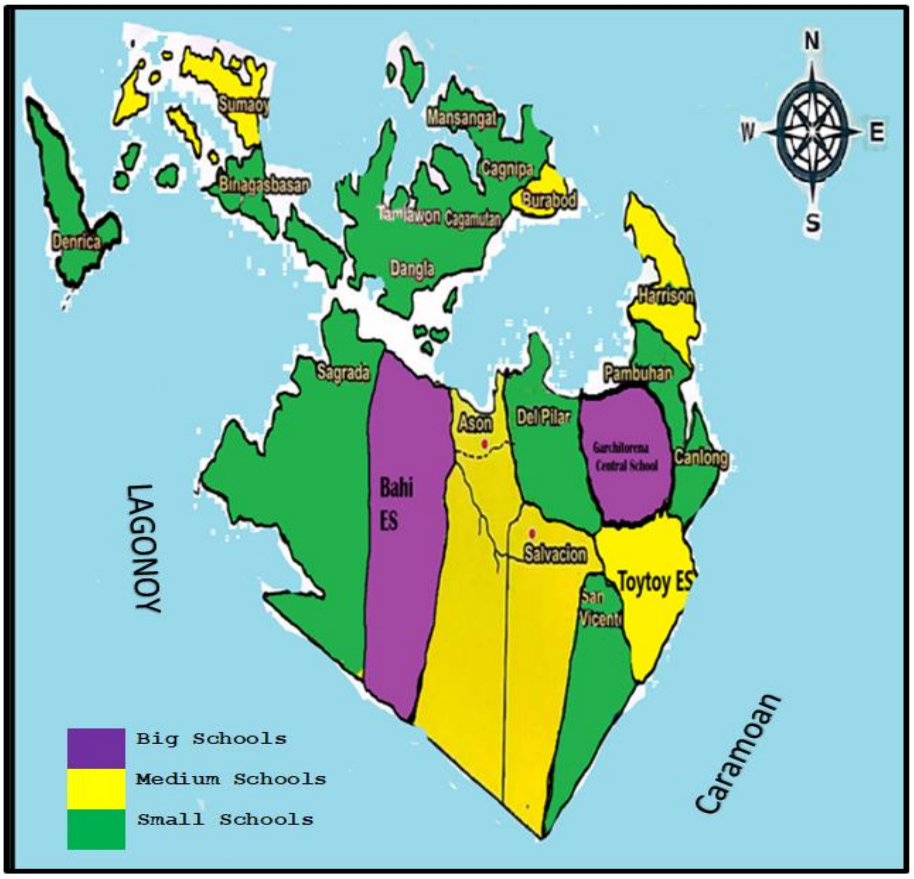
Garchitorena, officially the Municipality of Garchitorena (Central Bikol: Banwaan kan Garchitorena; Tagalog: Bayan ng Garchitorena), is a 4th class municipality in the province of Camarines Sur, Philippines. According to the 2020 census, it has a population of 29,436 people. Its territory includes the islands of Quinalasag, Lamit, and Malabungot, also known as Mahad.

The original location of Garchitorena is said to be found at the mouth of the Pambuhan River but it was later transferred to Binanwahan primarily because of frequent attacks of the Moros. Soon, a rich man by the name of Don Andres Garchitorena, who hailed from Tigaon town and owned in this place a vast portion of the land area, persuaded the townspeople to plant abaca. He later established an abaca processing plant which started the establishment of this coastal settlement. The municipality was established on March4, 1949, through Executive Order No. 205 signed by President Elpidio Quirino. It was originally named the municipality of Anderson.[5] The municipality was then renamed after its founder and discoverer, Don Andres Garchitorena. He came from Tigaon and was a member of Emilio Aguinaldo's Hong Kong Junta during the Spanish–American War. He became the governor of then Ambos Camarines in 1919. He is the father of Don Mariano Garchitorena, Secretary of Agriculture and Commerce and also Governor of Camarines Sur.

Garchitorena District is headed by one (1) Public Schools District Supervisor, Dr. Judith Bayos-Maigue, One (1) School Principal 3; (1) Elementary School Principal ; three (3) Secondary School Principal I; Four(4) Head

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Teachers (Elem.); Two(2) Head Teachers (Sec.); and four (4) Teacher In-Charge (TIC), six (6) Teacher III, and one hundred (100) Teacher I,



Source: DepEd Garchitorena District

Figure 1

The School Location Map of Garchitorena District, Division of Camarines Sur with two thousand four hundred ninety-one (2491) junior high school learners. Composed of eight (8) secondary schools: Binagasbasan National High Schools with 349 learners, Bahi National High School with 170 learners, Denrica High School with 223 learners, Burabod National High School with 350 learners, Harrison Integrated School with 256 learners, Pambuhan National High School with 781 learners, Sumaoy Integrated School with 196 learners, and Toyboy Integrated School with 166 learners.

Some of the **notable accomplishments** of Garchitorena District were: Creating or converting Three (3) elementary schools to Integrated schools. Namely; Harrison IS, Sumaoy IS, and Toytoy IS; "Numeracy and Literacy Center" to every school both elementary and secondary; One DepEd, Ones Garchitorena motorized bangka (donated by former VP Leni Robredo) to help the district in visiting all schools at all time; All schools both elementary schools and secondary schools garnered 3-star for Wash in School (WINS) validation Division level and Division level Champion in BADMINTON boys Elem and Secondary from 2013 to 2023.

Definition of Terms

The following terminologies were used and defined operationally and technically for the purpose of further understanding:

Academic Recovery and Accessible Learning (ARAL) Program is a comprehensive intervention initiative launched by the Department of Education (DepEd) of the Philippines to address learning losses and gaps among learners caused by the disruptions in education during the COVID-19 pandemic. It aims to help students recover essential skills and competencies in foundational areas such as literacy, numeracy, and socio-emotional learning

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through targeted, inclusive, and accessible learning strategies.

Program Management and Planning includes setting objectives, scheduling sessions, and assigning tutors or learning facilitators.

Teacher and Tutor Participation is the level of involvement, readiness, and commitment of teachers and tutors in implementing the program.

Learners' Engagement and Participation means the degree to which learners actively attend, participate, and benefit from the ARAL sessions.

Learning Resources and Materials refers to the Availability, adequacy, and use of learning modules, assessment tools, and instructional materials provided by DepEd for ARAL.

Monitoring and Evaluation is the extent to which the implementation is being supervised, tracked, and assessed by school leaders or DepEd personnel.

Stakeholder Support and Collaboration mean the level of support from parents, community members, LGUs, and other partners in sustaining the ARAL Program.

Improving the Literacy Skills refers to the continuous process of enhancing a learner's ability to read, write, comprehend, interpret, and communicate effectively using language. It involves strengthening fundamental skills such as decoding words, understanding texts, expanding vocabulary, developing writing fluency, and improving comprehension and critical thinking.

Reading Comprehension Development is the process by which learners acquire and enhance the ability to understand, interpret, and critically analyze written texts.

Phonological and Phonemic Awareness means the learners'ability to recognize and manipulate the sound structures of spoken language.

Vocabulary and Word Recognition pertain to the learner's ability to understand the meanings of words and to identify written words quickly and accurately.

Writing and Spelling Proficiency refer to the learners' ability to express ideas clearly and correctly in written form. Writing proficiency includes organizing thoughts, using appropriate grammar and vocabulary, and producing coherent, structured compositions.

Learner Engagement and Motivation in Literacy Activities mean the learners' level of interest, enthusiasm, and active participation in reading and writing tasks.

Big Schools refer to the schools with 13 and above teachers.

Medium Schools mean the schools with 11 to 12 teachers.

Small Schools pertain to the schools with 10 and below teachers.

Policy recommendations are suggested actions or strategies designed to improve educational practices at a broader level.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies which are closely related and similar to current research. These studies have direct and indirect relevance to the present study about the **Academic Recovery and Accessible Learning (ARAL) Program**, and **Policy Recommendations** providing the researcher with insights to enrich his investigation and understanding of the problem of the study. Such related literature and

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studies reviewed were gathered and obtained from different local and foreign resources, both printed and online. A synthesis of state-of-the-art and research gap is found at the end of the chapter. Likewise, the theoretical and conceptual frameworks with its corresponding paradigm of the study are indicated and discussed in this review.

On the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

Pangilinan, & Santos, Using Contextualized Tools to Develop Writing Skills in Filipino. This study analyzed the effectiveness of a locally-developed intervention, (ARAL), in improving the Filipino writing skills of Grade 12 Technical-Vocational Livelihood (TVL) students. The findings indicated a significant improvement in the students' level of mastery after the intervention. Mean Score, Standard Deviation, Sample t-test (to measure significant difference between pre-test and post-test), Cohen's D (to measure the effect size).

Marcos,2023 Revisiting the Tele-Aral Program Through the Lens of Appreciative Inquiry. This qualitative investigation explored the successes and strengths of the Tele-Aral Program (an initiative for free online tutoring services during the pandemic) based on the experiences of teachers, utilizing the 4-D process of Appreciative Inquiry (AI). The study identified specific benefits for stakeholders. Qualitative Analysis (The study employed a Phenomenological Approach using semi-structured interviews and focus group discussions, which does not involve inferential statistical tools like t-tests or ANOVA).

The previous study showed semblance with the present study both on formulating policy recommendations based from the findings of the study. However, they differed on the main focus of the study. Pointed difference on the locale, respondents, instruments and statistical tools used.

Oracion, et al.2020. This study and similar literature explore the phenomenon, quality of life, lived experiences, and challenges of "Balik-Aral" (returning) students. This area of research provides the context for one of the primary target groups of the official DepEd ARAL Program.

The previous study showed semblance with the present study both on the implementation of the ARAL Program. However, they differed on the main focus of the study. Pointed difference on the locale, respondents, instruments and statistical tools used.

Dela Cruz, Adona, Molato-Gayares, and Park, (2025) studied the Learning loss and recovery from the COVID-19 pandemic: A systematic review of evidence. This systematic review covers 57 studies that measured the effects of school closures on learning outcomes during the coronavirus disease (COVID-19) pandemic. It makes a distinction between the learning loss associated with school closures and the recovery after schools were reopened. It restricts attention to evaluations with credible control groups and provides the first meta-analysis of learning losses that covers more developing countries (22) than developed ones (16). We find that a year of school closure is associated with learning loss equivalent to 1.1 years' worth of learning and that school reopening reduced these losses down to 0.5 years. While partial recovery is observed, some learning losses persisted even after schools reopened, underscoring the importance of building resilience in the face of disruptions to education.

Semblance between the previous and the present study existed since both focused on the learning recovery. However, they differed on the locale, respondents, instruments used, and statistical tools utilized in the study.

Pagatpat, (2025) studied the Challenges and Strategies of Grades 1-3 Teachers in the implementation of Learning Recovery Program in Literacy in Daraga North District. Lifelong learning and development are fundamentally dependent on early childhood education and learning recovery programs are designed to help students catch up on learning losses that occurred due to school closures and other disruptions. Early childhood education, along with learning recovery programs, plays a pivotal role in shaping the future of individuals and societies alike. The early grades, particularly grades 1 through 3, are of the utmost importance, as they establish the foundation for literacy and other fundamental abilities. The study intended to assess the strategies used by Grades 1-3 teachers in the implementation of learning recovery program in literacy. It set to determine challenges in the implementation of the learning recovery program in literacy along teachers, learners, resources, parental support and language. The study employed descriptive research design with a survey questionnaire as the

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research instrument, targeting 79 Grades 1–3 teachers of Daraga North District, Albay Division and analyzed the data using Likert scale, weighted mean, and frequency. The consistent and frequent implementation of these strategies suggests a positive approach to literacy recovery, with teachers who understand the importance of adapting to individual needs, creating engaging contexts, and providing appropriate support for learners. The strong agreement among teachers regarding challenges related to themselves, language, and parental support highlights critical areas needing comprehensive intervention. To enhance literacy learning recovery programs, a multifaceted approach is required.

Dixon, Caudle, Garza, Johnson, Gutierrez, (2025) on the Greater Innovation, Greater Success: Academic Outreach and Recovery Coaching. Learning loss is a phenomenon that, due to COVID-19, created shifts across postsecondary instruction, engagement, and support (Salazar, 2023a). As highlighted in a report by Salazar (2023b), learning loss is a "drastic shift in preparedness and learning behaviors that come with entering the classroom post-pandemic" (p. 1), potentially increasing numerous academic skills gaps. Additionally, students have been more frequently prioritizing their life loads--the sum of a student's work, family, health, and social commitments (Hews et al., 2022). In many instances, these life loads are overprioritized to the extent that it is detrimental to students' academic responsibilities and overall learning. As part of their post-pandemic academic experiences, students have shown a greater need for digital competencies, flexible learning, and teacher care and enthusiasm (Hews et al., 2022). To effectively cater to the evolved learning needs of students, institutions may have pivoted their approaches and interventions, especially within learning and academic support areas. In response to the growing need for creative, innovative, and intentional academic support, the Academic Success Center (ASC) at Sam Houston State University (SHSU) has launched various academic coaching-based initiatives and interventions to empower students to evolve metacognitively and thrive academically.

Semblance between the previous and the present study existed since both focused on the learning recovery program like ARAL Program. However, they differed on the locale, respondents, instruments used, and statistical tools utilized in the study.

Willis, Devi, and Whitfield, (2024) on the efficacious learning strategies and experiences for education recovery after disruption. Although much is known about the effects of stress and trauma on learning, there is an urgent need to better understand the phenomenon of education recovery after disruption so that educators and community workers are equipped with efficacious learning strategies and educational experiences for recovery. This project investigated the experiences of people who have suffered learning opportunity loss. Using a phenomenological theoretical perspective, in-depth interviews and a pilot survey were used to identify efficacious strategies and experiences for recovery. The University of the Sunshine Coast partnered with the Salvation Army in South Africa to conduct research with their education officers and social welfare units to identify practical strategies for responding to stress- and trauma-affected people. The most effective strategies for education recovery were internet searches and knowing the learning goals. Experiences that aided recovery included: prayer, meditation, relaxation exercises; storytelling; peer learning; and mentoring. These findings are useful for identifying antecedent structures and essential practices in education recovery and provide governments and systems administrators with research evidence for policy and processes around education recovery efforts. These findings also give educators and not-for-profit community workers practical strategies for responding to education needs in disruption-affected contexts. Rather than merely becoming informed about the effects of disruption, stress and trauma on learning, these findings equip educators with responses.

Similarities between the previous and the present study existed since both focused on the Academic Recovery and Accessible Learning. However, they differed in some aspects since the previous study was dealt on the efficacious learning strategies and experiences. While, the present was on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Carbonari, Davison, and Staiger, (2024) investigated on the Impact and Implementation of Academic Interventions During COVID-19: Evidence from the Road to Recovery Project. In this paper, we use multiple data sources to evaluate the impact and implementation of academic recovery interventions in four school districts during the 2021-2022 school year. Our estimates suggest the interventions failed to reach the expected number of students and had little detectable impact on students' test scores. Interviews with district officials highlight a host of challenges districts faced during the 2021-2022 school year. Considering the overall scale of

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pandemic learning loss, our results raise urgent questions about the adequacy of academic recovery efforts relative to students' needs. The results also have implications for how districts might respond to disrupted learning in the future (e.g. in the wake of natural disasters).

Hamoc, (2023) on the Learning Recovery: Teacher's Strategies and Challenges**.** This study aimed to explore the teachers' experiences in addressing the learning gaps during the resumption of in-person classes post-pandemic. Specifically, it sought to determine the learning recovery strategies implemented and the challenges encountered by the teachers. Six (6) teachers from DepEd Zamboanga City Division were involved in this study employing a qualitative-phenomenological research design. The participants were purposively selected based on the criteria defined in this paper. The data were collected through in-depth interviews with semi-structured interview questions. The findings revealed that the teachers employed a multifaceted approach to bridge the learning gaps. These include conducting remedial reading and pull-out sessions, integrating basic reading activities in all subject areas, and using differentiated instructions and materials. However, teachers also encountered challenges related to the limited availability of resources, the need for professional development to address pedagogical changes, the lack of parental support, and absenteeism among learners. The research finding suggests intervention at the individual and system levels to mitigate the learning gaps. Policy recommendations include upskilling and plans of teachers, particularly in teaching beginning reading, increasing funding allocation for basic education resources, reviewing implementation of the learning recovery plans, and improving collaboration with parents and community stakeholders to support learners' education.

Semblance between the previous and the present study existed since both focus on the learning recovery. However, they differed on the locale, respondents, instruments used, and statistical tools utilized in the study.

Dabrowski, Conway, Nietschke, Berry, & Pradhika, (2023) on the COVID-19 Education Response Mapping Study: Building resilience in the Philippines: Readiness, response, and recovery. This report presents the research findings undertaken in the Philippines and Southeast Asia. This report forms part of a broader study that explores the system and school-level practices that have supported learning continuity in Asia during the pandemic. The study will focus on the policymaker practices that supported teaching and learning and consider ways school leaders, teachers, and parents have worked to support children during periods of disruption. Rather than comparing the responses of Asia countries, this study will highlight innovations in the system and school policies and programs in the Philippines and make recommendations based on insights from the Philippines' education system. The study will focus on the school system and participants that support students in the Philippines but will not include students themselves.

Similarities between the previous and the present study existed since both focus on the academic recovery and accessible learning. However, they differed in some aspect since the previous study was dealt on exploring the system and school-level practices that have supported learning continuity. While, the present was on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Magno, (2022) studied on Planning for the Learning Recovery: The Philippine Experience. This brief report focuses on the status of learners in the Philippines due to the changes in the learning modalities and school closure, models on accelerating instruction through the learning recovery plan, and the impact of activities included in the learning recovery. The learners' academic status is reported during the pandemic using a wide range of sample of K to 10 learners in the Philippines. The learning recovery plan initiated by other organizations are explained and its intention to address the learning loss. Different learning recover models are presented and the models used in the Philippines. The impact of the specific actions on learning recovery are reported.

Semblance between the previous and the present study existed since both focus on the learning recovery. However, they differed on the locale, respondents, instruments used, and statistical tools utilized in the study.

Policy Recommendations

The translation of research findings into actionable policies remains a critical step in addressing complex societal, economic, and environmental challenges. While numerous studies generate valuable data and insights,

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the gap between evidence and policy implementation often hinders meaningful change. This study not only presents key findings on [insert specific research topic, e.g., educational equity, environmental sustainability, or public health outcomes], but also moves a step further by proposing and examining the implementation of targeted policy recommendations derived from the data.

Implementing evidence-based policy is a multidimensional process that involves stakeholder engagement, resource allocation, and contextual adaptation. Guided by the outcomes of this research, the study aims to evaluate how well these proposed policies can be operationalized within current institutional frameworks. Emphasis is placed on feasibility, sustainability, and expected impact, ensuring that the recommendations are not only theoretically sound but also practically viable. By focusing on implementation, this study contributes to the growing body of applied research committed to bridging the research-to-policy gap.

Barcelona, (2023) on the Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry. This study examines the challenges and opportunities encountered by TLE teachers in Philippine Public Schools, focusing on Region 10. Employing a thematic analysis approach following Saldana's framework, six TLE teachers from Junior and Senior High Schools were interviewed. The participants identified Human, Pedagogical, and Material issues as the primary problems they faced in their classes. Pedagogically, they struggled with implementing effective teaching approaches and sustaining students' interest. To address these concerns and enhance student learning, the teachers utilized their funds, extended their services, and sought support from stakeholders. They also recognized vocational training as an opportunity to improve their teaching. The study underscores the resilience and innovation exhibited by TLE teachers in overcoming these challenges. Their resourcefulness, commitment, and ability to leverage personal resources and engage stakeholders played a crucial role in mitigating the identified problems. Overall, this study emphasizes the importance of comprehensive support systems and policies to foster professional development and enhance the quality of TLE education in Philippine Public Schools.

The previous study showed semblance with the present study both on formulating policy recommendations based from the findings of the study. However, they differed on the main focus of the study. Pointed difference on the locale, respondents, instruments and statistical tools used.

Bustarga, (2018), formulated policy recommendations as the output of her study focusing on the disciplinary measures utilized by the kindergarten. It tested the significant difference of the kindergarten teachers and school heads perceptions on the extent of utilization of the disciplinary measures. It identified the problems encountered and recommend solutions. It tested the significant difference of the respondent's assessment on the problem encountered and the solutions recommend. Policy recommendations were suggested based from the findings of the study.

Based from finding of the study, the conclusions were summarized: The kindergarten teachers utilized Disciplinary Measures to improve students behaviour and academic performance. These are Giving Warning, Deduction from the Pupils, Grades. Giving the Pupils with additional task or works, Calling the Attention of Parents; Impose a fine to student's misbehaviour, scolding the pupils, and reprimanding. They proved that the disciplinary measures utilized by the teachers benefited most their pupils. These measures enhanced the pupil's skills along emotional, cognitive, and social aspects which are needed to improve the teaching process. There is no significant difference on the rank orders of the respondent's assessment on the disciplinary measures utilized by the kindergarten teachers among the public elementary schools in Balatan District. The kindergarten teachers and school heads encountered Much Serious problems with regard to the students disciplinary measures. Some of these are inconsistent discipline for pupils with disruptive behaviour, passive attitude of pupils towards their studies, pupils, disruptive /defiant behavior and praise the pupils when it occurs, discipline for defiance must be consistent, and teachers and parents should find ways to involve themselves in the pupil's life and have positive experience together. There is on significant difference on the rank orders of the respondents assessment on the problems encountered by the respondent's assessment on the problems encountered by the respondents on the implementation of the disciplinary measures and the recommended solutions.

The study of Bustarga was similar with the present work in terms of formulating policy recommendations. The difference lied on the main content. The previous was on disciplinary measures, while the present was on the

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effectiveness of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Gamo, (2018), formulated policy recommendations in developing the reading skills of the Grade 1 pupils in Mother Tongue-Based Multilingual Education (MTB-MLE). In her study she assessed the utilization of materials in developing the reading skills of the Grade 1 pupils in MTB-MLE in Bato District, Division of Camarines Sur, School Year 2017-2018. It determined the materials utilized by the teachers to develop the reading skills of Grade 1 pupils in MTB-MLE in Bato District, Division of Camarines Sur, School Year 2017-2018. It determined the materials utilized by the teachers to develop the reading skills of the Grade 1 pupils in MTB-MTE. It assessed the effectiveness of the materials utilized by the teachers in developing the pupils reading skills along Decoding/Word Attack Skills, Vocabulary, Reading Comprehension skills, and Study Skills. Likewise, it tested the significant agreement on the rank orders of the respondents assessment on the effectiveness of the materials utilized by the teachers. It identified the challenges encountered by the teachers. It also tested the significant agreement by the teachers. It identified the challenges encountered by the teachers. It also tested the challenges encountered by the teachers. It also tested the significant agreement on the rank orders of the challenges encountered in relation to the improvement of the materials. Policy Recommendation were formulated in developing the reading skills of the Grade 1 pupils in MTB-MLE.

The conclusions in this study were summarized as follows: The teachers are using various materials to develop the reading skills of the Grade 1 pupils particularly in Mother Tongue. Among these materials, textbook, reading charts, and flashcards to help the pupils enhance their skills in reading. Online materials are rarely used by the teachers. The reading materials utilized by the teachers are very effective in developing the pupils reading skills. There is a highly significant agreement on the rank orders of the challenges encountered by the teachers in relation to the improvement of the reading materials. Policy Recommendation was formulated by the researcher as the output of this research.

The study of Gamo showed similar information with the present research because she also formulated policy recommendations. The difference was on the main content. The previous study was on Mother-Tongue Based Multilingual Education (MTB-MLE), while the present research was on the effectiveness of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Lane, (2017), assessed the policy recommendation for the development of education for their democratic citizenship in elementary and secondary schools. He stressed that the teacher who governs her room through fear of punishment is one of the most contradictory influence which make for boy antagonism toward society. She may teach method and accuracy through arithmetic, expression of thought and self through spelling and reading, but she cannot teach social consciousness through history and geography the advantage of a republican over a monorchial system unless her schoolroom is a republic and not a monarchy. He concluded from the research data that is hidden curriculum of the schools primarily influences the democratic attitudes, values, knowledge and competencies appearing in the students school life (e.g. freedom to express one's opinion and participation). At the same time, the schools who do not have an impact on the social and political values, knowledge and skills of the students. The teachers do not undertake but rather avoid these topics due to the lack of definition.

The study of Lane showed semblance with the present work particularly on policy recommendations. The difference lied on the main content. The previous dealt with the policy recommendations for the development of education for democratic citizenship in the elementary and secondary schools, while the present was on the effectiveness of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Richesson, et.al.,(2017), conducted a study entitled, "Reimagining the Research-Practice "Relationship: Policy Recommendations for Informatics-Enabled Evidence-Generation Across the US Health System". The widespread adoption and use electronic health records and their use to enable learning health system (LHS) holds great promise to accelerate both evidence-generating medicine (EGH) and evidence-based medicine (EBM), thereby enabling a LHS. In 2016, AMIA convened its 10th annual Policy Invitational to discuss issues key to facilitating the EGB-EBM participation at the point-of-care (nodes), across organizations (networks), and to

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ensure viability of this model at scale (sustainability). In this study, it synthesized discussions from the conference and supplements those deliberations with relevant context to inform ongoing development. Specifically, it explored and suggested public policies needed to facilitate EGM-EBM activities on a national scale, particularly those policies that can enable and improve clinical and health services research at the point-of-care, accelerate biomedical discovery, and facilitate translation of findings to improve the health of individual and populations.

The study of Richesson, assessed the importance of policy recommendations, just like the present work. The difference was on the main purpose of the research. The previous was on conducting a study entitled, "Reimagining the Research-Practice Relationship: Policy Recommendations for Informatics-Enabled Evidence-Generation Across the US Health System, while the present was on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners.

Santi, (2016), assessed the European Policy Brief towards A Craft Revival: Recalibrating Social, Cultural, Economic and Technological Dynamics. This policy brief makes recommendations for unlocking the potential of the craft sector and craft skills, with a focus on maximizing their economic value without undermining their social and cultural value. Policy, recommendation are formulated from an holistic perspective, which recognizes the interplay of social, cultural, economic, legal and technological dynamics in determining the standing of craft, and realizing its potential.

The study of Santi bears similar information with the present work in terms of assessing policy recommendations. The difference was on the main purpose and content of the study.

Synthesis of the State of the Art

The related literature and studies reviewed in this research provided valuable insights to the present research, the salient findings or outputs in terms of acquiring additional knowledge, inputs, and relevant features which were worthwhile and valuable to the present study.

These information or insights gathered from previous studies / researches were considered very important to guide the present study in assessing the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. Some of these studies were conducted by foreign and local authors:

On the **Academic Recovery and Accessible Learning: Dela Cruz, Adona, Molato-Gayares, and Park, (2025)** studied the Learning loss and recovery from the COVID-19 pandemic: A systematic review of evidence; **Pagatpat, (2025**) studied the Challenges and Strategies of Grades 1-3 Teachers in the implementation of Learning Recovery Program in Literacy; **Dixon, Caudle, Garza, Johnson, Gutierrez, (2025)** on the Greater Innovation, Greater Success: Academic Outreach and Recovery Coaching; **Willis, Devi, and Whitfield, (2024)** on the Efficacious learning strategies and experiences for education recovery after disruption; **Carbonari, Davison, and Staiger, (2024)** on the Impact and Implementation of Academic Interventions During COVID-19: Evidence from the Road to Recovery Project; **Hamoc, (2023)** on the Learning Recovery: Teacher's Strategies and Challenges; **Dabrowski, Conway, Nietschke, Berry, & Pradhika, (2023)** on the COVID-19 Education Response Mapping Study: Building resilience in the Philippines: Readiness, response, and recovery; **Magno, (2022)** on Planning for the Learning Recovery: The Philippine Experience.

Finally, studies related to **Policy Recommendations**: **Barcelona, (2023)** on the Challenges and Opportunities of TLE Teachers in Philippine Public Schools: An Inquiry; **Bustarga, (2018),** formulated policy recommendations as the output of her study focusing on the disciplinary measures utilized by the kindergarten; **Gamo, (2018),** formulated policy recommendations in developing the reading skills of the Grade 1 pupils in Mother Tongue-Based Multilingual Education (MTB-MLE); **Lane, (2017),** assessed the policy recommendation for the development of education for their democratic citizenship in elementary and secondary schools; **Richesson, et.al.,(2017),** conducted a study entitled, "Reimagining the Research-Practice "Relationship: Policy Recommendations for Informatics-Enabled Evidence-Generation Across the US Health System; and, **Santi, (2016),** assessed the European Policy Brief towards A Craft Revival: Recalibrating Social, Cultural, Economic and Technological Dynamics.

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Gap Bridged by the Study

This research aims to bridge the gap of all previous researches or studies conducted by experts and researchers in response to the facts and data analysis of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners as basis for the formulation of policy recommendations.

Both the present and the related literatures and studies discussed salient issues on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners. However, these only provided valuable insights to the researcher.

The Theoretical Framework

The theoretical paradigm of this study helped the researcher create a connection between the implementation ofthe Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners and the educational theories such as **Transformational Leadership Theory, (Burns, 1978), Instructional Leadership Theory, (Hallinger & Murphy, 1985),Distributed Leadership Theory, (Spillane, 2006),Situational Leadership Theory, (Hersey & Blanchard, 1969), and Servant Leadership Theory, (Greenleaf, 1977).**

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program in the public elementary schools in Garchitorena District, Division of Camarines Sur is at the center (inner circular region) of the paradigm because it is the main focus of the study. The extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning, Teacher and Tutor Participation, Learner Engagement and Participation, Learning Resources and Materials, Monitoring and Evaluation, and Stakeholder Support and Collaboration was on the 2nd circular region. While, the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the key Stage 1 learners along: Reading Comprehension Development, Phonological and Phonemic

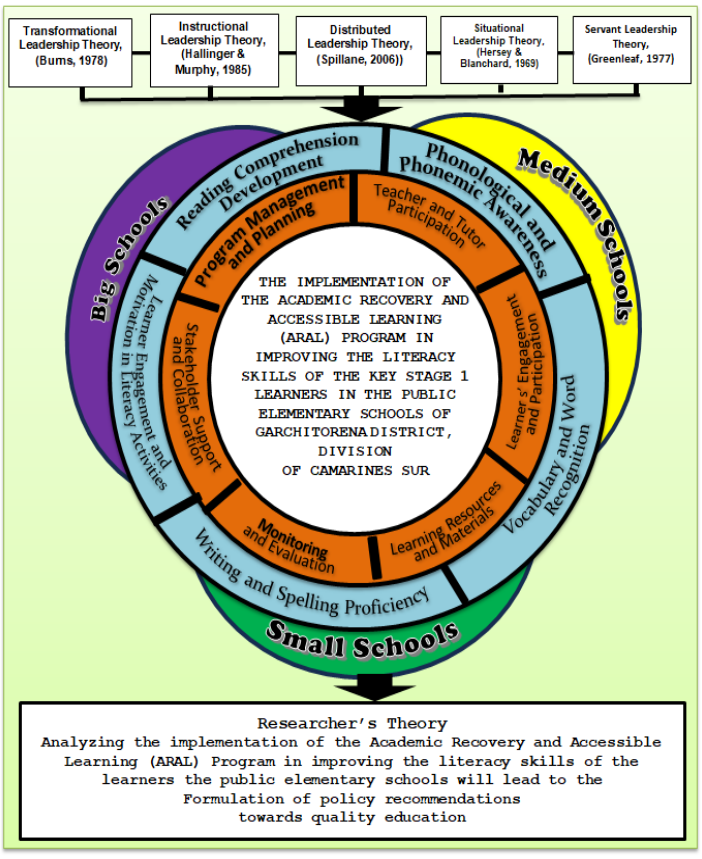


Figure 2

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The Theoretical Paradigm

Awareness, Vocabulary and Word Recognition, Writing and Spelling Proficiency, and Learner Engagement and Motivation in Literacy Activities was in the 3rd circular region. While the respondents were grouped by their sizes was in the outer part of the paradigm.

Transformational Leadership Theory, (Burns, 1978). Transformational leadership, introduced by James MacGregor Burns (1978), emphasizes the ability of leaders to inspire and motivate followers to achieve more than what is typically expected. In the context of implementing the ARAL Program, school heads who exhibit transformational leadership can energize teachers, learners, and stakeholders toward the shared goal of academic recovery and accessibility. Such leaders foster a vision of equity in education, promote innovation in teaching strategies, and support professional development to enhance the capacity of educators. Their influence is evident in the creation of a collaborative school culture, where everyone is committed to closing learning gaps caused by disruptions in education. By addressing both emotional and intellectual needs, transformational school leaders help create an environment conducive to accelerated learning. Their active engagement and vision-setting encourage ownership among staff, making the implementation of programs like ARAL not only possible but sustainable and effective.

Instructional Leadership Theory, (Hallinger & Murphy, 1985). Instructional Leadership Theory, as defined by Hallinger and Murphy (1985), focuses on the school head's role in guiding curriculum, teaching, and learning processes. In implementing the ARAL Program, school heads act as instructional leaders who ensure that the program's learning interventions align with academic standards and student needs. This theory underlines the importance of the principal in setting clear academic goals, managing the curriculum, and monitoring student progress—all of which are crucial in ARAL's goal of academic recovery. By being directly involved in instructional planning and resource allocation, school leaders foster consistency and quality in remedial and enrichment programs. Their active presence in classrooms and learning sessions also sends a strong message of accountability and commitment. The success of ARAL largely depends on how well school leaders understand and influence classroom instruction, and this theory provides a strong framework for their involvement in shaping learning outcomes.

Distributed Leadership Theory, (Spillane, 2006). Distributed Leadership Theory, as articulated by Spillane (2006), views leadership as a shared activity among multiple individuals within the school, rather than residing solely in the school head. In the context of the ARAL Program, this theory supports the idea that effective implementation requires the collective efforts of teachers, department heads, and coordinators. School heads who practice distributed leadership empower other members of the school community to take ownership of instructional recovery strategies and accessible learning initiatives. This approach not only strengthens capacity across the organization but also fosters innovation and responsiveness at different levels of school operations. By distributing responsibilities and encouraging participatory decision-making, school heads can manage the complexities of ARAL implementation more effectively. This leadership model ensures that academic support becomes embedded in the school culture, increasing the program's reach and sustainability. It also promotes a sense of shared mission, which is essential for long-term educational reform.

Situational Leadership Theory, (Hersey & Blanchard, 1969). Hersey and Blanchard's Situational Leadership Theory (1969) suggests that effective leaders adapt their style based on the maturity and competence of their team members. For school heads implementing the ARAL Program, this means adjusting their leadership approach depending on the readiness of teachers and staff to carry out the academic recovery initiatives. In schools where teachers are experienced and confident, the principal may adopt a delegative style, entrusting staff to design and manage ARAL activities. In contrast, in settings where staff need more guidance, the school head may take a more directive or coaching role. The flexibility inherent in situational leadership is crucial for addressing the varied challenges of implementing ARAL in diverse school contexts. By responding appropriately to the needs of their teams, school heads can foster higher engagement, reduce resistance to change, and ensure that interventions are executed effectively and equitably.

Servant Leadership Theory, (Greenleaf, 1977). Servant Leadership Theory, introduced by Robert Greenleaf (1977), centers on the leader's role as a servant first—prioritizing the needs of others, especially the least advantaged. In the implementation of the ARAL Program, school heads who adopt a servant leadership style

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focus on meeting the learning needs of struggling and marginalized students. They listen actively to the concerns of learners, teachers, and parents and strive to remove barriers that hinder academic recovery and accessibility. This leadership approach is rooted in empathy, community building, and ethical responsibility—traits that resonate deeply with ARAL's goals of equity and inclusion. By modeling humility and care, servant leaders build trust and collaboration among stakeholders, which are critical for successful program adoption.

Researcher's Theory. Out of the insights gained from the five theories: Transformational Leadership Theory, Instructional Leadership Theory, Distributed Leadership Theory, Situational Leadership Theory, and Servant Leadership Theory the researcher was able to formulate the researcher's theory which guided her in the conduct of the study.

This theory focused on Analyzing the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners in the public elementary schools will lead to the formulation of policy recommendations towards quality education

The Conceptual Framework

The conceptual framework was designed with three dimensions: the Input, Process, and the Output.

Input. The Input includes the Legal Bases (1987 Philippine Constitution), RA 9155, RA 10533 (K to 12), DepEd Order No. 78, s. 2010, President Marcos' 5-Point Agenda, Education for All (EFA) program, Millennium Development Goal (MDG), Sustainable Development Goal (SDG), School First Initiative (SFI), Basic Education Sector Reform Agenda (BESRA), DepEd Policy Statement, DepEd Orders and Memoranda, Theories, Related Literatures and Studies, Respondents, Instrument-Questionnaires, and Statistical Tools.

Process. It Includes drawing-out the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning, Teacher and Tutor Participation, Learner Engagement and Participation, Learning Resources and Materials, Monitoring and Evaluation, and Stakeholder Support and Collaboration; testing the significant agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects; determining the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners along Reading Comprehension Development, Phonological and Phonemic Awareness, Vocabulary and Word Recognition, Writing and Spelling Proficiency, and Learner Engagement and Motivation in Literacy Activities;

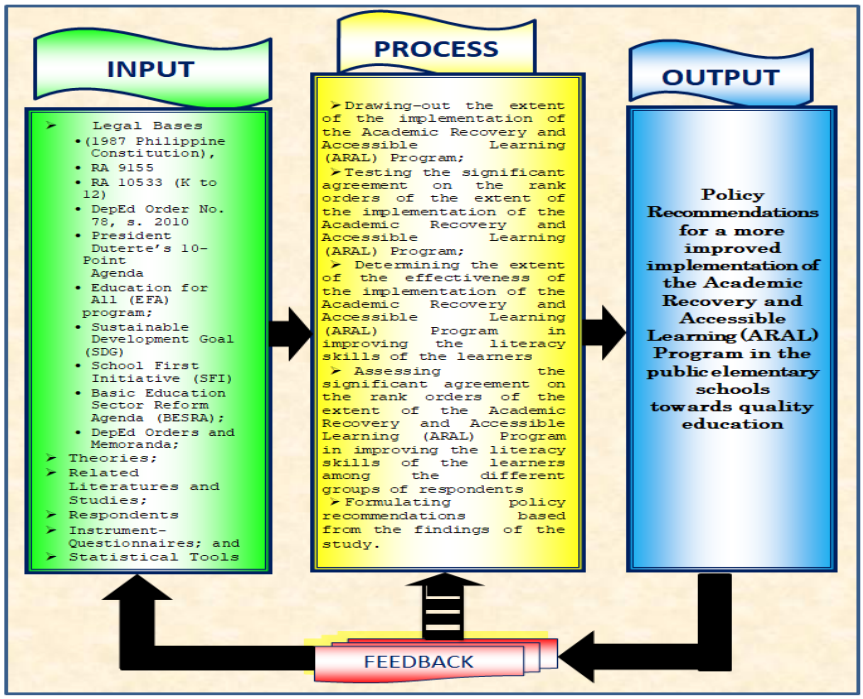


Figure 3

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The Conceptual Paradigm

Aides (LSAs); assessing the significant agreement on the rank orders of the extent of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents; formulating the policy recommendations based from the findings of the study.

Output. Policy Recommendations for a more improved implementation of the Academic Recovery and Accessible Learning (ARAL) Program in the public elementary schools towards quality education.

The **feedback** loop means the evaluation of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in the public elementary schools.

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, sampling technique, the respondents, methods and procedures, formulation and validation of the instrument used, and the statistical treatment of the data employed in the conduct of this study.

Research Design

This study utilized the descriptive-evaluative-correlational method of research using questionnaire/checklist in gathering the needed data of the study. The descriptive method was used in drawing-out the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The correlational method was employed to test the significance of agreement on the rank order of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, and the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners of the different types of schools of Garchitorena District in the Division of Camarines Sur.

Sampling Technique

Purposive sampling was availed in the choice of the locale of the study, the different public elementary schools in the three types of schools of Garchitorena District, Division of Camarines Sur for School Year 2025-2026. Meanwhile, total enumeration of all Key Stage 1 teachers was employed.

Respondents of the study

Table 1 presents the respondents of the study. It will be composed of one hundred twenty-seven (127) school heads and teachers from the different types of public elementary schools in the three types of schools of Garchitorena District, Division of Camarines Sur. The Big Schools are composed of Garchitorena Central School and Bahi Elementary School. Meanwhile, the Medium Schools consist of Ason ES, Burabod ES, Harrison IS, Sumaoy IS, and Toytoy IS. Then Small Schools are Binagasbasan ES, Cagamutan ES, Cagnipa ES, Canlong ES, Culapnit ES, Dangla ES, Del Pilar ES, Denrica ES, Magsaysay ES, Mansangat ES, Pambuhan ES, Sagrada ES, San Antonio ES, San Vicente ES, Tamiawon ES and Tinawagan ES. Sixty-eight (68) or 54% coming from small schools, thirty

Table 1 The Respondents of the Study

SCHOOLS	**Respondents**				**Total**	**Percentage**
Big Schools	Kinder	Grade 1	Grade 2	Grade 3		
1. Garchitorena CS	5	6	6	5	22	16
2. Bahi ES	1	2	2	2	7	6

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Sub Total	**6**	**8**	**8**	**7**	**29**	**22**
Medium Schools						
1. Ason ES	1	2	2	2	7	6
2. Burabod ES	1	1	1	1	4	3
3. Harrison IS	1	1	1	1	4	3
4. Sumaoy IS	1	2	2	2	7	6
5. Toytoy IS	2	2	2	2	8	6
Sub Total	**6**	**8**	**8**	**8**	**30**	**24**
Small Schools						
1. Binagasbasan ES	1	1	1	1	4	3
2. Cagamutan ES	1	1	1	1	4	3
3. Cagnipa ES	1	1	1	1	4	3
4. Canlong ES	1	1	1	1	4	3
5. Culapnit ES	1	1	1	1	4	3
6. Dangla ES	1	1	1	1	4	3
7. Del Pilar ES	1	1	2	1	5	3
8. Denrica ES	1	1	1	1	4	3
9. Magsaysay ES	1	1	1	1	4	3
10. Mansangat ES	1	1	1	1	4	3
11. Pambuhan ES	1	1	1	1	4	3
12. Sagrada ES	1	1	1	1	4	3
13. San Antonio ES	1	1	1	1	4	3
14. San Vicente ES	1	2	2	2	7	6
15. Tamiawon ES	1	1	1	1	4	3
16. Tinawagan ES	1	1	1	1	4	3
Sub Total	**16**	**17**	**18**	**17**	**68**	**54**
GRAND TOTAL	**28**	**33**	**34**	**32**	**127**	**100**

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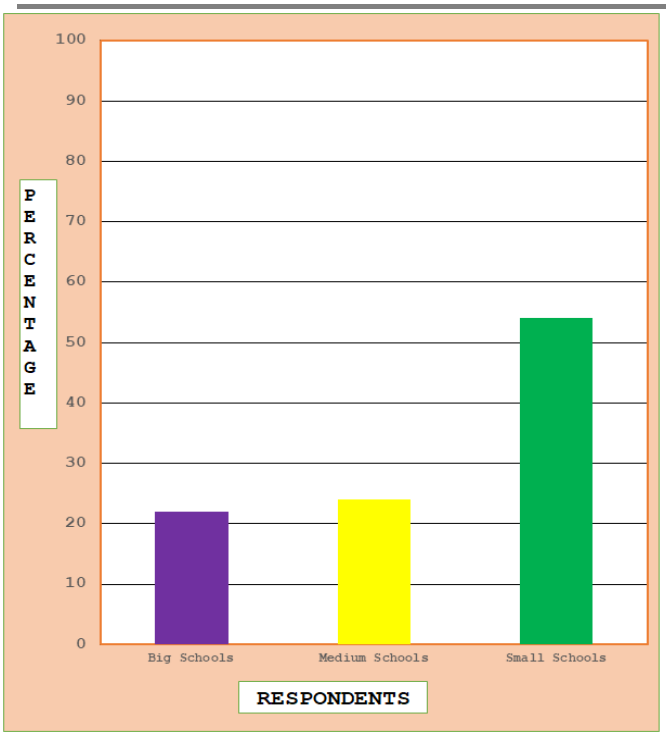


Figure 4

The Respondents of the Study

(30) or 24% from medium schools, and twenty-nine(29) or 22% from the big schools.

Instruments Used

A researcher-made rating scale (questionnaire-checklist) was used by the researcher to gather data with regards to the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners in the three types of schools in Garchitorena District, Division of Camarines Sur.

Table of Specification

Table 2 shows the Table of Specifications. It was divided into two parts: Part 1. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning, Teacher and Tutor Participation, Learner Engagement and Participation, Learning Resources and Materials, Monitoring and Evaluation, and Stakeholder Support and Collaboration; Part II. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along Reading Comprehension Development, Phonological and Phonemic Awareness, Vocabulary and Word Recognition, Writing and Spelling Proficiency, and Learner Engagement and Motivation in Literacy Activities.

Table 2 Table of Specifications

CONTENT	No. of Item	Item Placement	Percentage
PART 1 The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of:	11	1-11	11
1. Program Management and Planning,	10	12-21	9

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2. Teacher and Tutor Participation, 3. Learner Engagement and Participation, 4. Learning Resources and Materials, 5. Monitoring and Evaluation, and 6. Stakeholder Support and Collaboration	9 11 10 9	22-30 31-41 42-51 52-60	8 11 9 8
Sub-Total	**60**		**56**
PART II The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along: 1. Reading Comprehension Development, 2. Phonological and Phonemic Awareness, 3. Vocabulary and Word Recognition, 4. Writing and Spelling Proficiency, 5. Learners' Engagement and Motivation in Literacy Activities.	11 10 9 10 9	61-71 72-81 82-90 91-100 101-109	11 10 8 9 8
Sub-Total	**49**		**44**
Grand Total	**109**		**100**

Rating Scale on the Extent of the Implementation of the Academic Recovery and Accessible Learning(ARAL) Program

4.50 – 5.00	Very Much Implemented(VMI)
3.50 – 4.49	Much Implemented (MI)
2.50 – 3.49	implemented (I)
1.50 – 2.49	Fairly Implemented (FI)
1.00 – 1.49	Not At All (NA)

Rating Scale on the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

Rating Scale	Interpretation
4.50 – 5.00 -	Very Much Evident (VME)
3.50 – 4.49 -	Much Evident (ME)
2.50 – 3.49 -	Evident (E)

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1.50– 2.49	-	Fairly Evident (FE)
1.00 – 1.49	-	Not At All (NA)

Validation of Instrument

The instrument to be used in this study was validated by a panel of jurors made up of various experts in the fields of research and education composed of the Public Schools District Supervisors (PSDSs) and school heads of Garchitorena District. Their expertise was sought to make amends, changes, revisions, additions or deletions on the items in the instrument to be used in assessing the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the learners

After the validation, suggestions and recommendations for improvement were integrated and reflected in the instrument. These suggestions and revisions gathered by the adviser are again reflected and same is printed.

The instrument was distributed to the targeted respondents from the different public elementary schools in Garchitorena District.

Validity and Reliability of the Instrument. The reliability of the questionnaire used was determined by means of **Kuder Richardson Formula 21. (Diedrich, 1976)**

$$r = 1 - \frac{M\,(N-M)}{N\,(S^2)}$$

Where:

r = reliability

N = number of cases/items

M = mean score

S^2 = standard deviation

l = is constant

The reliability coefficient obtained was 0.6827 and the computed t was 11.7371, which was higher than the tabular value of 1.645. This means that the questionnaire was reliable and valid. Therefore, the researcher was confident that the questionnaire measured what it intended to verify

To test the significance of reliability of the r was tested by the t-test for correlation analysis at 0.05 level of significance using the formula **(Freund, 1998):**

$$t = r_s \sqrt{\frac{N-2}{1-r^2_s}}$$

Where:

t = is unknown

r = is the correlation coefficient

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1 and 2 = are constant

N = refers to the number of cases

Employing the formula, the t arrived at 7.36 which when compared to the tabular t value with infinitum degree of freedom, it did not only exceed the criterion level at 0.05 which is 1.645 but even that of 0.001 level. This means that the instrument used in this study is significantly reliable and only .001% was left to error or to chance.

Research Procedure

The following procedure as shown in Figure 4, the Gantt

Chart of activities:

1.Prepared and submitted the proposal.

2.Presented for Title Defense.

3.Reflected the suggestions of the panel.

4.Drafted the questionnaire/checklist, rating scale.

5.Secured permission to conduct the study.

6.Validated the instrument.

7. Distributed the research instrument.

8.Retrieved the research instruments.

9.Collated, plotted, and illustrated the data on table.

10.Presented, interpreted, and analysed the data.

11.Submitted for pre-oral defense.

12.Reflected the suggestions during the pre-oral.

13.Submitted for editing.

14.Submitted for final defense.

15.Reflected the suggestions during the final oral defense.

16.Encoded the final draft of the manuscript.

17.Submitted to CHED for Special Order.

18.Disseminated research findings.

19.Submitted the policy recommendations to concerned authorities.

20.Published the research output.

Activities	**2025**					**2026**						
	Aug	**Sept.**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**March**	**April**	**May**	**June**	**July**
1. Prepared and submitted the proposal												
2. Presented for title defense												

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3. Reflected the suggestions/ recommendations of the panel												
4. Drafted the questionnaire/ checklist/ rating scale												
5. Secured the permission to conduct the study												
6. Validated the instrument												
7. Distributed of the research instrument												
8. Retrieved the research instrument												
9. Collated, plotted, and illustrated the data on table												
10. Presented, interpreted, and analyzed the data												
11. Submitted for pre–oral defense												
12. Reflected the suggestions/ during the pre–oral defense												
13. Submitted for editing												
14. Submitted for final defense												
15. Reflected the comments, suggestions and finalized the manuscript												
16. Encoded the final draft												
17. Submitted to CHED for Special Order												
18. Disseminated research findings												
19. Submitted the policy recommendations to concerned authorities												
20. Published the research output												

Figure 4

The GANTT Chart of the Research Procedure

Statistical Treatment of the Data

Various statistical tools such as frequency count, weighted mean, percentage, and rank were used to determine the profile of the respondents.

To determine the significance of agreement on the rank orders of the of the extent of the among the different types of schools, Kendall Coefficient of Concordance W was employed (Siegel, 1988).

$$W = \frac{S}{1/12\ k^2\ (N^3 - N)}$$

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Where: W – Kendall Coefficient of Concordance W

S – Sum of the square of the difference between means and sum of the ranks

k – Number of ranks or groups

N – Number of cases in a group

½ - is constant

The corresponding chi-square (x^2) formula was used to determine the significance of agreement (Siegel, 1988).

$$\mathbf{x^2 = K (N-1) W}$$

Where: K – Number of respondents

N – Number of cases

1/12 – constant

W – Kendal Coefficient of Concordance W

Significance level was set at 0.05.

The Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Key Stage 1 Learners in the Public Elementary Schools of Garchitorena District, Division of Camarines Sur

This chapter contains the presentation, analysis, and interpretation of the data designed to answer the specific problems raised in this study which were focused on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners in the public elementary schools of Garchitorena District, in Division of Camarines Sur for School Year 2025-2026.

The data were displayed in tables, visualized with graphical presentations, analyzed, and interpreted.

The topics discussed in the study were sequenced as follows:

1. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of:

1.1 Program Management and Planning,

1.2 Teacher and Tutor Participation,

1.3 Learner Engagement and Participation,

1.4 Learning Resources and Materials,

1.5 Monitoring and Evaluation, and

1.6 Stakeholder Support and Collaboration.

2. The test of significant agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects.

3. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along:

3.1 Reading Comprehension Development,

3.2 Phonological and Phonemic Awareness,

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3.3 Vocabulary and Word Recognition,

3.4 Writing and Spelling Proficiency, and

3.5 Learner Engagement and Motivation in Literacy Activities.

4. The test of significant agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents.

5. The policy recommendations formulated based from the findings of the study.

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

The Academic Recovery and Accessible Learning (ARAL) Program is an educational initiative designed to help learners recover from learning gaps and strengthen essential competencies in reading, writing, and numeracy. Through focused remediation, guided practice, and learner-centered support, the program promotes inclusive education by giving struggling pupils opportunities to catch up with grade-level expectations. Its implementation also helps schools build a stronger foundation for academic success by ensuring that no learner is left behind in the teaching-learning process. **Tables 3 to 8** and **Figures 6 to 11** present the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning, Teacher and Tutor Participation, Learner Engagement and Participation, Learning Resources and Materials, Monitoring and Evaluation, and Stakeholder Support and Collaboration.

Program Management and Planning. Program Management and Planning involve the systematic organization, coordination, and monitoring of resources, activities, and timelines to achieve specific educational goals effectively. It ensures that programs are well-structured, responsive to learners' needs, and continuously improved through careful evaluation and strategic decision-making. **Table 3** and **Figure 6** show the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning.

In the systematic analysis of the table the respondents rated the indicators as **Very Much Implemented** that include: Dissemination of ARAL guidelines to concerned personnel, 4.77; Clear definition of roles and responsibilities of implementers, 4.74; Coordination among school heads, coordinators, and implementers, 4.67; Existence of an approved ARAL implementation plan, 4.67; Alignment of ARAL activities with division and school improvement plans, 4.62; Establishment of implementation targets and expected outcomes, 4.62; Availability of a realistic implementation timeline, 4.59; Conduct of needs assessment prior to implementation, 4.53; and Integration of ARAL strategies into school academic plans, 4.53. Notably, one indicator fell under the **Much Implemented** category: Allocation of budget specific to ARAL activities, 4.46.

The respondents rated the dissemination of ARAL guidelines to concerned personnel the highest because it

Table 3 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Existence of an approved ARAL implementation plan	4.68	VMI	3	4.70	VMI	4	4.62	VMI	6	4.67	VMI	3.5
2. Alignment of ARAL activities with division and school improvement plans	4.60	VMI	5	4.62	VMI	7	4.65	VMI	4	4.62	VMI	5.5
3. Clear definition of roles and responsibilities of implementers	4.75	VMI	1	4.75	VMI	2	4.71	VMI	2	4.74	VMI	2

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4. Availability of a realistic implementation timeline	4.58	V MI	6	4.65	V MI	6	4.55	V MI	8	4.59	V MI	7
5. Allocation of budget specific to ARAL activities	4.45	MI	10	4.51	V MI	10	4.42	M1	10	4.46	MI	10
6. Conduct of needs assessment prior to implementation	4.47	MI	9	4.55	V MI	9	4.58	V MI	7	4.53	V MI	8.5
7. Integration of ARAL strategies into school academic plans	4.53	V MI	7	4.60	V MI	8	4.46	M1	9	4.53	V MI	8.5
8. Dissemination of ARAL guidelines to concerned personnel	4.72	V MI	2	4.82	V MI	1	4.78	V MI	1	4.77	V MI	1
9. Coordination among school heads, coordinators, and implementers	4.65	V MI	4	4.72	V MI	3	4.63	V MI	5	4.67	V MI	3.5
10. Establishment of implementation targets and expected outcomes	4.48	MI	8	4.68	V MI	5	4.70	V MI	3	4.62	V MI	5.5
Average	**4.59**	**V M1**		**4.66**	**V M1**		**4.61**	**V MI**		**4.62**	**V MI**	

Legend:

4.50–5.00 Very Much Implemented (VMI)

3.50–4.49 Much Implemented (MI)

2.50–3.49 Implemented (I)

1.50–2.49 Fairly Implemented (FI)

1.00–1.49 Not at All (NA)

Wx – Weighted Mean

I - Interpretation

R - Rank

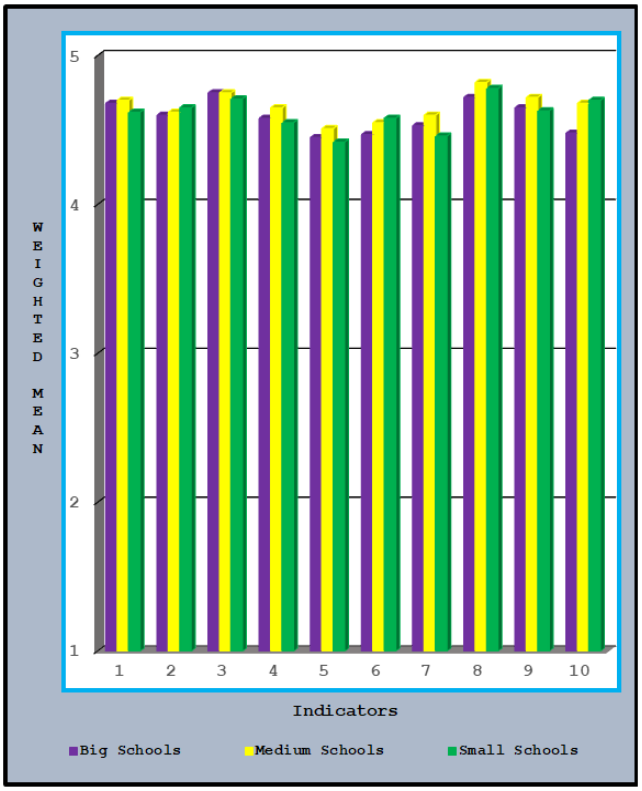


Figure 6

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The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning serves as the foundational step for ensuring all stakeholders are aligned with the program's vision. Clear communication likely reduced ambiguity, allowing staff to understand the structural expectations and procedural mandates necessary for a successful rollout. This high rating suggests that the initial phase of information sharing was executed with transparency and efficiency across the participating schools.

Conversely, the allocation of a budget specific to ARAL activities received the lowest rating, falling into the "Much Implemented" rather than "Very Much Implemented" category. This lower score likely stems from the common educational challenge of reallocating limited fiscal resources to new, specialized programs without a dedicated, external funding stream. Respondents may have felt that while the program was planned well, the financial backing did not quite match the ambitious scope of the management targets. Furthermore, the reliance on existing school MOOE (Maintenance and Other Operating Expenses) often creates a strain that prevents full-scale financial implementation. The bureaucratic hurdles involved in budget approval and the procurement of learning materials might have also contributed to this perceived gap. Ultimately, without a ring-fenced budget, implementers often face difficulties in sustaining the logistical requirements of a long-term academic recovery initiative.

To address these financial constraints, policy makers should prioritize the institutionalization of a dedicated fund for the ARAL program within the national or regional budget to ensure long-term sustainability. School leaders must strengthen partnerships with local government units and private stakeholders to diversify funding sources beyond the standard school MOOE. Curriculum developers are encouraged to design cost-effective, digital-first learning modules that reduce the constant need for expensive printed materials. Teachers should be provided with specialized training on resource management to maximize the impact of available materials without incurring extra costs. Finally, policy makers must streamline the liquidation process for program-specific expenses to ensure that funds are disbursed and utilized with greater agility.

Thompson, (2022) explored the fiscal challenges of post-pandemic learning recovery programs in Southeast Asian public schools. The research utilized a mixed-methods approach to evaluate how resource distribution affects the fidelity of program execution. The results indicated that while administrative planning was often rated highly, the actual "on-the-ground" success was frequently hindered by delayed or insufficient funding. Thompson concluded that for academic recovery to be effective, financial planning must be as robust and transparent as the pedagogical framework itself.

Addressing the budget allocation—is vital in education because financial stability dictates the quality of services and equity of access for struggling learners. Without adequate funding, even the most meticulously planned recovery programs risk becoming unfunded mandates that overwhelm educators and yield minimal learner progress. Ensuring a solid financial foundation allows schools to translate policy into practice, ultimately securing the academic future of learners who need the most support.

Teacher and Tutor Participation. Teachers provide structured, foundational instruction within a classroom setting to ensure all learners meet core academic standards. Conversely, tutors offer personalized, one-on-one support that targets a learner's specific learning gaps and reinforces the teacher's primary lessons. **Table 4** and **Figure 7** display the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Teacher and Tutor Participation.

The tabulated data indicates that the respondents rated the following indicators as **Very Much Implemented** include:

Submission of required reports by ARAL teachers and tutors, 4.52; and Number of teachers trained on ARAL strategies, 4.50. The remaining seven indicators, however, collectively fell within the **Much Implemented** range, as enumerated below: Attendance of teachers and tutors in ARAL orientations and trainings, 4.46; Collaboration among teachers in planning ARAL activities, 4.41; Teachers' preparedness to implement remediation activities, 4.37; Regular conduct of ARAL sessions by assigned teachers, 4.33; Teachers'

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compliance with ARAL schedules and plans, 4.29; Use of differentiated instruction by teachers during ARAL sessions, 4.20; and Tutor involvement in delivering targeted learning support, 4.16.

The highest-rated indicator, the submission of required reports by ARAL teachers and tutors, reflects a strong culture of accountability and administrative compliance within the program. This suggests that the educators involved prioritize professional documentation and are well-versed in the procedural requirements set by the department. Such a high rating implies that the reporting mechanisms are clear and accessible, ensuring that the progress of the academic recovery efforts is consistently tracked and verified.

Contrariwise, the indicator regarding tutor involvement in delivering targeted learning support received the lowest

Table 4 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Teacher and Tutor Participation

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Number of teachers trained on ARAL strategies	4.45	MI	2	4.58	VMI	1	4.46	MI	3	4.50	VMI	2
2. Submission of required reports by ARAL teachers and tutors	4.51	VMI	1	4.52	VMI	2	4.53	VMI	1	4.52	VMI	1
3. Collaboration among teachers in planning ARAL activities	4.38	MI	4	4.45	ME	4	4.40	MI	4	4.41	MI	4
4. Use of differentiated instruction by teachers during ARAL sessions	4.18	MI	8	4.20	MI	9	4.21	MI	7.5	4.20	MI	8
5. Attendance of teachers and tutors in ARAL orientations and trainings	4.40	MI	3	4.48	MI	3	4.50	VMI	2	4.46	MI	3
6. Regular conduct of ARAL sessions by assigned teachers	4.35	MI	5	4.30	MI	7	4.35	MI	6	4.33	MI	6
7. Teachers' preparedness to implement remediation activities	4.33	MI	6	4.42	MI	5	4.37	MI	5	4.37	MI	5
8. Tutor involvement in delivering targeted learning support	4.10	MI	9	4.25	MI	8	4.12	MI	9	4.16	MI	9
9. Teachers' compliance with ARAL schedules and plans	4.27	MI	7	4.40	MI	6	4.21	MI	7.5	4.29	MI	7
Average	**4.33**	**MI**		**4.40**	**MI**		**4.35**	**MI**		**4.36**	**MI**	

Legend:

4.50–5.00 Very Much Implemented (VMI) Wx – Weighted Mean

3.50–4.49 Much Implemented (MI) I - Interpretation

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2.50–3.49 Implemented (I) R - Rank

1.50–2.49 Fairly Implemented (FI)

1.00–1.49 Not at All (NA)

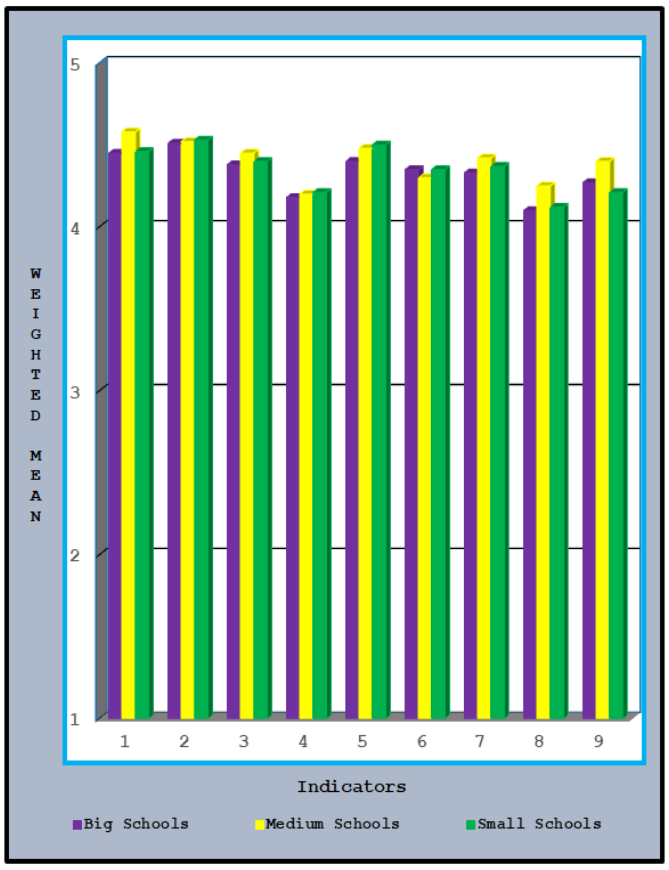


Figure 7

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Teacher and Tutor Participation rating, though it remains within the "Much Implemented" range. This lower score suggests that while tutors are present, their specific role in providing individualized, precision-based intervention may not be fully optimized or consistently executed. The gap likely stems from a lack of specialized training for tutors or a heavy workload that prevents them from focusing on the unique needs of each learner. Furthermore, the logistical challenges of matching tutors with specific learner deficiencies can hinder the delivery of truly "targeted" support. It is also possible that the tutors feel less confident in their pedagogical autonomy compared to regular classroom teachers, leading to a more passive approach in the sessions. Consequently, the potential of the ARAL program to bridge specific learning gaps is somewhat diluted when the delivery remains general rather than personalized. Strengthening this area is essential to ensure that the recovery program moves beyond mere attendance toward measurable academic improvement for at-risk learners.

To address this, school leaders must institutionalize a dedicated "Tutor Mentorship Program" where veteran teachers provide direct coaching to tutors on diagnostic-driven instruction. Teachers should collaborate more closely with tutors to share specific learner data, ensuring that every session is tailored to the learner's actual competency gaps. Curriculum developers ought to design modular, "plug-and-play" intervention materials that allow tutors to easily select activities based on real-time assessment results. For their part, policy makers should provide budget allocations specifically for tutor stipends or incentives that are tied to the successful delivery of individualized learning plans. Finally, a monitoring framework must be established to evaluate the quality of tutor-learner interactions rather than just focusing on the quantity of sessions conducted.

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Pellegrini et al. (2021) titled "Effective Programs in Elementary Mathematics" provides a comprehensive meta-analysis of tutoring interventions and their impact on learner achievement. The researchers found that programs utilizing high-dosage tutoring—defined by frequent, small-group, or one-on-one sessions—yielded the most significant positive outcomes in academic recovery. The results highlighted that the effectiveness of these programs was heavily dependent on the tutors' ability to provide targeted, structured feedback tailored to the specific errors of the learners. The study concluded that tutoring is one of the most effective tools for closing learning gaps, provided the tutors are well-trained and their instruction is closely aligned with the core curriculum. This reinforces the need for the ARAL program to shift its focus toward the quality of tutor involvement to maximize learner gains.

Focusing on tutor involvement is critical because individualized support is the cornerstone of effective academic remediation in a post-pandemic educational landscape. When tutors successfully deliver targeted assistance, they provide the necessary scaffolding that a regular, fast-paced classroom environment often fails to offer. Improving this lowest indicator ensures that the ARAL program fulfills its primary mission of leaving no learner behind through precise and empathetic intervention.

Learners' Engagement and Participation. Learner engagement represents the psychological investment and curiosity a learner directs toward their studies, while participation serves as the visible action of contributing to discussions and activities. When both elements align, learners transition from passive listeners to active co-creators of their own educational experience. **Table 5** and **Figure 8** exhibit the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learner Engagement and Participation.

An examination of the table reveals that the indicators rated as **Very Much Implemented** include: Number of identified learners enrolled in the ARAL Program, 4.68; Regular attendance of learners in ARAL sessions, 4.63; Learners' completion of assigned ARAL tasks and activities, 4.63; Improvement in learners' motivation to learn, 4.60; Active participation of learners during remediation activities, 4.55; and Responsiveness of learners to instructional support, 4.53. In contrast, the remaining two indicators settled within the **Much Implemented** category, as follows: Consistent participation of learners throughout the program duration, 4.47; and Learners' willingness to ask questions and seek clarification, 4.43.

The respondents rated the number of identified learners enrolled in the ARAL Program the highest because it reflects a highly successful initial mobilization and identification process. By accurately targeting learners who require academic intervention, school heads and teachers ensured that the program reached its intended audience with high precision. This peak rating signifies that the administrative drive to register participants was executed with great commitment, establishing a strong foundation for the recovery initiative.

Table 5 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learners' Engagement and Participation

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Number of identified learners enrolled in the ARAL Program	4.68	VMI	1	4.75	VMI	1	4.61	VMI	3	4.68	VMI	1
2. Regular attendance of learners in ARAL sessions	4.62	VMI	2	4.71	VMI	2	4.55	VMI	5	4.63	VMI	2.5
3. Active participation of learners during remediation activities	4.51	VMI	4	4.60	VMI	5	4.54	VMI	6	4.55	VMI	5

4. Learners' completion of assigned ARAL tasks and activities	4.55	VMI	3	4.63	VMI	4	4.70	VMI	1	4.63	VMI	2.5
5. Responsiveness of learners to instructional support	4.44	MI	7	4.58	VMI	6	4.57	VMI	4	4.53	VMI	6
6. Improvement in learners' motivation to learn	4.50	VMI	5	4.65	VMI	3	4.65	VMI	2	4.60	VMI	4
7. Learners' willingness to ask questions and seek clarification	4.38	MI	8	4.51	VMI	7	4.39	MI	8	4.43	MI	8
8. Consistent participation of learners throughout the program duration	4.48	MI	6	4.45	MI	8	4.47	MI	7	4.47	MI	7
Average	**4.52**	**VMI**		**4.61**	**VMI**		**4.56**	**VMI**		**4.56**	**VMI**	

Legend:

4.50–5.00 Very Much Implemented (VMI)
3.50–4.49 Much Implemented (MI)
2.50–3.49 Implemented (I)
1.50–2.49 Fairly Implemented (FI)
1.00–1.49 Not at All (NA)

Wx – Weighted Mean
I - Interpretation
R - Rank

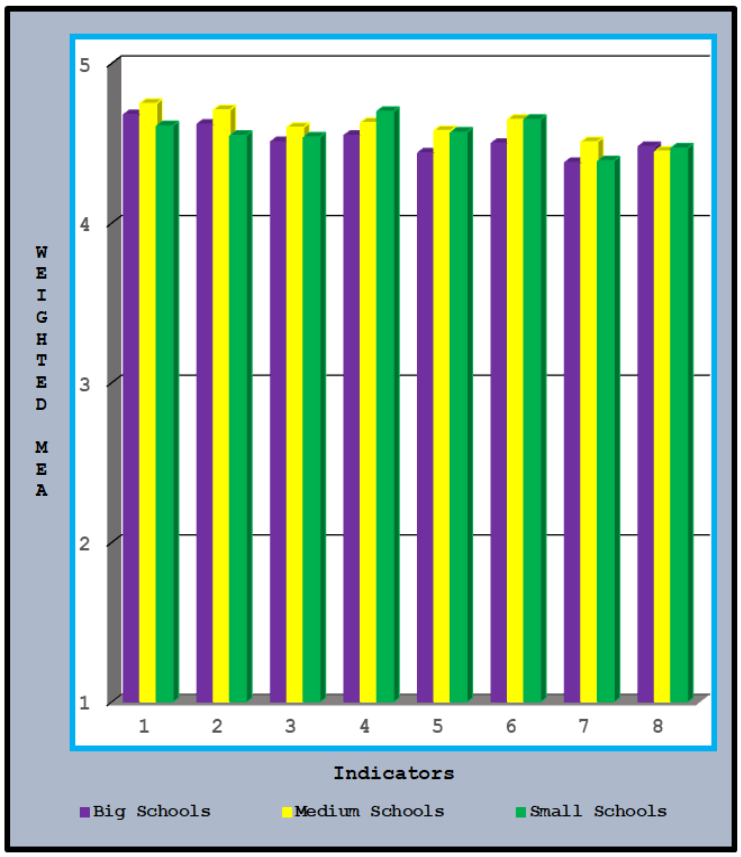


Figure 8

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The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learners' Engagement and Participation

In contrast, the indicator regarding the learners' willingness to ask questions and seek clarification received the lowest rating, falling into the "Much Implemented" category. This lower score may be attributed to a lingering lack of confidence among struggling learners, who often feel hesitant or embarrassed to express their confusion in a formal setting. Furthermore, the traditional classroom culture might still prioritize passive listening over active inquiry, making it difficult for learners to break the habit of silence during remediation. The pressure of catching up can also create anxiety, leading learners to focus on task completion rather than deep comprehension through questioning. Teachers may have also struggled to foster a sufficiently non-threatening environment within the limited timeframe of the ARAL sessions. Consequently, while learners attend and participate, they may not yet feel empowered to lead the dialogue regarding their own learning gaps. This suggests that while the program is physically accessible, the psychological comfort required for active inquiry is still developing.

To improve learner engagement, school leaders should implement "safe space" initiatives that reward curiosity and normalize the process of making mistakes during the learning journey. Teachers are encouraged to adopt scaffolding techniques and open-ended questioning strategies that specifically prompt learners to voice their uncertainties and seek help. Curriculum developers should integrate interactive, gamified elements into ARAL modules that require learners to ask questions or solve puzzles collaboratively to progress. Policy makers should advocate for smaller class sizes within the ARAL program to allow for more personalized interactions between the teacher and the learner. Additionally, school leaders should provide professional development for educators focused on social-emotional learning (SEL) to better address the underlying anxieties of learners in recovery programs.

Garcia, (2023) investigated the barriers to learner inquiry in remedial reading programs within the Philippine public school system. The summary of the research highlighted that learners often equate asking questions with a public admission of failure, which significantly stifles their verbal participation. The results showed a direct correlation between a teacher's use of positive reinforcement and an increase in learner-led questioning. Garcia concluded that for academic recovery programs to be truly effective, the instructional climate must shift from being teacher-centered to a more dialogic and supportive environment.

Focusing on the willingness to ask questions—is crucial in education because it is a fundamental marker of meta-cognitive development and active learning. When learners feel comfortable seeking clarification, they move from being passive recipients of information to active participants in their own cognitive recovery. Strengthening this area ensures that learning gaps are actually closed rather than merely covered, leading to more sustainable academic growth for the learner.

Learning Resources and Materials. High-quality learning resources and materials act as the essential bridge between abstract curriculum goals and a learner's practical understanding of a subject. By integrating diverse tools—ranging from traditional textbooks to interactive digital media—educators can cater to various learning styles and ensure that complex information remains accessible and engaging. **Table 6** and **Figure 9** illustrate Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learning Resources and Materials.

Based on the tabular data, the following indicators were rated **Very Much Implemented** include: Alignment of materials with the Most Essential Learning Competencies (MELCs), 4.80; Availability of ARAL modules and learning materials, 4.78; Timely distribution of learning resources to learners, 4.74; Adequacy of supplies for remediation activities, 4.71; Use of varied instructional materials during ARAL sessions, 4.70; Proper utilization of provided ARAL resources, 4.68; Teacher-developed supplementary learning materials, 4.66; Appropriateness of materials to learners' needs and levels, 4.63; Adaptation of materials for diverse learners, 4.62; and Availability of digital or technology-based learning resources, 4.58.

The highest-rated indicator, the alignment of materials with the Most Essential Learning Competencies (MELCs), suggests that the program's foundation is built on a highly standardized and relevant curriculum. This high rating indicates that teachers and developers prioritized content that directly addresses the core requirements

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of the Department of Education, ensuring no disconnect between remedial sessions and mainstream standards. Consequently, respondents feel confident that the resources being used are legally and pedagogically sound for the learners' academic recovery.

Meanwhile, the indicator regarding the availability of Table 6 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learning Resources and Materials

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Availability of ARAL modules and learning materials	4.71	VMI	3	4.78	VMI	2	4.85	VMI	1	4.78	VMI	2
2. Proper utilization of provided ARAL resources	4.63	VMI	7	4.69	VMI	5	4.71	VMI	6	4.68	VMI	6
3. Teacher-developed supplementary learning materials	4.65	VMI	6	4.65	VMI	7	4.68	VMI	8	4.66	VMI	7
4. Adaptation of materials for diverse learners	4.60	VMI	8	4.60	VMI	9	4.65	VMI	9	4.62	VMI	9
5. Adequacy of supplies for remediation activities	4.68	VMI	4	4.71	VMI	3	4.73	VMI	5	4.71	VMI	4
6. Alignment of materials with the Most Essential Learning Competencies (MELCs)	4.78	VMI	1	4.81	VMI	1	4.82	VMI	2	4.80	VMI	1
7. Availability of digital or technology-based learning resources	4.55	VMI	10	4.58	VMI	10	4.62	VMI	10	4.58	VMI	10
8. Use of varied instructional materials during ARAL sessions	4.67	VMI	5	4.67	VMI	6	4.76	VMI	4	4.70	VMI	5
9. Appropriateness of materials to learners' needs and levels	4.58	VMI	9	4.62	VMI	8	4.70	VMI	7	4.63	VMI	8
10. Timely distribution of learning resources to learners	4.75	VMI	2	4.70	VMI	4	4.78	VMI	3	4.74	VMI	3
Average	**4.66**	**VMI**		**4.68**	**VMI**		**4.73**	**VMI**		**4.69**	**VMI**	

Legend:

4.50–5.00 Very Much Implemented (VMI)
3.50–4.49 Much Implemented (MI)
2.50–3.49 Implemented (I)
1.50–2.49 Fairly Implemented (FI)
1.00–1.49 Not at All (NA)

Wx – Weighted Mean
I - Interpretation
R - Rank

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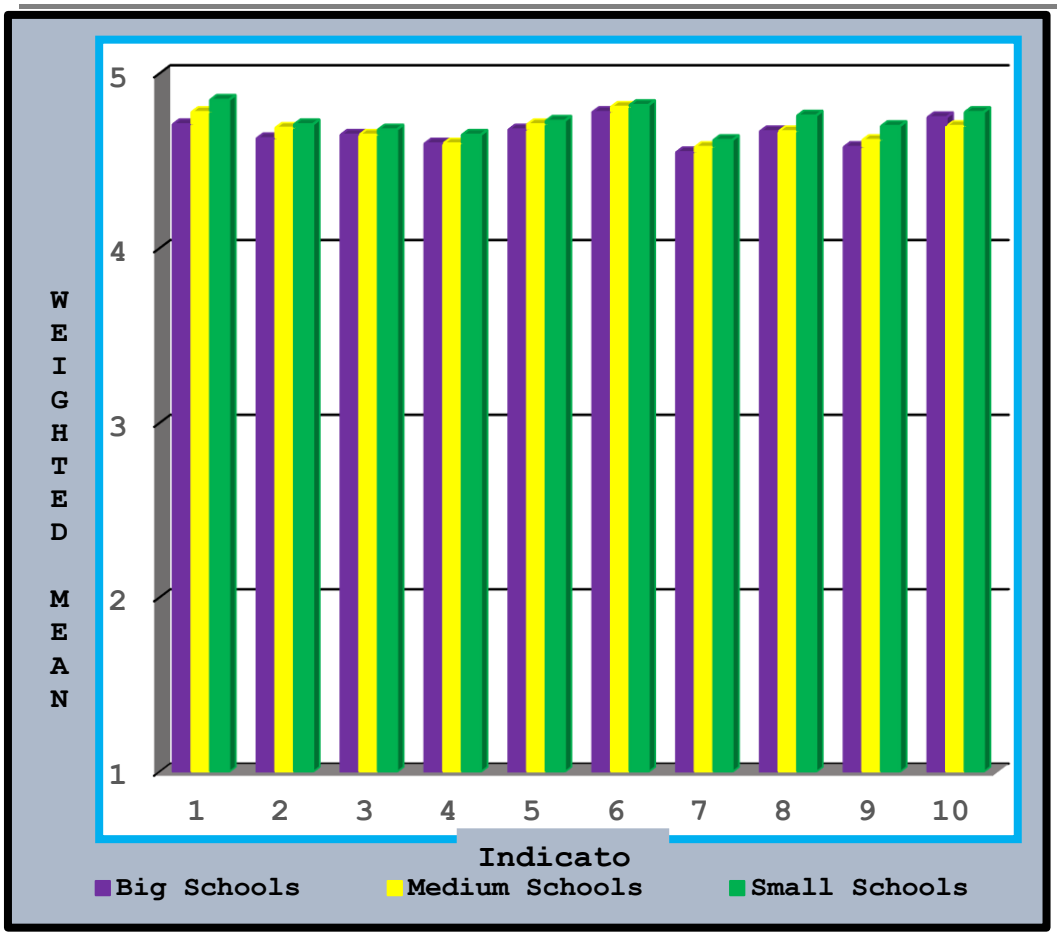


Figure 9

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learning Resources and Materials digital or technology-based learning resources received the lowest rating, though it remains within the "Very Much Implemented" range. This lower relative score may be attributed to persistent digital divides and the high cost of maintaining technological infrastructure in various school settings. Many learning centers might still rely heavily on printed modules due to a lack of stable internet connectivity or an insufficient number of gadgets for every learner. Furthermore, the development of interactive digital content requires specialized technical skills that may not be as widespread among all volunteer groups or staff members. There is also the possibility that existing digital resources are not fully optimized for offline use, limiting their accessibility in remote areas. Finally, the logistical challenge of distributing hardware often lags behind the more efficient distribution of paper-based materials.

Hence, instructional supervisors should lead specialized workshops to help volunteers integrate simple, low-bandwidth digital tools into their daily teaching routines. Parents and stakeholders can play a vital role by supporting "gadget donation" drives or assisting in the maintenance of local community e-learning centers. ARAL volunteers must proactively seek out and curate open-source digital applications that can supplement printed modules even without constant internet access. DepEd key officials should prioritize the allocation of funds for the procurement of durable tablets and the expansion of the "DepEd Computerization Program" to include recovery centers. Ultimately, these officials must establish a clear roadmap for the digitization of all ARAL modules to ensure long-term sustainability and modern appeal.

Tuma, (2021) explored the impact of technology-integrated learning on learner engagement and mastery. The study involved a multi-site assessment where learners using a blend of printed and digital materials were compared against those using traditional methods only. Results indicated that learners with access to digital resources showed a \$15\%\$ higher retention rate due to the interactive and multi-sensory nature of the content. Tuma concluded that while printed materials are essential for foundational literacy, digital tools are indispensable for maintaining learner motivation during long-term recovery programs. This study underscores the necessity of bridging the technological gap to enhance the overall effectiveness of interventions like the ARAL program.

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The importance of focusing on digital learning resources lies in their ability to provide personalized, self-paced instruction that caters to the modern learner's needs. By improving this lowest indicator, the education system can move toward a more resilient and flexible model that transcends physical classroom boundaries. Enhancing digital accessibility ensures that academic recovery is not just a temporary fix but a forward-looking evolution of instructional delivery.

Monitoring and Evaluation. Monitoring provides the continuous tracking of progress to ensure that educational activities are staying on course and meeting their immediate objectives. Evaluation complements this by analyzing the overall impact and effectiveness of those activities, allowing educators to make informed, data-driven decisions for future improvements. **Table 7** and **Figure 10** demonstrate the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Monitoring and Evaluation.

Reviewing the tabular data shows that the indicators rated as **Very Much Implemented** include: Submission of monitoring and accomplishment reports, 4.63; Documentation of learner performance before and after ARAL, 4.62; Regular monitoring of ARAL implementation, 4.58; Conduct of formative assessments for ARAL learners, 4.56; and Identification of implementation gaps and challenges, 4.53. Conversely, the remaining four indicators were correspondingly classified under the **Much Implemented** category, as follows: Use of learner progress tracking tools, 4.49; Use of monitoring results for program improvement, 4.48; Feedback provided to teachers and tutors on implementation, 4.47; and Evaluation of effectiveness of ARAL strategies, 4.41.

The respondents rated the submission of monitoring and accomplishment reports highest because it aligns with the standard bureaucratic requirements and established reporting protocols within the educational system. This high score suggests that school personnel are highly disciplined in documenting activities and meeting administrative deadlines to ensure transparency and accountability. Such efficiency indicates that the procedural aspects of the ARAL program were well-integrated into the existing school reporting structures.

The evaluation of the effectiveness of ARAL strategies received the lowest rating, settling within the "Much Implemented" category. This lower rating may be due to a lack of specialized analytical tools or standardized rubrics required to measure the qualitative impact of specific

Table 7 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Monitoring and Evaluation

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Regular monitoring of ARAL implementation	4.52	VMI	4	4.62	VMI	3	4.60	VMI	2	4.58	VMI	3
2. Feedback provided to teachers and tutors on implementation	4.41	MI	8	4.52	VMI	7	4.48	MI	7	4.47	MI	8
3. Use of monitoring results for program improvement	4.45	MI	7	4.55	MI	6	4.44	MI	8	4.48	MI	7
4. Evaluation of effectiveness of ARAL strategies	4.38	MI	9	4.45	MI	9	4.40	MI	9	4.41	MI	9
5. Identification of implementation gaps and challenges	4.48	MI	6	4.60	VMI	4	4.51	VMI	5	4.53	VMI	5
6. Use of learner progress tracking tools	4.50	VMI	5	4.48	VMI	8	4.50	VMI	6	4.49	MI	6

7. Conduct of formative assessments for ARAL learners	4.55	V MI	3	4.57	V MI	5	4.55	V MI	4	4.56	V MI	4
8. Documentation of learner performance before and after ARAL	4.58	V MI	2	4.69	V MI	1	4.58	V MI	3	4.62	V MI	2
9. Submission of monitoring and accomplishment reports	4.63	V MI	1	4.65	V MI	2	4.62	V MI	1	4.63	V MI	1
Average	**4.50**	**V MI**		**4.57**	**V MI**		**4.52**	**V MI**		**4.53**	**V MI**	

Legend:

4.50–5.00 Very Much Implemented (VMI) Wx – Weighted Mean

3.50–4.49 Much Implemented (MI) I - Interpretation

2.50–3.49 Implemented (I) R - Rank

1.50–2.49 Fairly Implemented (FI)

1.00–1.49 Not at All (NA)

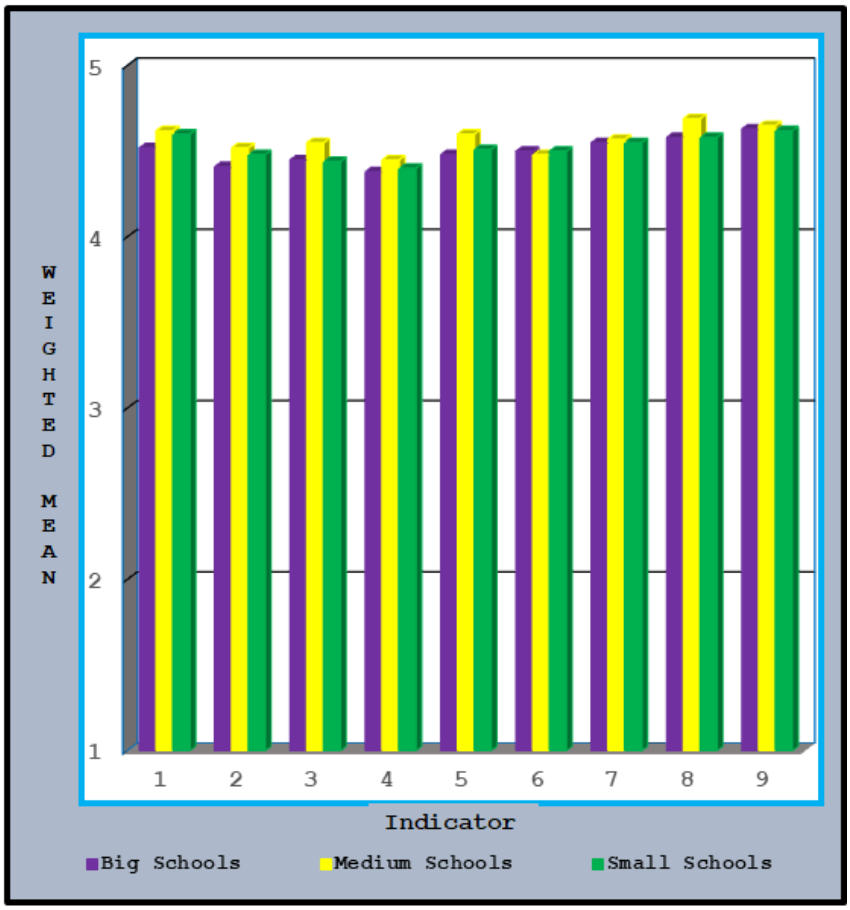


Figure 10

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Monitoring and Evaluation teaching methodologies. Teachers and coordinators might find it difficult to isolate the success of ARAL strategies from other ongoing classroom interventions, leading to a less rigorous evaluation process. Furthermore, the heavy administrative burden of daily instruction often leaves little

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time for educators to engage in deep, data-driven reflection on which specific strategies worked best. The focus frequently remains on the completion of the program rather than a critical assessment of the instructional techniques employed. Additionally, there may be a gap in professional training regarding how to conduct formal program evaluations at the school level. This suggests that while data is being collected and reported, the high-level synthesis of that data to judge strategic effectiveness is not yet fully realized.

To bridge this gap, policy makers should develop standardized evaluation frameworks that provide clear metrics for assessing the pedagogical impact of various ARAL strategies. School leaders ought to designate specific timeframes within the school calendar dedicated solely to program evaluation and collaborative reflection, ensuring it is not treated as an afterthought. Curriculum developers should incorporate built-in assessment rubrics within the ARAL modules that automatically track the success rate of different instructional approaches. Teachers should be trained in action research methodologies, enabling them to scientifically evaluate their own tutoring techniques and share successful practices with peers. Finally, school leaders must ensure that evaluation results are not just filed away but are used to actively refine and adapt the program for future implementation cycles.

Santos, (2024) examined the implementation of monitoring and evaluation systems in grassroots academic intervention programs. The summary of the study highlighted that while compliance in reporting was generally high, the actual use of data to improve instructional quality remained a significant challenge. The results indicated that schools with dedicated evaluation teams showed a 30% higher improvement in learner outcomes compared to schools that only focused on basic reporting. Santos concluded that the shift from "compliance monitoring" to "performance evaluation" is essential for the continuous improvement of academic recovery initiatives.

Focusing on evaluating the effectiveness of strategies—is paramount in education because it ensures that resources and efforts are directed toward methods that actually produce results. Without a critical assessment of what works, programs risk repeating ineffective practices that fail to address the core needs of struggling learners. Prioritizing evaluation allows for an evidence-based approach to teaching, which is the only way to guarantee the long-term success of academic recovery.

Stakeholder Support and Collaboration. Effective stakeholder support and collaboration create a unified network where parents, educators, and community members work together to enhance a learner's academic journey. This collective partnership ensures that learners receive consistent encouragement and resources both inside and outside the classroom, fostering a more holistic environment for success. **Table 8** and **Figure 11** reveal the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Stakeholder Support and Collaboration.

Analysis of the table indicates that the following indicators rated as **Very Much Implemented** include: Involvement of school heads in ARAL implementation, 4.64; and Communication of ARAL goals and progress to stakeholders, 4.52. In contrast, the remaining indicators were assessed as **Much Implemented**, specifically: Support from parents or guardians of ARAL learners, 4.43; Stakeholder participation in planning or review meetings, 4.43; Coordination with Parent–Teacher Associations (PTAs), 4.40; Provision of resources or assistance by stakeholders, 4.37; Engagement of community volunteers or partners, 4.25; and Collaboration with local government units (LGUs), 4.24.

The highest rating for the involvement of school heads suggests that the ARAL program benefits from strong internal leadership and administrative oversight. This indicates that school principals are actively championing the initiative, ensuring that institutional resources and personnel are properly aligned with recovery goals. Such robust leadership creates a top-down culture of commitment, which is essential for legitimizing the program within the school community.

While, the collaboration with local government units (LGUs) received the lowest rating, falling into the "Much Implemented" category. This lower score is due to the bureaucratic complexities involved in aligning school schedules with local government fiscal cycles and priorities. Often, LGUs have broad mandates that may dilute their specific focus on niche educational programs like ARAL unless a formal Memorandum of Agreement is

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strictly enforced. There might also be a communication gap where the specific resource needs of the program are not effectively articulated to local

Table 8 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Stakeholder Support and Collaboration

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Involvement of school heads in ARAL implementation	4.65	VMI	1	4.68	VMI	1	4.60	VMI	2	4.64	VMI	1
2. Support from parents or guardians of ARAL learners	4.40	MI	4	4.45	MI	3	4.43	MI	5	4.43	MI	3.5
3. Collaboration with local government units (LGUs)	4.18	MI	8	4.28	MI	7	4.25	MI	8	4.24	MI	8
4. Engagement of community volunteers or partners	4.25	MI	7	4.21	MI	8	4.30	MI	7	4.25	MI	7
5. Coordination with Parent–Teacher Associations (PTAs)	4.42	MI	3	4.33	MI	6	4.46	MI	4	4.40	MI	5
6. Provision of resources or assistance by stakeholders	4.31	MI	6	4.42	MI	4	4.38	MI	6	4.37	MI	6
7. Stakeholder participation in planning or review meetings	4.44	MI	2	4.37	MI	5	4.48	MI	3	4.43	MI	3.5
8. Communication of ARAL goals and progress to stakeholders	4.39	MI	5	4.46	MI	2	4.70	MI	1	4.52	MI	2
Average	**4.38**	**MI**		**4.40**	**MI**		**4.45**	**MI**		**4.41**	**MI**	

Legend:

4.50–5.00 Very Much Implemented (VMI) Wx – Weighted Mean

3.50–4.49 Much Implemented (MI) I - Interpretation

2.50–3.49 Implemented (I) R - Rank

1.50–2.49 Fairly Implemented (FI)

1.00–1.49 Not at All (NA)

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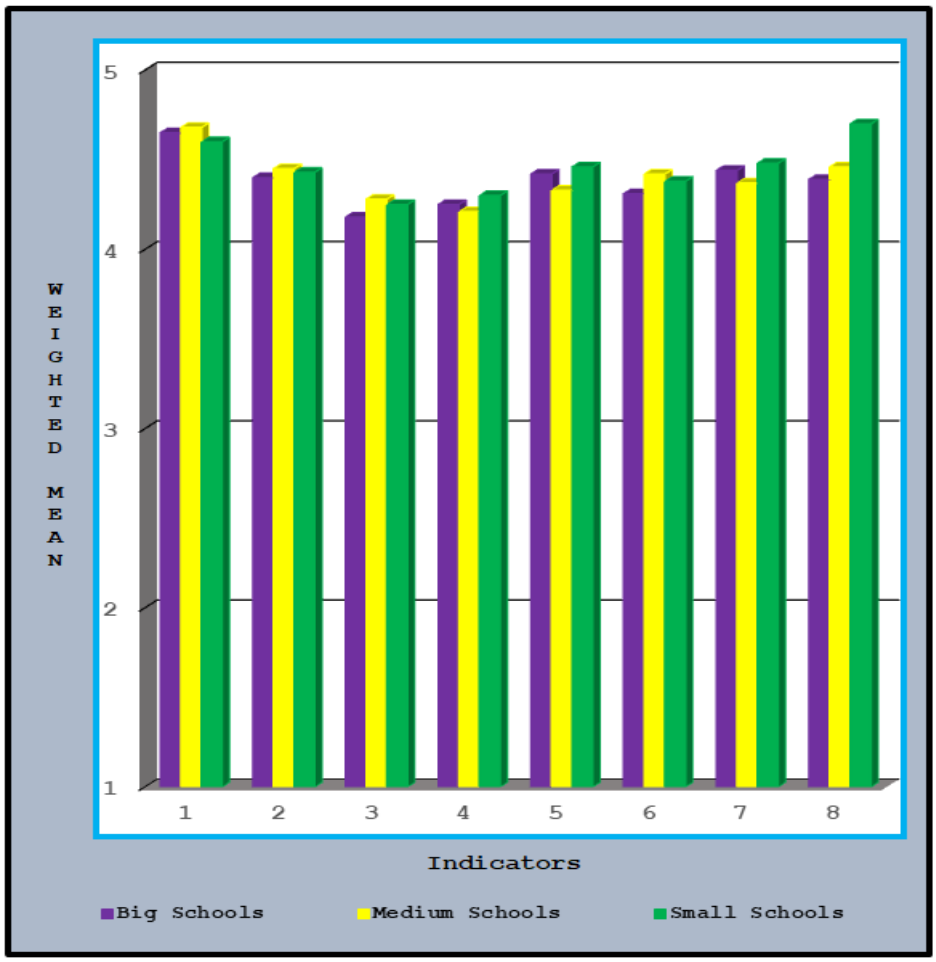


Figure 11

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Stakeholder Support and Collaboration officials.

Furthermore, political transitions or differing localized agendas can sometimes hinder the continuity of support from barangay or municipal leaders. The reliance on purely school-based efforts often leads to a missed opportunity for leveraging external community funding and infrastructure. Consequently, while the school leads the charge, the full potential of a "whole-of-community" approach is not yet fully realized.

With this, instructional supervisors should actively facilitate joint planning sessions between school heads and LGU representatives to create a unified roadmap for learner recovery. Parents and stakeholders must be empowered through regular feedback loops to see the direct impact of their support, thereby encouraging more active advocacy toward local officials. ARAL volunteers can document and share "success stories" with the community to make the program's value more visible to potential LGU partners. DepEd key officials should draft localized policies that incentivize LGU participation, perhaps through recognition programs or matching-grant schemes. Finally, these officials must advocate for the inclusion of ARAL program requirements in the local Special Education Fund (SEF) budget to ensure sustainable financing.

Epstein, (2018) examined the multi-level impact of external collaboration on learner achievement. The research utilized a framework of six types of involvement, finding that programs with high levels of community and local government integration saw a 20% increase in resource sustainability. The results demonstrated that when schools successfully bridged the gap between academic goals and community resources, learner attendance and motivation improved significantly. Epstein concluded that academic interventions are most successful when they are not isolated within school walls but are supported by a web of social and governmental partnerships. This reinforces the need for the ARAL program to strengthen its ties with LGUs to ensure long-term success.

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Focusing on LGU collaboration is vital because local governments possess the logistical power and funding necessary to scale academic interventions beyond the classroom. Strengthening this indicator transforms academic recovery from a purely school-based task into a shared social responsibility. By securing stronger LGU support, the ARAL program ensures that learners have a supportive environment both inside the school and within their broader community.

The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

The Academic Recovery and Accessible Learning (ARAL) Program serves as a strategic intervention designed to bridge learning gaps and accelerate the academic recovery of learners affected by educational disruptions. By providing targeted remediation and accessible resources, the program ensures that every learner has the opportunity to regain foundational skills and achieve long-term educational success. **Table 9** and **Figure 12** reveal the Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

The table indicates that the following indicators rated as **Very Much Implemented** which include: Learning Resources and Materials, 4.69; Program Management and Planning, 4.62; Learners' Engagement and Participation, 4.56; and Monitoring and Evaluation, 4.53. In contrast, the remaining two indicators were categorized under the **Much Implemented** interpretation, specifically: Stakeholder Support and Collaboration, 4.41; and Teacher and Tutor Participation, 4.36.

The highest-rated indicator, Learning Resources and Materials, demonstrates that the program has successfully prioritized the fundamental tools necessary for academic intervention. This suggests that the systematic development, alignment, and distribution of modules have been executed with high efficiency, providing a solid physical foundation for learning. Such a strong rating implies that educators and learners have the essential content at their fingertips, which is a critical precursor to any successful recovery effort.

In contrast, Teacher and Tutor Participation received the lowest rating, placing it in the "Much Implemented" range but highlighting a relative weakness in human resource engagement. This lower score likely points to the heavy workload and "initiative fatigue" experienced by educators who must balance regular teaching duties with intensive recovery sessions. The gap may also be a result of insufficient incentives or professional recognition for those dedicating extra hours to the program, leading to fluctuating levels of enthusiasm. Furthermore, the pedagogical shift required for remedial tutoring—moving from whole-class instruction to individualized support—presents a steep learning curve that not all participants have fully mastered. There might also be logistical hurdles, such as scheduling conflicts or lack of transportation, that prevent tutors from

Table 9 The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Program Management and Planning	4.59	VMI	2	4.66	VMI	2	4.61	VMI	2	4.62	VMI	2
2. Teacher and Tutor Participation	4.33	MI	6	4.40	MI	5.5	4.35	MI	3	4.36	MI	6
3. Learners' Engagement and Participation	4.52	VMI	3	4.61	VMI	3	4.56	VMI	3	4.56	VMI	3

4. Learning Resources and Materials	4.66	VMI	1	4.68	VMI	1	4.73	VMI	1	4.69	VMI	1
5. Monitoring and Evaluation	4.50	VMI	4	4.57	VMI	4	4.52	VMI	4	4.53	VMI	4
6. Stakeholder Support and Collaboration	4.38	MI	5	4.40	MI	5.5	4.45	MI	5	4.41	MI	5
Average	**4.50**	**VMI**		**4.55**	**VMI**		**4.54**	**VMI**		**4.53**	**VMI**	

Legend:

4.50–5.00 Very Much Implemented (VMI) Wx – Weighted Mean

3.50–4.49 Much Implemented (MI) I - Interpretation

2.50–3.49 Implemented (I) R - Rank

1.50–2.49 Fairly Implemented (FI)

1.00–1.49 Not at All (NA)

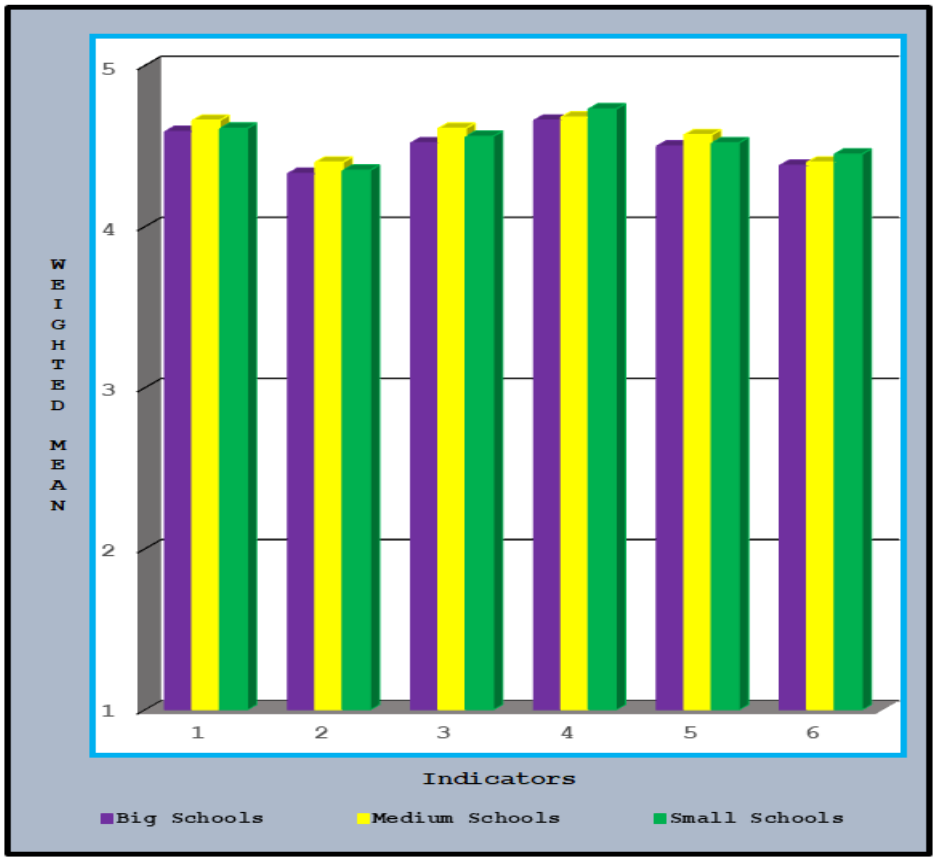


Figure 12

The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program consistently participating at the highest level. Finally, if tutors feel unsupported or lack clear mentorship, their commitment to the program's more demanding qualitative aspects may diminish over time. Strengthening this area is vital, as the best learning materials cannot compensate for a lack of active, motivated, and skilled human facilitators.

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Thus, instructional supervisors must implement a more flexible scheduling framework that prevents teacher burnout while ensuring consistent delivery of ARAL sessions. Parents and stakeholders should be mobilized to provide non-monetary support, such as snacks or volunteer assistance, to boost the morale of tutors on the ground. ARAL volunteers need to be integrated into a "Community of Practice" where they can share effective strategies and receive regular emotional and professional validation from their peers. DepEd key officials should explore policy shifts that offer service credits, promotion points, or financial stipends specifically for those who demonstrate high levels of participation and effectiveness in the program. Furthermore, these officials must ensure that the "Teacher and Tutor" component is not treated as an add-on but as a core, credit-bearing part of the professional workload.

Kraft and Falken (2021) provided a summary of how human capital influences the success of large-scale recovery programs. The researchers found that the effectiveness of tutoring is directly proportional to the consistency of the tutor-learner relationship and the quality of the training provided to the staff. Results showed that programs with the highest participation rates were those that built tutoring into the regular school day rather than adding it as an after-school burden. The study concluded that for recovery programs to succeed, tutors must be treated as specialized professionals with dedicated time and support structures. This research highlights that the "Teacher and Tutor Participation" indicator is the most significant predictor of learner learning gains, regardless of the quality of the materials used.

The importance of focusing on teacher and tutor participation lies in the fact that the human element is the primary driver of learner motivation and academic breakthrough. While materials provide the "what" of learning, it is the educator who provides the "how" through personalized feedback and emotional support. Improving this lowest indicator ensures that the ARAL program transitions from a well-documented administrative exercise into a transformative educational experience for every learner.

The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

The ARAL Program serves as a strategic intervention to bridge learning gaps by providing learners with systematic, accessible support in essential learning competencies. By leveraging both structured tutoring and flexible delivery modes, it creates a recovery pathway that ensures no learner is left behind in the post-pandemic academic landscape. **Table 10** presents the Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

The Coefficient of Concordance W and the computed chi square value resulted to: Program Management and Planning, 0.87 and 23.49, ($p<0.01$); Teacher and Tutor Participation, 0.95 and 22.80, ($p<0.005$); Learners' Engagement and Participation, 0.78 and 16.38, ($p<0.05$); Learning Resources and Materials, 0.94 and 25.38, ($p<0.005$); Monitoring and Evaluation, 0.91 and 21.84, ($p<0.01$); and Stakeholder Support and Collaboration, 0.80 and 16.80, ($p<0.025$). Thus, the alternative hypothesis was accepted.

The data imply that the different types of respondents whether from big, medium or small schools in the public elementary schools in Garchitorena District, Division of

Table 10 The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

Indicators	*Program Management and Planning*	*Teacher and Tutor Participation*	*Learners' Engagement and Participation*	*Learning Resources and Materials*	*Monitoring and Evaluation*	*Stakeholder Support and Collaboration*
Sum of the squared deviation from the difference (d^2)	644.5	515.5	296	696.5	492	304

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Number of Groups	3	3	3	3	3	3
Number of Indicators	10	9	8	10	9	8
Coefficient of Concordance (W)	0.87	0.95	0.78	0.94	0.91	0.80
Computed Chi Square (X^2)	23.49	22.80	16.38	25.38	21.84	16.80
Degree of Freedom	9	8	7	9	8	7
Tabular X^2 Value with						
0.05	16.92	15.51	14.07	16.92	15.51	14.07
0.025	19.68	18.17	16.62	19.68	18.17	16.62
0.01	21.67	20.09	18.48	21.67	20.09	18.48
0.005	23.59	21.95	20.28	23.59	21.95	20.28
0.001	27.88	26.12	24.32	27.88	26.12	24.32
Decision on H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.01	0.005	0.05	0.005	0.01	0.025

Camarines Sur has high extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program. This further implied that the different group of respondents agreed on the high extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program as reflected in their ratings 99.99% along Program Management and Planning; 99.995% along Teacher and Tutor Participation; 99.95% along Learners' Engagement and Participation; 99.995% along Learning Resources and Materials; 99.99% along Monitoring and Evaluation; and 99.975% along Stakeholder Support and Collaboration.

The results reveal a strong and statistically significant agreement among respondents regarding the rank orders of the extent of implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The high Coefficient of Concordance values, particularly in Teacher and Tutor Participation and Learning Resources and Materials, indicate a very consistent perception among participants, suggesting that these components are uniformly implemented across contexts. Similarly, Monitoring and Evaluation and Program Management and Planning also demonstrate strong agreement, reflecting structured and well-coordinated program execution. The significant chi-square values with corresponding p-values less than 0.05 further confirm that the observed agreement is not due to chance, thereby strengthening the reliability of the findings. However, relatively lower concordance values in Learner Engagement and Participation and Stakeholder Support and Collaboration suggest slight variations in how these aspects are experienced or implemented. This implies that while the program is generally effective, certain components may require more focused attention to achieve uniformity. The acceptance of the alternative hypothesis indicates that there is a meaningful level of agreement among respondents, reinforcing the credibility of the implementation assessment. Overall, these findings imply that the ARAL Program is being implemented with a high degree of consistency, which is essential for ensuring equitable learning recovery opportunities.

Based on the lowest indicators, particularly Learner Engagement and Participation, policy recommendations should focus on enhancing active learner involvement in the ARAL Program. Teachers should adopt more interactive and learner-centered strategies to increase engagement, such as differentiated instruction and

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gamified learning approaches. School heads and supervisors should provide continuous professional development programs that equip educators with skills to foster inclusive and participatory classrooms. Policymakers and DepEd key officials should allocate resources and design policies that support innovative engagement strategies, especially for learners at risk of disengagement. Furthermore, strengthening partnerships with stakeholders can help create supportive learning environments that motivate learners to actively participate.

This finding is supported by the **Constructivist Learning Theory of Jean Piaget (1972),** which emphasizes that learners construct knowledge actively through interaction and engagement with their environment. According to this theory, meaningful learning occurs when learners are actively involved in the learning process rather than passively receiving information. Studies grounded in constructivism have shown that increased learner participation leads to better comprehension, retention, and application of knowledge. The results of this study align with Piaget's theory, as variations in learner engagement suggest differences in how effectively learners are involved in constructing their own learning. Therefore, enhancing engagement strategies is crucial to maximizing the effectiveness of the ARAL Program.

The importance of these results in education lies in their ability to guide data-driven decision-making for program improvement. High levels of agreement indicate that the ARAL Program has a strong implementation foundation that can be sustained and further enhanced. Identifying weaker areas such as learner engagement allows educators and leaders to focus their interventions where they are most needed. Ultimately, these findings contribute to improving the quality and accessibility of education, ensuring that all learners are supported in their academic recovery journey.

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program focuses on delivering intensive, evidence-based reading interventions to learners who have fallen behind their expected grade-level literacy milestones. By utilizing specialized instructional materials and dedicated tutoring sessions, the program creates a supportive environment where learners can master phonics, vocabulary, and comprehension at their own pace. Ultimately, this systematic approach not only restores foundational literacy skills but also empowers learners with the confidence necessary for lifelong academic achievement. **Tables 11 to 15** and **Figures 13 to 17** present the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along Reading Comprehension Development, Phonological and Phonemic Awareness, Vocabulary and Word Recognition, Writing and Spelling Proficiency, and Learner Engagement and Motivation in Literacy Activities.

Reading Comprehension Development. Reading comprehension development is the process of shifting from simply learning to read to reading to learn, where a learner actively constructs meaning from text. It requires the simultaneous integration of decoding skills, prior knowledge, and critical thinking to transform printed words into coherent ideas. **Table 11** and **Figure 13** show the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners along Reading Comprehension Development.

The tabular findings reveal that the subsequent indicators were regularly rated as **Very Much Evident** include: Learners identified main ideas and supporting details more accurately, 4.58; and Learners followed written instructions more effectively, 4.57. The remaining eight indicators, on the other hand, fell under the **Much Evident** category: Learners demonstrated improved understanding of grade-level texts, 4.49; Learners summarized passages using their own words, 4.46; Learners answered comprehension questions with increased correctness, 4.44; Learners showed improved ability to sequence events in a text, 4.44; Learners exhibited measurable gains in reading assessment scores, 4.43; Learners interpreted texts across different genres with greater ease, 4.38; Learners made inferences based on information from the text, 4.36; and Learners connected prior knowledge with information from readings, 4.34.

The respondents rated highest the indicators "learners identified main ideas and supporting details more accurately" and "learners followed written instructions more effectively" because these are foundational and

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directly observable reading skills that are often prioritized in classroom instruction. Teachers commonly emphasize explicit strategies such as identifying key ideas and following directions, making these skills easier for learners to practice and demonstrate improvement. Moreover, structured interventions under the ARAL Program likely provided guided activities that strengthened these competencies, leading to higher ratings.

On the other hand, the lowest-rated indicator, "learners connected prior knowledge with information from readings,"

Table 11 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Reading Comprehension Development

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Learners demonstrated improved understanding of grade-level texts	4.58	VME	3	4.51	VME	3	4.38	ME	8	4.49	ME	3
2. Learners identified main ideas and supporting details more accurately	4.65	VME	1	4.55	VME	2	4.55	VME	1	4.58	VME	1
3. Learners answered comprehension questions with increased correctness	4.55	VME	4	4.45	ME	5	4.32	ME	9	4.44	ME	5.5
4. Learners followed written instructions more effectively	4.62	VME	2	4.58	VME	1	4.50	VME	2	4.57	VME	2
5. Learners interpreted texts across different genres with greater ease	4.40	ME	8	4.33	ME	9	4.42	ME	6	4.38	ME	8
6. Learners exhibited measurable gains in reading assessment scores	4.45	ME	6	4.40	ME	7	4.44	ME	4	4.43	ME	7
7. Learners summarized passages using their own words	4.48	ME	5	4.42	ME	6	4.48	ME	3	4.46	ME	4
8. Learners showed improved ability to sequence events in a text	4.42	ME	7	4.48	ME	4	4.43	ME	5	4.44	ME	5.5
9. Learners connected prior knowledge with information from readings	4.38	ME	9	4.35	ME	8	4.28	ME	10	4.34	ME	10
10. Learners made inferences based on information from the text	4.37	ME	10	4.32	ME	10	4.40	ME	7	4.36	ME	9
Average	**4.49**	**ME**		**4.44**	**ME**		**4.42**	**ME**		**4.45**	**ME**	

Legend:

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4.50–5.00 Very Much Evident (VME) Wx – Weighted Mean

3.50–4.49 Much Evident (ME) I - Interpretation

2.50–3.49 Evident (E) R - Rank

1.50–2.49 Fairly Evident (FE)

1.00–1.49 Not at All (NA)

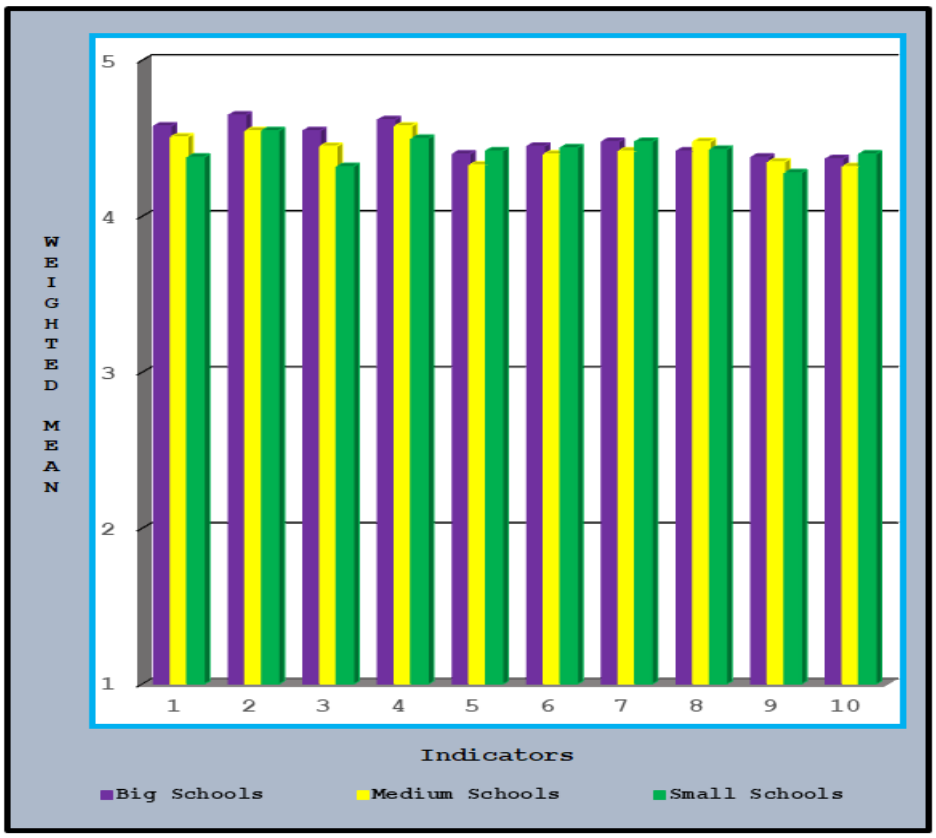


Figure 13

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Reading Comprehension Development may have been rated lower because it requires higher-order thinking skills that are more complex to develop. This skill involves not only comprehension but also the ability to integrate new information with existing knowledge, which may not be consistently reinforced in all instructional settings. Learners may have limited background knowledge or experiences, making it difficult for them to establish meaningful connections with the text. Additionally, teaching strategies may focus more on literal comprehension rather than deeper, reflective thinking processes. Time constraints in classroom instruction could also limit opportunities for activities such as discussions and reflective exercises that promote this skill. Furthermore, teachers may need more support or training in facilitating schema activation and integrative reading strategies effectively.

Based on this finding, curriculum developers should design learning materials that explicitly incorporate activities that activate and connect learners' prior knowledge to new texts. School leaders should support professional development programs that equip teachers with strategies such as scaffolding, questioning techniques, and the use of graphic organizers to enhance this skill. Teachers should consistently integrate pre-reading and post-reading activities that encourage learners to relate texts to their own experiences and prior learning. Policy makers should allocate resources for instructional materials and training programs that focus on higher-order comprehension skills. Additionally, monitoring and evaluation systems should be strengthened to ensure that this aspect of reading comprehension is effectively addressed in classroom practices.

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Anderson, (2024) on highlighted the importance of prior knowledge in reading comprehension. The study explains that comprehension occurs when readers actively relate new information to their existing cognitive frameworks or schemas. Results of the study showed that learners who were able to activate relevant prior knowledge demonstrated better understanding and retention of texts. It concluded that reading instruction should not only focus on decoding and literal comprehension but also on helping learners build and connect knowledge structures. This supports the need to strengthen instructional practices that enhance learners' ability to connect prior knowledge with new information.

Concentrating on the ability to connect prior knowledge with new information is essential in education because it deepens learners' comprehension and promotes meaningful learning. It enables learners to become critical thinkers who can analyze and apply information across different contexts. Strengthening this skill ensures that learning becomes more relevant, transferable, and long-lasting for learners.

Phonological and Phonemic Awareness. Phonological and phonemic awareness serve as the essential auditory foundation that allows learners to recognize, segment, and manipulate the individual sounds within spoken language. Mastering these skills is a critical prerequisite for effective decoding, as it enables learners to bridge the gap between oral speech and written text. **Table 12** and **Figure 14** express the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Phonological and Phonemic Awareness.

The data in the table suggest that the following indicators were repeatedly rated as **Very Much Evident** include: Learners correctly identified and produced letter sounds, 4.75; Learners recognized rhyming words more consistently, 4.72; Learners blended sounds to form words accurately, 4.69; Learners participated actively in phonics-based remediation activities, 4.66; Learners distinguished known phonemes from unfamiliar ones, 4.65; Learners segmented words into individual sounds, 4.61; Learners demonstrated increased accuracy in sound-symbol correspondence, 4.58; Learners improved in decoding unfamiliar words, 4.52; and Learners manipulated phonemes through addition, deletion, or substitution, 4.50.

The highest-rated indicator, the correct identification and production of letter sounds, signifies that the ARAL program has been exceptionally successful in establishing the foundational building blocks of literacy. This suggests that the instructional methods used for basic grapheme-phoneme correspondence are highly effective and consistently applied across sessions. Such a strong result implies that learners have developed a solid "alphabetic principle," which is the critical first step toward more complex reading tasks.

Conversely, the indicator regarding the manipulation of phonemes through addition, deletion, or substitution received the lowest rating, though it remains within the "Very Much Evident" range. This lower relative score is likely due to the fact that phoneme manipulation represents the highest level of phonological complexity, requiring a degree of cognitive flexibility that many struggling readers find difficult to master. It demands that a child not only hear sounds but also mentally reorganize them, which is a significant jump from simple identification or blending

Table 12 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Phonological and Phonemic Awareness

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Learners correctly identified and produced letter sounds	4.78	VME	2	4.75	VME	1	4.72	VME	1	4.75	VME	1

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2. Learners distinguished known phonemes from unfamiliar ones	4.75	VME	3	4.55	VME	7	4.64	VME	4	4.65	VME	5
3. Learners blended sounds to form words accurately	4.68	VME	4.5	4.68	VME	3	4.70	VME	2	4.69	VME	3
4. Learners segmented words into individual sounds	4.65	VME	6	4.60	VME	6	4.58	VME	6	4.61	VME	6
5. Learners recognized rhyming words more consistently	4.82	VME	1	4.71	VME	2	4.62	VME	5	4.72	VME	2
6. Learners manipulated phonemes through addition, deletion, or substitution	4.52	VME	9	4.52	VME	8	4.45	ME	9	4.50	VME	9
7. Learners improved in decoding unfamiliar words	4.55	VME	8	4.48	ME	9	4.53	VME	7	4.52	VME	8
8. Learners demonstrated increased accuracy in sound–symbol correspondence	4.60	VME	7	4.64	VME	5	4.50	VME	8	4.58	VME	7
9. Learners participated actively in phonics-based remediation activities	4.68	VME	4.5	4.65	VME	4	4.65	VME	3	4.66	VME	4
Average	**4.67**	**VME**		**4.62**	**VME**		**4.60**	**VME**		**4.63**	**VME**	

Legend:

4.50–5.00 Very Much Evident (VME)

3.50–4.49 Much Evident (ME)

2.50–3.49 Evident (E)

1.50–2.49 Fairly Evident (FE)

1.00–1.49 Not at All (NA)

Wx – Weighted Mean

I - Interpretation

R - Rank

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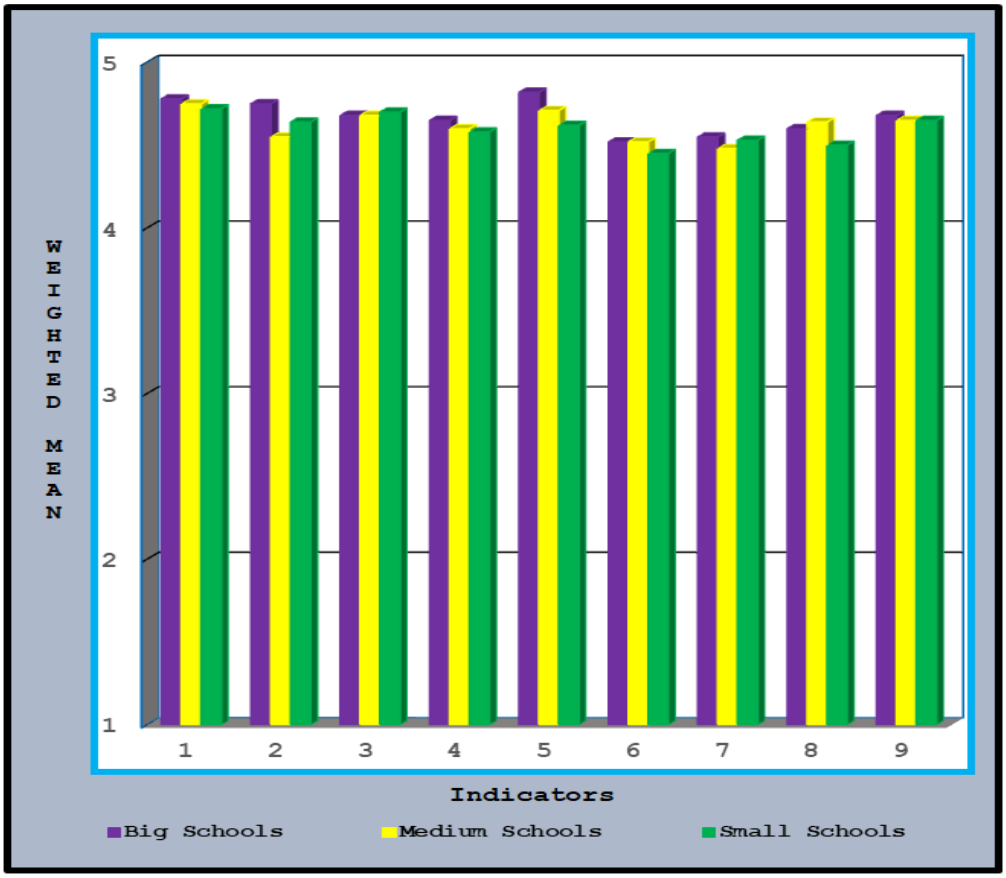


Figure 14

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Phonological and Phonemic Awareness

Furthermore, if tutors or teachers lack specialized training in advanced phonemic awareness techniques, they may focus more on simpler decoding skills, leaving less time for these higher-order auditory tasks. The abstract nature of manipulating invisible sounds without constant visual aids can also be a barrier for learners who are still at a concrete stage of development. Additionally, learners with specific learning gaps often require much more intensive, repetitive practice to achieve mastery in phoneme deletion and substitution compared to basic sound recognition.

Thus, instructional supervisors should provide targeted professional development on orthographic mapping to help educators bridge the gap between simple sound identification and complex phoneme manipulation. Parents and stakeholders can support this by engaging in simple word-play games at home, such as "sound swapping" during daily conversations to reinforce these skills outside of school. ARAL volunteers must be encouraged to use more kinesthetic and tactile tools, like Elkonin boxes or colored chips, to make the abstract process of adding or deleting sounds more concrete for the learners. DepEd key officials should integrate more explicit phonemic awareness benchmarks into the official ARAL curriculum, ensuring that higher-level manipulation skills are not overlooked in favor of basic decoding. Finally, these officials should advocate for the distribution of specialized "manipulative kits" to all recovery centers to standardize the quality of multisensory phonics instruction.

Kilpatrick, (2018) emphasized that advanced phonemic awareness, specifically phoneme manipulation, is the most significant predictor of reading fluency. Kilpatrick's research found that while many programs focus on basic phonics, learners who struggle most are often those who have not reached automaticity in phoneme deletion and substitution. The study concluded that oral phonemic proficiency is the "missing link" for many older struggling readers and is essential for the permanent storage of words in the brain's orthographic lexicon. The results highlighted that targeted intervention in manipulation leads to much faster growth in overall word recognition than traditional phonics alone. This study reinforces the need for the ARAL program to elevate its focus on this specific, complex skill set to ensure long-term literacy success.

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The importance of focusing on phoneme manipulation lies in its role as the ultimate test of a learner's phonological core, which is essential for becoming a fluent and independent reader. Improving this lowest indicator ensures that learners are not just memorizing sounds but are developing the mental agility required to decode any word they encounter. By mastering these sophisticated auditory skills, learners gain the confidence needed to transition from learning to read to reading to learn.

Vocabulary and Word Recognition. Vocabulary acquisition provides the essential mental dictionary that allows learners to attach meaning to specific terms, while word recognition is the ability to identify written words quickly and accurately. Together, these two components ensure that a reader can transition from effortful decoding to fluent reading, freeing up cognitive energy for deeper comprehension and analysis. **Table 13** and **Figure 15** illustrate the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Vocabulary and Word Recognition.

A closer look at the table demonstrates that the indicators rated as **Very Much Evident** include: Learners recognized high-frequency words more quickly, 4.63; Learners demonstrated faster word recognition during reading tasks, 4.55; Learners expanded their vocabulary through guided reading activities, 4.54; and Learners applied vocabulary skills during oral and written tasks, 4.50. On the other hand, the other indicators were rated under the **Much Evident** level, which included: Learners identified word meanings using context clues, 4.49; Learners decoded unfamiliar words with improved accuracy, 4.46; Learners used newly learned words correctly in context, 4.45; and Learners distinguished between similar-looking or sounding words, 4.39.

The respondents rated the quick recognition of high-frequency words the highest because these sight words form the essential building blocks of fluent reading, and the ARAL program's repetitive, structured drills likely prioritized these foundational elements. By focusing on words that appear most often in texts, teachers were able to produce immediate and visible gains in reading speed, which boosted the confidence of both the educators and the learners. This high rating indicates that the program was exceptionally effective in automating basic word recognition, allowing learners to navigate simple texts with increased ease.

In contrast, the indicator regarding the learners' ability to distinguish between similar-looking or sounding words received the lowest rating, falling into the Much Implemented category. This lower score suggests that many learners still struggle with fine-grained phonemic awareness and visual discrimination, which are more complex cognitive

Table 13 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Vocabulary and Word Recognition

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Learners recognized high-frequency words more quickly	4.68	VME	1	4.61	VME	1	4.60	VME	1	4.63	VME	1
2. Learners expanded their vocabulary through guided reading activities	4.54	VME	4	4.55	VME	3	4.52	VME	3	4.54	VME	3
3. Learners used newly learned words correctly in context	4.45	ME	7	4.48	ME	4.5	4.42	ME	6	4.45	ME	7
4. Learners identified word meanings using context clues	4.51	VME	6	4.40	ME	7	4.55	VME	2	4.49	ME	5

5. Learners decoded unfamiliar words with improved accuracy	4.53	VME	5	4.47	ME	6	4.38	ME	8	4.46	ME	6
6. Learners demonstrated faster word recognition during reading tasks	4.62	VME	2	4.58	VME	2	4.45	ME	4	4.55	VME	2
7. Learners distinguished between similar-looking or sounding words	4.41	ME	8	4.35	ME	8	4.41	ME	7	4.39	ME	8
8. Learners applied vocabulary skills during oral and written tasks	4.58	VME	3	4.48	ME	4.5	4.43	ME	5	4.50	VME	4
Average	**4.54**	**VME**		**4.49**	**ME**		**4.47**	**ME**		**4.50**	**VME**	

Legend:

4.50–5.00 Very Much Evident (VME) Wx – Weighted Mean

3.50–4.49 Much Evident (ME) I - Interpretation

2.50–3.49 Evident (E) R - Rank

1.50–2.49 Fairly Evident (FE)

1.00–1.49 Not at All (NA)

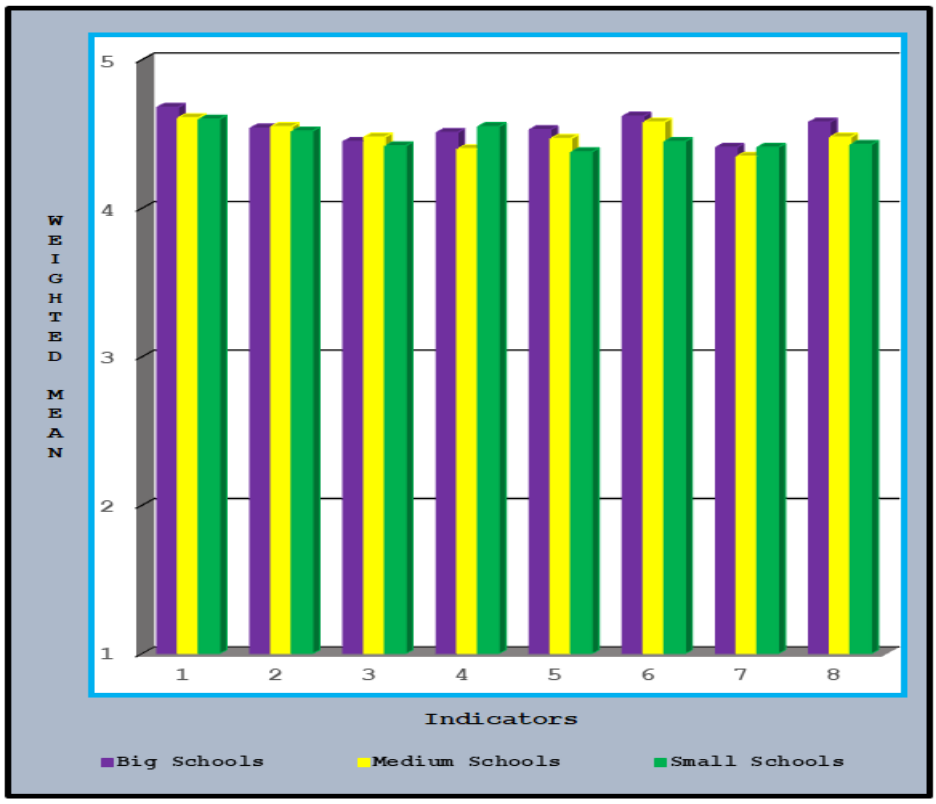


Figure 15

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The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Vocabulary and Word Recognition tasks than simple memorization. Learners often find it difficult to differentiate between minimal pairs or words with similar orthographic structures (like where and were), especially if they have underlying difficulties in auditory processing or visual tracking. Furthermore, the instructional focus may have leaned more toward broad vocabulary acquisition rather than the meticulous, phonetic analysis required to master these subtle differences. The limited duration of ARAL sessions might also prevent the deep, specialized practice needed to overcome persistent confusion between similar linguistic units. Consequently, while learners are identifying more words overall, their precision in distinguishing between closely related word forms remains a significant pedagogical hurdle. This indicates a need for more intensive, specialized phonetic interventions that move beyond general reading activities.

To address the challenges in word discrimination, policy makers should integrate specialized phonetic and orthographic training modules into the national literacy framework that specifically target common "confusable" words. School leaders should provide teachers with diagnostic tools and multisensory instructional materials, such as sandpaper letters or digital phonics apps, to help learners better perceive the differences in word sounds and shapes. Curriculum developers are encouraged to design targeted "word study" segments within the ARAL lessons that focus exclusively on minimal pairs and visual word patterns. Teachers should employ explicit instruction techniques, such as "word sorting" and "mapping," to help learners categorize and distinguish words that look or sound alike. Finally, school leaders must ensure that literacy tutors receive ongoing training in identifying specific reading disabilities, such as dyslexia, which may be the root cause of these persistent discrimination difficulties.

Mendoza, (2025) investigated the impact of explicit phonological awareness training on remedial readers in provincial public schools. The summary of the study highlighted that while learners quickly mastered sight words through exposure, their ability to decode and distinguish complex word structures required much more systematic, direct instruction. The results showed that learners who received targeted "discrimination training" improved their reading accuracy by 40% more than those in general reading programs. Mendoza concluded that high-frequency word recognition does not automatically translate to phonetic precision, necessitating a curriculum that balances fluency with rigorous decoding skills.

Centering on distinguishing between similar words—is vital in education because it is a prerequisite for reading accuracy and the prevention of comprehension errors. If a learner cannot precisely differentiate between words, their ability to grasp the nuance of a sentence is compromised, which can lead to a long-term plateau in literacy development. Strengthening this specific skill ensures that learners build a reliable and accurate mental lexicon, which is the cornerstone of advanced reading proficiency and academic success.

Writing and Spelling Proficiency. Writing and spelling proficiency represent the ability to translate thoughts into clear, organized text while adhering to the conventional rules of language. When a learner masters the mechanics of spelling, they reduce the cognitive load required for transcription, allowing them to focus more deeply on the creative and structural aspects of effective writing. **Table 14** and **Figure 16** show the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Writing and Spelling Proficiency.

The table presents evidence that the indicators falling under **Very Much Evident** include: Learners showed improved handwriting and letter formation, 4.54; and Learners spelled common and sight words more accurately, 4.50. On the other hand, the remaining indicators fell under the **Much Evident**, namely: Learners applied basic grammar and punctuation rules correctly, 4.45; Learners wrote sentences with improved structure and clarity, 4.43; Learners reduced spelling errors in written activities, 4.39; Learners completed writing tasks with increased independence, 4.35; Learners expressed ideas more clearly in written outputs, 4.33; Learners edited and revised their written work with guidance, 4.27; and Learners constructed short paragraphs with logical flow, 4.25.

The respondents rated highest the indicators learners showed improved handwriting and letter formation and learner's spelled common and sight words more accurately because these are fundamental writing skills that are consistently practiced in early literacy instruction. These skills are highly observable and measurable, making it

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easier for teachers to monitor progress and provide immediate feedback. Moreover, repetitive drills, guided exercises, and structured interventions under the ARAL Program likely contributed to the noticeable improvement in these areas.

In contrast, the lowest-rated indicator, “learners

Table 14 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Writing and Spelling Proficiency

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Learners wrote sentences with improved structure and clarity	4.41	ME	4	4.49	ME	3	4.38	ME	5	4.43	ME	4
2. Learners constructed short paragraphs with logical flow	4.28	ME	8	4.28	ME	9	4.20	ME	9	4.25	ME	9
3. Learners edited and revised their written work with guidance	4.22	ME	9	4.33	ME	8	4.25	ME	8	4.27	ME	8
4. Learners completed writing tasks with increased independence	4.38	ME	5	4.35	ME	7	4.32	ME	6	4.35	ME	6
5. Learners expressed ideas more clearly in written outputs	4.30	ME	7	4.40	ME	6	4.28	ME	7	4.33	ME	7
6. Learners showed improved handwriting and letter formation	4.55	ME	1	4.60	ME	1	4.48	ME	2	4.54	ME	1
7. Learners reduced spelling errors in written activities	4.35	ME	6	4.42	ME	5	4.40	ME	4	4.39	ME	5
8. Learners spelled common and sight words more accurately	4.43	ME	3	4.55	ME	2	4.52	ME	1	4.50	ME	2
9. Learners applied basic grammar and punctuation rules correctly	4.50	VME	2	4.45	ME	4	4.41	ME	3	4.45	ME	3
Average	**4.38**	**ME**		**4.43**	**ME**		**4.36**	**ME**		**4.39**	**ME**	

Legend:

4.50–5.00 Very Much Evident (VME)

3.50–4.49 Much Evident (ME)

2.50–3.49 Evident (E)

1.50–2.49 Fairly Evident (FE)

1.00–1.49 Not at All (NA)

Wx – Weighted Mean

I - Interpretation

R - Rank

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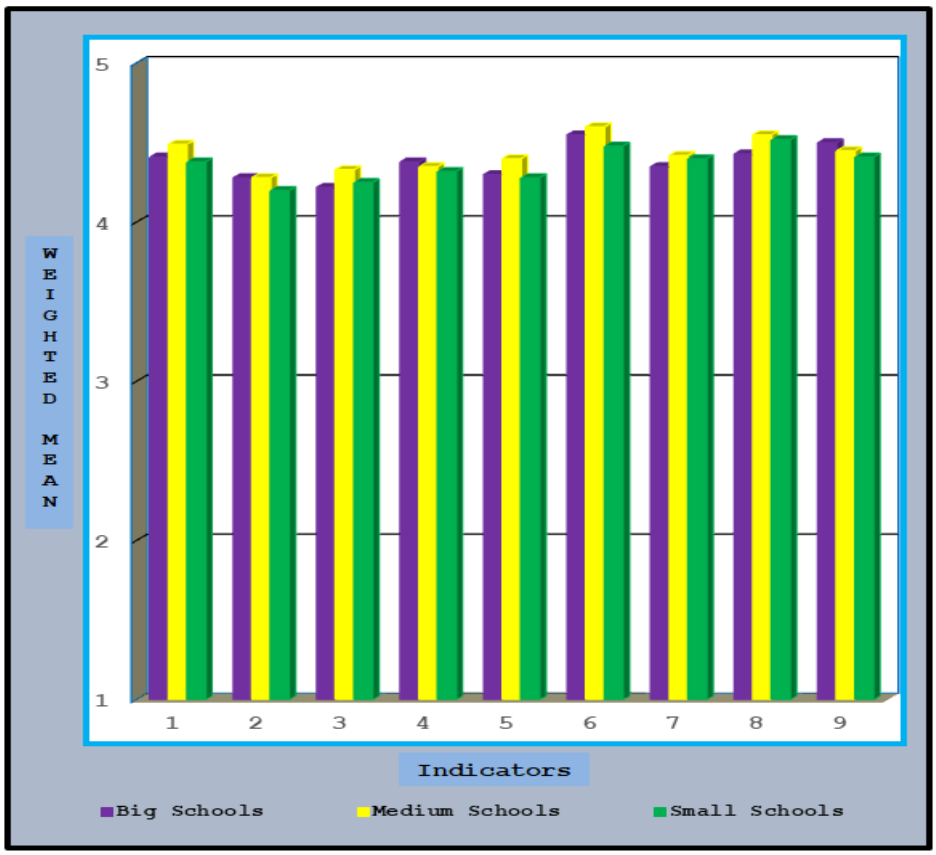


Figure 16

The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Writing and Spelling Proficiencyconstructed short paragraphs with logical flow," may have received a lower rating because it requires more complex and integrated writing skills. Writing coherent paragraphs involves organizing ideas, maintaining logical sequencing, and applying grammar and vocabulary knowledge simultaneously, which can be challenging for learners. Many learners may still be in the developmental stage of mastering sentence construction, making paragraph writing a more advanced task. Additionally, limited time for writing practice and feedback in the classroom may hinder the development of this skill. Instruction may also focus more on discrete skills like spelling and handwriting rather than extended writing tasks. Furthermore, learners may lack sufficient exposure to models of well-structured paragraphs and guided practice in organizing their thoughts effectively.

Based on this finding, curriculum developers should incorporate more structured writing activities that emphasize paragraph development and coherence. School leaders should support continuous professional development programs that train teachers in teaching writing as a process, including planning, drafting, revising, and editing. Teachers should provide scaffolded writing tasks, such as the use of graphic organizers and guided writing exercises, to help learners organize their ideas logically. Policy makers should ensure the provision of adequate instructional materials and allocate time for writing-focused activities in the curriculum. Additionally, assessment frameworks should include criteria that emphasize coherence and organization in writing to encourage the development of paragraph construction skills.

Graham and Perin, (2017) on writing instruction highlights the effectiveness of process-based writing approaches in improving learners' writing skills. The study found that strategies such as planning, revising, and collaborative writing significantly enhance learners' ability to produce coherent and well-structured texts. Results indicated that learners who received explicit instruction in organizing their ideas demonstrated better writing quality and logical flow. The study concluded that writing should be taught as a recursive and structured process rather than as isolated skills. This supports the need to strengthen instruction in paragraph construction and organization among learners.

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Directing on the ability to construct short paragraphs with logical flow is essential in education because it enables learners to communicate their ideas clearly and effectively. It also supports the development of higher-order thinking skills, such as organizing, analyzing, and synthesizing information. Strengthening this skill ensures that learners can produce meaningful written outputs that are coherent, structured, and relevant.

Learner Engagement and Motivation in Literacy Activities. Learner engagement and motivation in literacy activities are driven by providing learners with a sense of autonomy and connecting reading materials to their personal interests. When learners find relevance in what they read and feel capable of succeeding, they transition from completing tasks out of obligation to pursuing literacy for genuine enjoyment and personal growth. **Table 15** and **Figure 17** indicate the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Learner Engagement and Motivation in Literacy Activities.

The analysis of the table provides strong support that the subsequent indicators were regularly rated **Very Much Evident** include: Learners attended literacy intervention sessions more regularly, 4.83; Learners actively participated in ARAL literacy sessions, 4.81; Learners responded positively to feedback during literacy activities, 4.77; Learners completed literacy tasks with minimal prompting, 4.74; Learners willingly engaged in group and individual literacy activities, 4.73; Learners showed increased interest in reading and writing tasks, 4.70; Learners demonstrated confidence when reading aloud or writing, 4.68; and Learners sustained attention during reading and writing sessions, 4.65.

The highest-rated indicator, learners attending literacy intervention sessions more regularly, suggests that the ARAL program has successfully established a consistent and welcoming routine for its participants. This high level of attendance implies that the program has successfully overcome traditional barriers to participation, such as lack of interest or logistical hurdles, creating a reliable environment for academic growth. Such consistent presence is a testament to the program's perceived value among the learners, as regular attendance is the fundamental prerequisite for any measurable improvement in literacy outcomes.

On the other hand, the indicator regarding learners sustaining attention during reading and writing sessions received the lowest rating, though it remains firmly within the Very Much Evident range. This lower relative score

Table 15 The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Learner Engagement and Motivation in Literacy Activities

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Learners actively participated in ARAL literacy sessions	4.78	VME	2	4.84	VME	1	4.80	VME	4	4.81	VME	2
2. Learners completed literacy tasks with minimal prompting	4.68	VME	6	4.73	VME	4	4.82	VME	3	4.74	VME	4
3. Learners responded positively to feedback during literacy activities	4.72	VME	4	4.75	VME	3	4.85	VME	2	4.77	VME	3
4. Learners sustained attention during reading and writing sessions	4.65	VME	7	4.63	VME	8	4.68	VME	8	4.65	VME	8

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5. Learners willingly engaged in group and individual literacy activities	4.75	VME	3	4.70	VME	6	4.75	VME	5	4.73	VME	5
6. Learners demonstrated confidence when reading aloud or writing	4.61	VME	8	4.71	VME	5	4.71	VME	7	4.68	VME	7
7. Learners showed increased interest in reading and writing tasks	4.69	VME	5	4.68	VME	7	4.73	VME	6	4.70	VME	6
8. Learners attended literacy intervention sessions more regularly	4.80	VME	1	4.80	VME	2	4.90	VME	1	4.83	VME	1
Average	**4.71**	**VME**		**4.73**	**VME**		**4.78**	**VME**		**4.74**	**VME**	

Legend:

4.50–5.00 Very Much Evident (VME) Wx – Weighted Mean

3.50–4.49 Much Evident (ME) I - Interpretation

2.50–3.49 Evident (E) R - Rank

1.50–2.49 Fairly Evident (FE)

1.00–1.49 Not at All (NA)

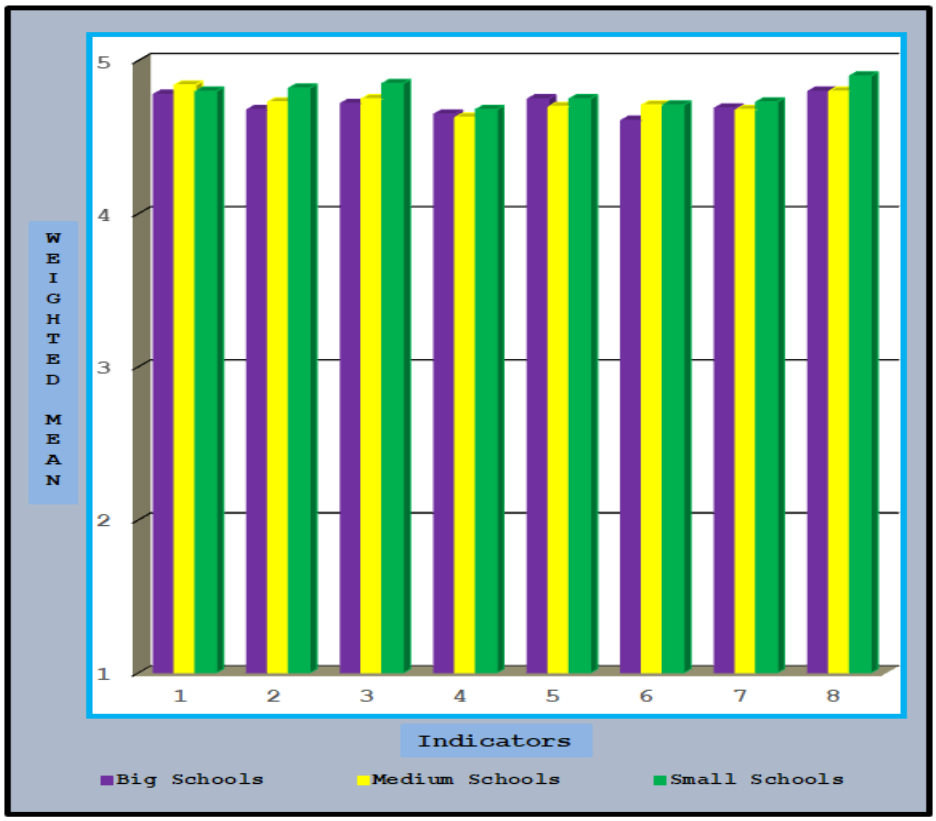


Figure 17

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The Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Learner Engagement and Motivation in Literacy Activities may be explained by the inherent cognitive fatigue that struggling readers experience when engaging with taxing literacy tasks for extended periods. Younger learners or those with significant learning gaps often have shorter attention spans, especially when the material challenges their current competency levels. Furthermore, the environment where ARAL sessions take place might have external distractors that make it difficult for learners to maintain deep focus on sedentary tasks like reading and writing. It is also possible that the instructional variety, while "much implemented," may not always be enough to compete with the high-stimulus digital distractions children are accustomed to outside of school. The physical and mental effort required to decode and encode text can lead to a natural "ebb and flow" in concentration, making sustained attention a more difficult benchmark to achieve than simple attendance or participation. Consequently, while learners are physically present and active, their ability to remain deeply immersed in a single task represents the program's most significant behavioral challenge.

With this, the instructional supervisors should lead training sessions for educators on "brain-break" techniques and micro-learning strategies to help reset learner focus during long sessions. Parents and stakeholders must be encouraged to create quiet, screen-free reading corners at home to help children build the "stamina" for sustained attention in a non-academic setting. ARAL volunteers should incorporate more interactive, multi-sensory elements into reading and writing tasks to keep the learners' sensory engagement high and prevent cognitive burnout. DepEd key officials should consider revising session structures to include more frequent but shorter bursts of high-intensity literacy work followed by low-stakes creative activities. Finally, these officials must provide funding for high-interest, age-appropriate reading materials that are specifically designed to captivate the attention of reluctant readers.

Guthrie and Wigfield, (2020) explored the direct correlation between instructional environment and the duration of learner focus. The researchers found that "situational interest"—interest sparked by the novelty or relevance of a task—is the most effective way to sustain the attention of learners who struggle with literacy. The study revealed that when learners were given choices in their reading materials and saw the real-world application of their tasks, their sustained attention span increased by nearly 30%. Guthrie and Wigfield concluded that motivation is not a fixed trait but a state that can be cultivated through autonomy and meaningful engagement. This supports the need for the ARAL program to focus on diversifying its engagement strategies to help learners stay focused longer.

Improving sustained attention is essential because deep concentration is the gateway to "deep reading," which allows for better comprehension and critical thinking. By addressing this lowest indicator, the ARAL program can help learners move beyond superficial task completion toward a more profound and lasting mastery of literacy. Strengthening a learner's ability to focus ensures that the gains made during intervention are solidified and can be applied to more complex academic challenges in the future.

The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

The extent of the Academic Recovery and Accessible Learning (ARAL) Program is measured by its ability to reach struggling learners across diverse regions and provide them with consistent, high-quality literacy interventions. Its success is ultimately reflected in the measurable increase in learners' reading levels and the closing of the achievement gap through the systematic delivery of accessible learning resources. **Table 15** and **Figure 17** indicate the Summary of the Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners.

The analysis of the table provides strong support that the subsequent indicators were regularly rated **Very Much Evident** include: Learner Engagement and Motivation in Literacy Activities, 4.74; Phonological and Phonemic Awareness, 4.63; and Vocabulary and Word Recognition, 4.50. The other two dimensions, on the other hand, were rated under the **Much Evident**, specifically: Reading Comprehension Development, 4.45; and Writing and Spelling Proficiency, 4.39.

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The highest-rated indicator, Learner Engagement and Motivation in Literacy Activities, highlights the program's success in creating an inviting and stimulating learning environment that resonates with the learners. This suggests that the initial phase of the ARAL program has effectively broken down the emotional and psychological barriers to learning, making learners more open and eager to participate in literacy tasks. Such high levels of motivation serve as a critical catalyst, ensuring that learners are not only present but are also mentally and emotionally invested in their own academic recovery.

However, Writing and Spelling Proficiency received the lowest rating, placing it in the Much Evident category and indicating that it remains the most challenging area for the program to address. This lower score is often expected, as writing is a productive skill that requires the simultaneous integration of phonological awareness, fine motor skills, and complex cognitive processing. Many learners may struggle with the transition from recognizing sounds and words to the more difficult task of encoding them accurately on paper. Furthermore, spelling involves a high degree of orthographic memory, which takes significantly longer to develop than simple decoding or reading recognition. The gap might also be attributed to a heavy instructional focus on reading fluency and comprehension, which often leaves less time for the rigorous, repetitive practice required for mastery in spelling and structured writing. Finally, the varied levels of pre-existing fine motor skills among learners can make standardized writing interventions less consistently effective across a diverse group.

With this, the instructional supervisors should lead specialized training for teachers and tutors on Scaffolded

Table 16 The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

Indicators	**Big Schools**			**Medium Schools**			**Small Schools**			**Average**		
	Wx	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**	**Wx**	**I**	**R**
1. Reading Comprehension Development	4.49	ME	4	4.44	ME	4	4.42	ME	4	4.45	ME	4
2. Phonological and Phonemic Awareness	4.67	VME	2	4.62	VME	2	4.60	VME	2	4.63	VME	2
3. Vocabulary and Word Recognition	4.54	VME	3	4.49	ME	3	4.47	ME	3	4.50	VME	3
4. Writing and Spelling Proficiency	4.38	ME	5	4.43	ME	5	4.36	ME	5	4.39	ME	5
5. Learner Engagement and Motivation in Literacy Activities	4.71	VME	1	4.73	VME	1	4.78	VME	1	4.74	VME	1
Average	**4.56**	**VME**		**4.54**	**VME**		**4.53**	**VME**		**4.54**	**VME**	

Legend:

4.50–5.00 Very Much Evident (VME) Wx – Weighted Mean

3.50–4.49 Much Evident (ME) I - Interpretation

2.50–3.49 Evident (E) R - Rank

1.50–2.49 Fairly Evident (FE)

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1.00–1.49 Not at All (NA)

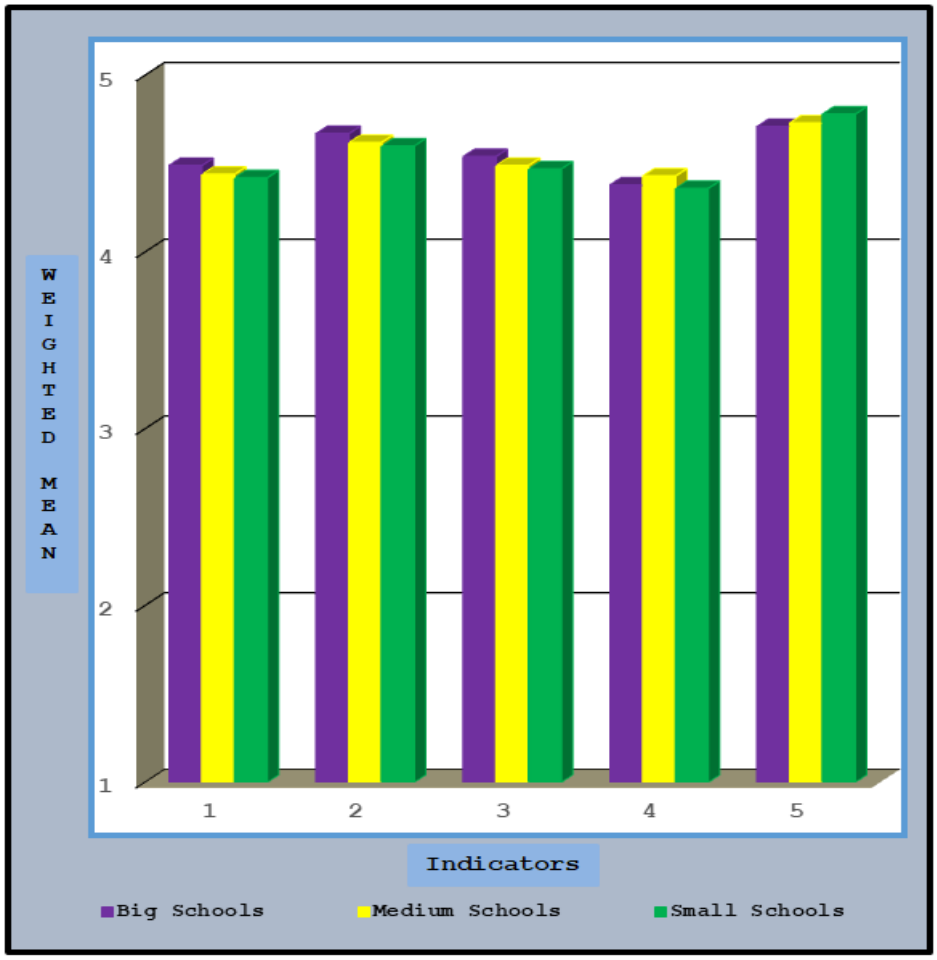


Figure 18

The Summary of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

Writing techniques, such as the use of graphic organizers and sentence frames, to bridge the gap from oral to written language. Parents and stakeholders must be encouraged to provide opportunities for functional writing at home, such as writing grocery lists or short letters, to make spelling feel relevant and less intimidating. ARAL volunteers should integrate more multisensory spelling activities, such as air-writing or using textured materials, to help solidify word patterns in the learners' long-term memory. DepEd key officials should prioritize the provision of specialized writing workbooks and spelling aids that are aligned with the program's phonics-based curriculum. Furthermore, these officials must establish clear, incremental benchmarks for writing proficiency that allow for the celebration of small gains, thereby maintaining learner confidence in this difficult domain.

Graham and Santangelo, (2024) provided a comprehensive meta-analysis of the impact of formal spelling instruction. The researchers found that explicit spelling instruction consistently leads to significant improvements not only in spelling accuracy but also in overall reading and writing fluency. The results demonstrated that when learners master the mechanics of spelling, their cognitive "bandwidth" is freed up to focus on higher-level composition and comprehension. The study concluded that spelling should not be treated as an isolated skill but as a foundational pillar that supports the entire literacy framework. This research reinforces the necessity for the ARAL program to elevate the status of writing and spelling from a secondary focus to a primary instructional goal.

The importance of focusing on writing and spelling proficiency lies in the fact that these skills represent the ultimate evidence of a learner's literacy mastery and their ability to express themselves independently. By

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addressing this lowest indicator, the ARAL program ensures that learners are not just passive consumers of text but active, capable communicators in a written world. Strengthening these productive skills is essential for long-term academic success, as writing remains the primary medium through which learners demonstrate their knowledge across all subjects.

The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the Literacy Skills of the Learners

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program has moved from a pilot intervention to a cornerstone of the Philippine education system's recovery strategy. As of 2026, the program is characterized by massive scaling, standardized assessment tracking, and significant gains in learner literacy. **Table 17** presents the Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the Literacy Skills of the Learners.

The Coefficient of Concordance W and the computed chi square value resulted to: Reading Comprehension Development, 0.76 and 20.52, ($p<0.025$); Phonological and Phonemic Awareness, 0.83 and 19.92, ($p<0.025$); Vocabulary and Word Recognition, 0.77 and 16.17, ($p<0.05$); Writing and Spelling Proficiency, 0.93 and 22.32, ($p<0.005$); and Learner Engagement and Motivation in Literacy Activities, 0.81 and 17.01, ($p<0.025$). Thus, the alternative hypothesis was accepted.

The data imply that the different types of respondents whether from big, medium or small schools in the public elementary schools in Garchitorena District, Division of Camarines Sur has high Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the Literacy Skills of the Learners. This further implied that the different group of respondents agreed on the high Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the Literacy Skills of the Learners as reflected in their ratings 99.975% along Reading Comprehension Development; 99.975% along Phonological and Phonemic Awareness; 99.975% along Vocabulary and Word Recognition; 99.95% along Writing and Spelling Proficiency; and 99.975% along Learner Engagement and Motivation in Literacy Activities.

Table 17 Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners

Indicators	*Reading Comprehension Development*	*Phonological and Phonemic Awareness*	*Vocabulary and Word Recognition*	*Writing and Spelling Proficiency*	*Learner Engagement and Motivation in Literacy Activities*
Sum of the squared deviation from the difference (d^2)	566.5	499.5	292.5	502	306
Number of Groups	3	3	3	3	3
Number of Indicators	10	9	8	9	8
Coefficient of Concordance (W)	0.76	0.83	0.77	0.93	0.81
Computed Chi Square (X^2)	20.52	19.92	16.17	22.32	17.01

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Degree of Freedom	9	8	7	8	7
Tabular X^2 Value with					
0.05	16.92	15.51	14.07	15.51	14.07
0.025	19.68	18.17	16.62	18.17	16.62
0.01	21.67	20.09	18.48	20.09	18.48
0.005	23.59	21.95	20.28	21.95	20.28
0.001	27.88	26.12	24.32	26.12	24.32
Decision on H_1	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.025	0.025	0.05	0.005	0.05

The statistical analysis reveals a high degree of concordance among the respondents regarding the implementation of the ARAL Program, as evidenced by the significant chi-square values across all literacy domains. There is a strong and substantial to almost perfect agreement on how the program effectively targets specific literacy skills. The acceptance of the alternative hypothesis confirms that the observed improvements in learner performance are not due to chance but are direct outcomes of the structured ARAL interventions. Specifically, the exceptionally high for Writing and Spelling Proficiency suggests that this component is the most consistently implemented and recognized area of the program. These results imply that the ARAL Program serves as a reliable framework for addressing the diverse needs of learners in the post-pandemic educational landscape. For the education sector, this signifies that systematic, targeted recovery programs can successfully standardize literacy gains across different school contexts. The significant p-values, particularly for writing, underscore the statistical power and practical relevance of these findings for academic recovery. Ultimately, these results provide empirical validation that the program's multifaceted approach is coherent and uniformly impactful in enhancing fundamental literacy competencies.

To maximize these gains, DepEd key officials and policy makers should formalize the ARAL Program's best practices into a permanent remedial framework within the national curriculum. Supervisors must conduct regular instructional monitoring and technical assistance to ensure the high level of concordance in writing and spelling is replicated in reading comprehension. School heads should prioritize the allocation of resources and professional development funds specifically for phonological awareness and vocabulary building to bridge the slight gaps in agreement. Teachers are encouraged to utilize the program's data-driven results to design differentiated literacy activities that maintain the high level of learner engagement reported. Finally, policy recommendations should include a longitudinal monitoring system to track the sustainability of these literacy improvements over the next several academic years.

These findings align with **Lev Vygotsky's Social Development Theory (1978),** which posits that social interaction and structured guidance are fundamental to the development of cognition. Vygotsky's theory emphasizes the Zone of Proximal Development (ZPD), where learners reach their potential through the "scaffolding" provided by more knowledgeable others, such as teachers in the ARAL Program. The results of the study mirror this theory as the high coefficient of concordance suggests that the instructional scaffolding provided in writing and phonemic awareness is consistently hitting the learners' ZPD. The conclusion drawn from this theoretical lens is that the ARAL Program functions as an effective social-instructional scaffold that standardizes literacy development. Thus, the program's success is rooted in its ability to provide the necessary social and cognitive support required for learners to master complex literacy tasks.

The importance of these results in education lies in their ability to provide a data-backed roadmap for addressing the prevailing global learning poverty. By identifying high levels of agreement in the program's effectiveness,

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educators can move forward with confidence that their instructional efforts are yielding measurable progress. This research highlights the necessity of integrated literacy programs that do not treat reading, writing, and engagement as isolated skills but as interconnected pillars of academic success. Furthermore, the results serve as a benchmark for future academic recovery initiatives, proving that collaborative implementation leads to significant statistical outcomes. In a broader sense, this study reinforces the value of evidence-based management in schools, ensuring that educational interventions are both theoretically sound and practically efficient.

Policy Recommendations

The policy recommendations crafted based from the findings of the study were:

1. The policy makers should prioritize the institutionalization of a dedicated fund for the ARAL program within the national or regional budget to ensure long-term sustainability.

2. The school leaders must institutionalize a dedicated "Tutor Mentorship Program" where veteran teachers provide direct coaching to tutors on diagnostic-driven instruction.

3. The curriculum developers should integrate interactive, gamified elements into ARAL modules that require learners to ask questions or solve puzzles collaboratively to progress.

4. The instructional supervisors should lead specialized workshops to help volunteers integrate simple, low-bandwidth digital tools into their daily teaching routines.

5. The teachers should be trained in action research methodologies, enabling them to scientifically evaluate their own tutoring techniques and share successful practices with peers.

6. The ARAL volunteers can document and share "success stories" with the community to make the program's value more visible to potential LGU partners.

7. The parents and stakeholders should be mobilized to provide non-monetary support, such as snacks or volunteer assistance, to boost the morale of tutors on the ground.

8. The teachers should adopt more interactive and learner-centered strategies to increase engagement, such as differentiated instruction and gamified learning approaches.

9. The curriculum developers should design learning materials that explicitly incorporate activities that activate and connect learners' prior knowledge to new texts.

10. The instructional supervisors should provide targeted professional development on "orthographic mapping" to help educators bridge the gap between simple sound identification and complex phoneme manipulation.

11. The school leaders should provide teachers with diagnostic tools and multisensory instructional materials, such as sandpaper letters or digital phonics apps, to help learners better perceive the differences in word sounds and shapes.

12. The instructional supervisors should lead specialized training for teachers and tutors on Scaffolded Writing techniques, such as the use of graphic organizers and sentence frames, to bridge the gap from oral to written language.

13. The parents and stakeholders must be encouraged to provide opportunities for functional writing at home, such as writing grocery lists or short letters, to make spelling feel relevant and less intimidating.

14. The ARAL volunteers should integrate more multisensory spelling activities, such as air-writing or using textured materials, to help solidify word patterns in the learners' long-term memory.

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15. The DepEd key officials should prioritize the provision of specialized writing workbooks and spelling aids that are aligned with the program's phonics-based curriculum.

16. The supervisors must conduct regular instructional monitoring and technical assistance to ensure the high level of concordance in writing and spelling is replicated in reading comprehension.

17. The School heads should prioritize the allocation of resources and professional development funds specifically for phonological awareness and vocabulary building to bridge the slight gaps in agreement.

18. The teachers are encouraged to utilize the program's data-driven results to design differentiated literacy activities that maintain the high level of learner engagement reported.

19. The Curriculum Writers should regularly review and update ARAL modules based on teachers' feedback, learner performance, and implementation results.

20. The Policy Makers should allocate sufficient funding for the production of learning materials, teacher training, and monitoring of the ARAL Program.

21. the School Head should allocate school resources efficiently and encourage the sharing of best practices among teachers.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a brief summary, the findings, conclusions and the recommendations of this study. The summary includes the major findings upon which the conclusions were based. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this chapter.

Summary

This study determined the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners in the public elementary schools of Garchitorena District, in Division of Camarines Sur for School Year 2025-2026.

Specifically, it sought answers to the following questions:

1. To what extent is the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of:

1.1 Program Management and Planning,

1.2 Teacher and Tutor Participation,

1.3 Learner Engagement and Participation,

1.4 Learning Resources and Materials,

1.5 Monitoring and Evaluation, and

1.6 Stakeholder Support and Collaboration?

2. How significant is the agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects?

3. To what extent is the effectiveness of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners along:

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3.1 Reading Comprehension Development,

3.2 Phonological and Phonemic Awareness,

3.3 Vocabulary and Word Recognition,

3.4 Writing and Spelling Proficiency, and

3.5 Learner Engagement and Motivation in Literacy Activities?

4. How significant is the agreement on the rank orders of the extent of the effectiveness of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents?

5. What policy recommendations can be formulated based from the findings of the study?

This study utilized the descriptive-evaluative-correlational method of research using questionnaire/checklist in gathering the needed data of the study. The descriptive method was used in drawing-out the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The correlational method was employed to test the significance of agreement on the rank order of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, and the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners of the different types of schools of Garchitorena District in the Division of Camarines Sur. There were one hundred twenty-seven (127) respondents involved in this study.

Findings

The following findings have surfaced in the study:

1. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of:

1.1 On Program Management and Planning. The respondents

rated the indicators as **Very Much Implemented** were: Dissemination of ARAL guidelines to concerned personnel, 4.77; Clear definition of roles and responsibilities of implementers, 4.74; Coordination among school heads, coordinators, and implementers, 4.67; Existence of an approved ARAL implementation plan, 4.67; Alignment of ARAL activities with division and school improvement plans, 4.62; Establishment of implementation targets and expected outcomes, 4.62; Availability of a realistic implementation timeline, 4.59; Conduct of needs assessment prior to implementation, 4.53; and Integration of ARAL strategies into school academic plans, 4.53. Notably, one indicator fell under the **Much Implemented** category: Allocation of budget specific to ARAL activities, 4.46.

1.2 On Teacher and Tutor Participation. The respondents considered the following indicators **Very Much Implemented** were: Submission of required reports by ARAL teachers and tutors, 4.52; and Number of teachers trained on ARAL strategies, 4.50. The remaining seven indicators, however, collectively fell within the **Much Implemented** range, as enumerated below: Attendance of teachers and tutors in ARAL orientations and trainings, 4.46; Collaboration among teachers in planning ARAL activities, 4.41; Teachers' preparedness to implement remediation activities, 4.37; Regular conduct of ARAL sessions by assigned teachers, 4.33; Teachers' compliance with ARAL schedules and plans, 4.29; Use of differentiated instruction by teachers during ARAL sessions, 4.20; and Tutor involvement in delivering targeted learning support, 4.16.

1.3 On Learners' Engagement and Participation. The indicators rated as **Very Much Implemented** include: Number of identified learners enrolled in the ARAL Program, 4.68; Regular attendance of learners in ARAL sessions, 4.63; Learners' completion of assigned ARAL tasks and activities, 4.63; Improvement in learners' motivation to learn, 4.60; Active participation of learners during remediation activities, 4.55; and Responsiveness

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of learners to instructional support, 4.53. In contrast, the remaining two indicators settled within the **Much Implemented** category, as follows: Consistent participation of learners throughout the program duration, 4.47; and Learners' willingness to ask questions and seek clarification, 4.43.

1.4 On Learning Resources and Materials. The respondents rated **Very Much Implemented** were: Alignment of materials with the Most Essential Learning Competencies (MELCs), 4.80; Availability of ARAL modules and learning materials, 4.78; Timely distribution of learning resources to learners, 4.74; Adequacy of supplies for remediation activities, 4.71; Use of varied instructional materials during ARAL sessions, 4.70; Proper utilization of provided ARAL resources, 4.68; Teacher-developed supplementary learning materials, 4.66; Appropriateness of materials to learners' needs and levels, 4.63; Adaptation of materials for diverse learners, 4.62; and Availability of digital or technology-based learning resources, 4.58.

1.5 On Monitoring and Evaluation. The indicators rated as **Very Much Implemented** include: Submission of monitoring and accomplishment reports, 4.63; Documentation of learner performance before and after ARAL, 4.62; Regular monitoring of ARAL implementation, 4.58; Conduct of formative assessments for ARAL learners, 4.56; and Identification of implementation gaps and challenges, 4.53. Conversely, the remaining four indicators were correspondingly classified under the **Much Implemented** category, as follows: Use of learner progress tracking tools, 4.49; Use of monitoring results for program improvement, 4.48; Feedback provided to teachers and tutors on implementation, 4.47; and Evaluation of effectiveness of ARAL strategies, 4.41.

1.6 On Stakeholder Support and Collaboration. The following indicators rated as **Very Much Implemented** include: Involvement of school heads in ARAL implementation, 4.64; and Communication of ARAL goals and progress to stakeholders, 4.52. In contrast, the remaining indicators were assessed as **Much Implemented**, specifically: Support from parents or guardians of ARAL learners, 4.43; Stakeholder participation in planning or review meetings, 4.43; Coordination with Parent–Teacher Associations (PTAs), 4.40; Provision of resources or assistance by stakeholders, 4.37; Engagement of community volunteers or partners, 4.25; and Collaboration with local government units (LGUs), 4.24.

2. The test of significant agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, the Coefficient of Concordance W and the computed chi square X^2 value resulted to: Program Management and Planning, 0.87 and 23.49, ($p<0.01$); Teacher and Tutor Participation, 0.95 and 22.80, ($p<0.005$); Learner Engagement and Participation, 0.78 and 16.38, ($p<0.025$); Learning Resources and Materials, 0.94 and 25.38, ($p<0.005$); Monitoring and Evaluation, 0.91 and 21.84, ($p<0.01$); and Stakeholder Support and Collaboration, 0.80 and 16.80, ($p<0.025$). Thus, the alternative hypothesis was accepted.

3. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners along:

3.1 On Reading Comprehension Development. The subsequent indicators rated **Very Much Evident** were: Learners identified main ideas and supporting details more accurately, 4.58; and Learners followed written instructions more effectively, 4.57. The remaining eight indicators, on the other hand, fell under the **Much Evident** category: Learners demonstrated improved understanding of grade-level texts, 4.49; Learners summarized passages using their own words, 4.46; Learners answered comprehension questions with increased correctness, 4.44; Learners showed improved ability to sequence events in a text, 4.44; Learners exhibited measurable gains in reading assessment scores, 4.43; Learners interpreted texts across different genres with greater ease, 4.38; Learners made inferences based on information from the text, 4.36; and Learners connected prior knowledge with information from readings, 4.34.

3.2 On Phonological and Phonemic Awareness. The following indicators were repeatedly rated as **Very Much Evident** included: Learners correctly identified and produced letter sounds, 4.75; Learners recognized rhyming words more consistently, 4.72; Learners blended sounds to form words accurately, 4.69; Learners participated actively in phonics-based remediation activities, 4.66; Learners distinguished known phonemes from unfamiliar ones, 4.65; Learners segmented words into individual sounds, 4.61; Learners demonstrated

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increased accuracy in sound-symbol correspondence, 4.58; Learners improved in decoding unfamiliar words, 4.52; and Learners manipulated phonemes through addition, deletion, or substitution, 4.50.

3.3 On Vocabulary and Word Recognition. The indicators rated as **Very Much Evident** were: Learners recognized high-frequency words more quickly, 4.63; Learners demonstrated faster word recognition during reading tasks, 4.55; Learners expanded their vocabulary through guided reading activities, 4.54; and Learners applied vocabulary skills during oral and written tasks, 4.50. On the other hand, the other indicators were rated under the **Much Evident** level, which included: Learners identified word meanings using context clues, 4.49; Learners decoded unfamiliar words with improved accuracy, 4.46; Learners used newly learned words correctly in context, 4.45; and Learners distinguished between similar-looking or sounding words, 4.39.

3.4 On Writing and Spelling Proficiency. The indicators falling under **Very Much Evident** were: Learners showed improved handwriting and letter formation, 4.54; and Learners spelled common and sight words more accurately, 4.50. On the other hand, the remaining indicators fell under the **Much Evident** level, namely: Learners applied basic grammar and punctuation rules correctly, 4.45; Learners wrote sentences with improved structure and clarity, 4.43; Learners reduced spelling errors in written activities, 4.39; Learners completed writing tasks with increased independence, 4.35; Learners expressed ideas more clearly in written outputs, 4.33; Learners edited and revised their written work with guidance, 4.27; and Learners constructed short paragraphs with logical flow, 4.25.

3.5 On Learners' Engagement and Motivation in Literacy Activities. The respondents rated **Very Much Evident** were: Learners attended literacy intervention sessions more regularly, 4.83; Learners actively participated in ARAL literacy sessions, 4.81; Learners responded positively to feedback during literacy activities, 4.77; Learners completed literacy tasks with minimal prompting, 4.74; Learners willingly engaged in group and individual literacy activities, 4.73; Learners showed increased interest in reading and writing tasks, 4.70; Learners demonstrated confidence when reading aloud or writing, 4.68; and Learners sustained attention during reading and writing sessions, 4.65.

4. The test of significant agreement on the rank orders

of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents, the Coefficient of Concordance W and the computed chi square X^2 value resulted to: Reading Comprehension Development, 0.76 and 20.52, ($p<0.025$); Phonological and Phonemic Awareness, 0.83 and 19.92, ($p<0.025$); Vocabulary and Word Recognition, 0.77 and 16.17, ($p<0.05$); Writing and Spelling Proficiency, 0.93 and 22.32, ($p<0.005$); and Learner Engagement and Motivation in Literacy Activities, 0.81 and 17.01, ($p<0.025$). Thus, the alternative hypothesis was accepted.

5. The policy recommendations formulated based from the findings of the study were:

5.1 The policy makers should prioritize the institutionalization of a dedicated fund for the ARAL program within the national or regional budget to ensure long-term sustainability.

5.2 The school leaders must institutionalize a dedicated "Tutor Mentorship Program" where veteran teachers provide direct coaching to tutors on diagnostic-driven instruction.

5.3 The curriculum developers should integrate

interactive, gamified elements into ARAL modules that require learners to ask questions or solve puzzles collaboratively to progress.

5.4 The instructional supervisors should lead specialized workshops to help volunteers integrate simple, low-bandwidth digital tools into their daily teaching routines.

5.5 The teachers should be trained in action research methodologies, enabling them to scientifically evaluate their own tutoring techniques and share successful practices with peers.

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5.6 The ARAL volunteers can document and share "success stories" with the community to make the program's value more visible to potential LGU partners.

5.7 The parents and stakeholders should be mobilized to provide non-monetary support, such as snacks or volunteer assistance, to boost the morale of tutors on the ground.

5.8 The teachers should adopt more interactive and learner-centered strategies to increase engagement, such as differentiated instruction and gamified learning approaches.

5.9 The curriculum developers should design learning materials that explicitly incorporate activities that activate and connect learners' prior knowledge to new texts.

5.10 The instructional supervisors should provide targeted professional development on "orthographic mapping" to help educators bridge the gap between simple sound identification and complex phoneme manipulation.

5.11 The school leaders should provide teachers with diagnostic tools and multisensory instructional materials, such as sandpaper letters or digital phonics apps, to help learners better perceive the differences in word sounds and shapes.

5.12 The instructional supervisors should lead specialized training for teachers and tutors on Scaffolded Writing techniques, such as the use of graphic organizers and sentence frames, to bridge the gap from oral to written language.

5.13 The parents and stakeholders must be encouraged to provide opportunities for functional writing at home, such as writing grocery lists or short letters, to make spelling feel relevant and less intimidating.

5.14 The ARAL volunteers should integrate more multisensory spelling activities, such as air-writing or using textured materials, to help solidify word patterns in the learners' long-term memory.

5.15 The DepEd key officials should prioritize the provision of specialized writing workbooks and spelling aids that are aligned with the program's phonics-based curriculum.

5.16 The supervisors must conduct regular instructional monitoring and technical assistance to ensure the high level of concordance in writing and spelling is replicated in reading comprehension.

5.17 The School heads should prioritize the allocation of resources and professional development funds specifically for phonological awareness and vocabulary building to bridge the slight gaps in agreement.

5.18 The teachers are encouraged to utilize the program's data-driven results to design differentiated literacy activities that maintain the high level of learner engagement reported.

5.19. The Curriculum Writers should regularly review and update ARAL modules based on teachers' feedback, learner performance, and implementation results.

5.20. The Policy Makers should allocate sufficient funding for the production of learning materials, teacher training, and monitoring of the ARAL Program.

5.21. the School Head should allocate school resources efficiently and encourage the sharing of best practices among teachers.

Conclusions

In the light of the findings, the following conclusions were drawn:

1. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program is **Very Much Implemented.**

2. There is a significant agreement on the rank orders of the extent of the level of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

3. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the Key Stage 1 learners is **Very Much Evident.**

4. There is a highly significant agreement on the rank orders of the extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners among the different groups of respondents.

5. Policy recommendations are formulated based from the findings of the study.

Recommendations

The following recommendations were drawn from the findings and conclusions of the study:

1. The DepEd should design comprehensive and continuous professional development programs focused on instructional leadership, data-driven decision-making, and inclusive education aligned with ARAL goals.

2. The Schools Division Office (SDO) Top Management should provide strategic direction and technical assistance to school heads and teachers.

3. The PSDS should intensify their supervisory role by conducting frequent instructional supervision and on-site monitoring focused on ARAL implementation.

4. The School heads should also promote stakeholder engagement by involving parents, LGUs, and community partners in recovery initiatives.

5. The Policy recommendations formulated should be implemented in the schools.

Recommendations for Future Research

The following are recommended for Future investigations/ research:

1. The School-Based Management and Its Relationship to ARAL Program Effectivene

2. The Supervisory Practices of School Heads in the Implementation of Academic Recovery Programs

3. The Leadership Competencies of School Heads in Managing ARAL Initiatives

4. The Teachers' Instructional Strategies in the Implementation of the ARAL Program

5. The Utilization of Differentiated Instruction in ARAL Program Delivery

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APPENDICES

Appendix B

Questionnaire

THE IMPLEMENTATION OF THE ACADEMI RECOVERY AND ACCESSIBLE LEARNING (Aral) Program In Improving The Literacy

Skills In The Public Elementary Schools Of Garchitorena District, Division Of Camarines Sur

Dear Respondents:

The researcher is conducting a study that will determine the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners in the public elementary schools of Garchitorena District, in Division of Camarines Sur for School Year 2025-2026.

In view of this, I sincerely request your cooperation and assistance in completing this questionnaire. Please be assured that your responses will be handled with the highest level of care and confidentiality.

Thank You.

LIELANI R. GIANAN

Researcher

Name (Optional) _____

School: _____

Part I. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program

Direction: Kindly evaluate your responses from 1-5. Put a check mark (/) on the column below based on the following legend:

5 = Very Much Implemented 4 = Much Implemented

3 = Implemented 2 = Fairly Implemented

1 = Not at all

INDICATORS	**5**	**4**	**3**	**2**	**1**
Program Management and Planning					
1. Existence of an approved ARAL implementation plan					
2. Alignment of ARAL activities with division and school improvement plans					
3. Clear definition of roles and responsibilities of implementers					
4. Availability of a realistic implementation timeline					
5. Allocation of budget specific to ARAL activities					
6. Conduct of needs assessment prior to implementation					

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7. Integration of ARAL strategies into school academic plans					
8. Dissemination of ARAL guidelines to concerned personnel					
9. Coordination among school heads, coordinators, and implementers					
10. Establishment of implementation targets and expected outcomes					
11. Other, Pls specify_____					
Teacher and Tutor Participation (lowest pls)					
1. Number of teachers trained on ARAL strategies					
2. Submission of required reports by ARAL teachers and tutors					
3. Collaboration among teachers in planning ARAL activities					
4. Use of differentiated instruction by teachers during ARAL sessions					
5. Attendance of teachers and tutors in ARAL orientations and trainings					
6. Regular conduct of ARAL sessions by assigned teachers					
7. Teachers' preparedness to implement remediation activities					
8. Tutor involvement in delivering targeted learning support					
9. Teachers' compliance with ARAL schedules and plans					
10. Others, please specify _____					
Learner Engagement and Participation					
1. Number of identified learners enrolled in the ARAL Program					
2. Regular attendance of learners in ARAL sessions					
3. Active participation of learners during remediation activities					
4. Learners' completion of assigned ARAL tasks and activities					
5. Responsiveness of learners to instructional support					
6. Improvement in learners' motivation to learn					
7. Learners' willingness to ask questions and seek clarification					
8. Consistent participation of learners throughout the program duration					
9. Other, Pls specify_____					
Learning Resources and Materials					
1. Availability of ARAL modules and learning materials					
2. Proper utilization of provided ARAL resources					

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3. Teacher-developed supplementary learning materials					
4. Adaptation of materials for diverse learners					
5. Adequacy of supplies for remediation activities					
6. Alignment of materials with the Most Essential Learning Competencies (MELCs)					
7. Availability of digital or technology-based learning resources					
8. Use of varied instructional materials during ARAL sessions					
9. Appropriateness of materials to learners' needs and levels					
10. Timely distribution of learning resources to learners					
11. Others, pls specify _____					
Monitoring and Evaluation					
1. Regular monitoring of ARAL implementation					
2. Feedback provided to teachers and tutors on implementation					
3. Use of monitoring results for program improvement					
4. Evaluation of effectiveness of ARAL strategies					
5. Identification of implementation gaps and challenges					
6. Use of learner progress tracking tools					
7. Conduct of formative assessments for ARAL learners					
8. Documentation of learner performance before and after ARAL					
9. Submission of monitoring and accomplishment reports					
10. Others, pls specify _____					
Stakeholder Support and Collaboration					
1. Involvement of school heads in ARAL implementation					
2. Support from parents or guardians of ARAL learners					
3. Collaboration with local government units (LGUs)					
4. Engagement of community volunteers or partners					
5. Coordination with Parent–Teacher Associations (PTAs)					
6. Provision of resources or assistance by stakeholders					
7. Stakeholder participation in planning or review meetings					
8. Communication of ARAL goals and progress to stakeholders					

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9. Others, pls specify _____					

Part II. The extent of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in improving the literacy skills of the learners

5 = Very Much Evident 2 = Fairly Evident

4 = Much Evident 1 = Not at all

3 = Evident

INDICATORS	**5**	**4**	**3**	**2**	**1**
Reading Comprehension Development					
1. Learners demonstrated improved understanding of grade-level texts					
2. Learners identified main ideas and supporting details more accurately					
3. Learners answered comprehension questions with increased correctness					
4. Learners followed written instructions more effectively					
5. Learners interpreted texts across different genres with greater ease					
6. Learners exhibited measurable gains in reading assessment scores					
7. Learners summarized passages using their own words					
8. Learners showed improved ability to sequence events in a text					
9. Learners connected prior knowledge with information from readings					
10. Learners made inferences based on information from the text					
11. Other, Pls specify_____					
Phonological and Phonemic Awareness					
1. Learners correctly identified and produced letter sounds					
2. Learners distinguished known phonemes from unfamiliar ones					
3. Learners blended sounds to form words accurately					
4. Learners segmented words into individual sounds					
5. Learners recognized rhyming words more consistently					
6. Learners manipulated phonemes through addition, deletion, or substitution					
7. Learners improved in decoding unfamiliar words					
8. Learners demonstrated increased accuracy in sound–symbol correspondence					
9. Learners participated actively in phonics-based remediation activities					

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10. Others, please specify _____					
Vocabulary and Word Recognition					
1. Learners recognized high-frequency words more quickly					
2. Learners expanded their vocabulary through guided reading activities					
3. Learners used newly learned words correctly in context					
4. Learners identified word meanings using context clues					
5. Learners decoded unfamiliar words with improved accuracy					
6. Learners demonstrated faster word recognition during reading tasks					
7. Learners distinguished between similar-looking or sounding words					
8. Learners applied vocabulary skills during oral and written tasks					
9. Other, Pls specify_____					
Writing and Spelling Proficiency (LOWEST PLS)					
1. Learners wrote sentences with improved structure and clarity					
2. Learners constructed short paragraphs with logical flow					
3. Learners edited and revised their written work with guidance					
4. Learners completed writing tasks with increased independence					
5. Learners expressed ideas more clearly in written outputs					
6. Learners showed improved handwriting and letter formation					
7. Learners reduced spelling errors in written activities					
8. Learners spelled common and sight words more accurately					
9. Learners applied basic grammar and punctuation rules correctly					
10. Others, pls specify _____					
Learner Engagement and Motivation in Literacy Activities					
1. Learners actively participated in ARAL literacy sessions					
2. Learners completed literacy tasks with minimal prompting					
3. Learners responded positively to feedback during literacy activities					
4. Learners sustained attention during reading and writing sessions					
5. Learners willingly engaged in group and individual literacy activities					
6. Learners demonstrated confidence when reading aloud or writing					

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7. Learners showed increased interest in reading and writing tasks					
8. Learners attended literacy intervention sessions more regularly					
9. Other, Pls specify_____					

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Computation

Appendix 1

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Program Management and Planning

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	3	4	6	13	3.5	12.25
2	5	7	4	16	0.5	0.25
3	1	2	2	5	11.5	132.25
4	6	6	8	20	-3.5	12.25
5	10	10	10	30	-13.5	182.25
6	9	9	7	25	-8.5	72.25
7	7	8	9	24	-7.5	56.25
8	2	1	1	4	12.5	156.25
9	4	3	5	12	4.5	20.25
10	8	5	3	16	0.5	0.25
Total = 165	**$\bar{R}$ =165/10 = 16.5**				**ΣD^2 = 644.5**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)} \qquad x^2=k(N-1)W$$

$$x^2=3(10-1)(0.87)$$

$$W = \frac{644.5}{1/12(3)^2(10^3-10)} \qquad x^2=3(9)(0.87)$$

$$x^2=27(0.87)$$

$$W = \frac{644.5}{1/12(9)(1000-10)} \qquad \mathbf{X^2 = 23.49}$$

$$W = \frac{644.5}{0.75(990)}$$

$$W = \frac{644.5}{742.5}$$

W = 0.87

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Appendix 2

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic

Recovery and Accessible Learning (ARAL) Program in terms of Teacher and Tutor Participation

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	2	1	3	6	9	81
2	1	2	1	4	11	121
3	4	4	4	12	3	9
4	8	9	7.5	24.5	-9.5	90.25
5	3	3	2	8	7	49
6	5	7	6	18	-3	9
7	6	5	5	16	-1	1
8	9	8	9	26	-11	121
9	7	6	7.5	20.5	-5.5	30.25
Total = 135	**$\bar{R}$ =135/9 = 15**				**ΣD^2 = 511.5**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(9-1)(0.\ 95)$$

$$W = \frac{511.5}{1/12(3)^2(9^3-9)}$$

$$x^2=3(8)(0.\ 95)$$

$$x^2=24(0.95)$$

$$W = \frac{511.5}{1/12(9)(729-9)}$$

X^2 = 22.8

$$W = \frac{511.5}{0.75(720)}$$

$$W = \frac{511.5}{540}$$

W = 0.95

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Appendix 3

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learner Engagement and Participation

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	1	1	3	5	8.5	72.25
2	2	2	5	9	4.5	20.25
3	4	5	6	15	-1.5	2.25
4	3	4	1	8	5.5	30.25
5	7	6	4	17	-3.5	12.25
6	5	3	2	10	3.5	12.25
7	8	7	8	23	-9.5	90.25
8	6	8	7	21	-7.5	56.25
Total = 108					**$\Sigma D^2 = 296$**	
$\bar{R} = 108/8 = 13.5$						

$$W = \frac{S}{1/12\ k^2\ (N^3-N)} \qquad x^2=k(N-1)\ W$$

$x^2=3(8-1)\ (0.78)$

$$W = \frac{296}{1/12(3)^2(8^3-8)} \qquad x^2=3(7)\ (0.78)$$

$x^2=21(0.78)$

$$W = \frac{296}{1/12(9)(512-8)} \qquad \mathbf{X^2 = 16.38}$$

$$W = \frac{296}{0.75(504)}$$

$$W = \frac{296}{378}$$

W = 0.78

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Appendix 4

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Learning Resources and Materials

Indicators	Respondents			Sum of Ranks	D	D^2
	Big Schools	Medium Schools	Small Schools			
1	3	2	1	6	10.5	110.25
2	7	5	6	18	-1.5	2.25
3	6	7	8	21	-4.5	20.25
4	8	9	9	26	-9.5	90.25
5	4	3	5	12	4.5	20.25
6	1	1	2	4	12.5	156.25
7	10	10	10	30	-13.5	182.25
8	5	6	4	15	1.5	2.25
9	9	8	7	24	-7.5	56.25
10	2	4	3	9	7.5	56.25
Total =165					**ΣD^2 = 696.5**	
$\bar{R}$ = 165/10 = 16.5						

$$W = \frac{S}{x^2=k(N-1)W}$$

$$\frac{1/12\ k^2\ (N^3-N)}{}$$

$$x^2=3(10-1)(0.94)$$

$$W = \frac{696.5}{x^2=3(9)(0.94)}$$

$$\frac{1/12(3)^2(10^3-10)}{}$$

$$x^2=27(0.94)$$

$$W = \frac{696.5}{1/12(9)(1000-10)}$$

X^2 = 25.38

$$W = \frac{696.5}{0.75(990)}$$

$$W = \frac{696.5}{742.5}$$

W = 0.94

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Appendix 5

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in terms of Monitoring and Evaluation

Indicators	Respondents			Sum of Ranks	D	D^2
	Big Schools	Medium Schools	Small Schools			
1	4	3	2	9	6	36
2	8	7	7	22	-7	49
3	7	6	8	21	-6	36
4	9	9	9	27	-12	144
5	6	4	5	15	0	0
6	5	8	6	19	-4	16
7	3	5	4	12	3	9
8	2	1	3	6	9	81
9	1	2	1	4	11	121
Total = 135	**$\bar{R}$ = 135/9 = 15**				**ΣD^2 = 492**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(9-1)(0.\ 91)$$

$$W = \frac{492}{1/12(3)^2(9^3-9)}$$

$$x^2=3(8)(0.\ 91)$$

$$x^2=24(0.91)$$

$$W = \frac{492}{1/12(9)(729-9)}$$

X^2 = 21.84

$$W = \frac{492}{0.75(720)}$$

$$W = \frac{492}{540}$$

W = 0.91

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Appendix 6

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic

Recovery and Accessible Learning (ARAL) Program in terms of Stakeholder Support and Collaboration

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	1	1	2	4	9.5	90.25
2	4	3	5	12	1.5	2.25
3	8	7	8	23	-9.5	90.25
4	7	8	7	22	-8.5	72.25
5	3	6	4	13	0.5	0.25
6	6	4	6	16	-2.5	6.25
7	2	5	3	10	3.5	12.25
8	5	2	1	8	5.5	30.25
Total = 108	**$\bar{R}$ = 108/8 = 13.5**				**ΣD^2 = 304**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(8-1)(0.80)$$

$$W = \frac{304}{1/12(3)^2(8^3-8)}$$

$$x^2=3(7)(0.80)$$

$$x^2=21(0.80)$$

$$W = \frac{304}{1/12(9)(512-8)}$$

X^2 = 16.8

$$W = \frac{304}{0.75(504)}$$

$$W = \frac{304}{378}$$

W = 0.80

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Appendix 7

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic

Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Reading Comprehension Development

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	3	3	8	14	2.5	6.25
2	1	2	1	4	12.5	156.25
3	4	5	9	18	-1.5	2.25
4	2	1	2	5	11.5	132.25
5	8	9	6	23	-6.5	42.25
6	6	7	4	17	-0.5	0.25
7	5	6	3	14	2.5	6.25
8	7	4	5	16	0.5	0.25
9	9	8	10	27	-10.5	110.25
10	10	10	7	27	-10.5	110.25
Total = 165	**$\bar{R}$ =165/10 = 16.5**				**ΣD^2 = 566.5**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$W = \frac{566.5}{1/12(3)^2(10^3-10)}$$

$$W = \frac{566.5}{1/12(9)(1000-10)}$$

$$W = \frac{566.5}{0.75(990)}$$

$$W = \frac{566.5}{742.5}$$

W = 0.76

$$x^2=k(N-1)W$$

$$x^2=3(10-1)(0.76)$$

$$x^2=3(9)(0.76)$$

$$x^2=27(0.76)$$

X^2 = 20.52

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Appendix 8

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Phonological and Phonemic Awareness

Indicators	Respondents			Sum of Ranks	D	D^2
	Big Schools	Medium Schools	Small Schools			
1	2	1	1	4	11	121
2	3	7	4	14	1	1
3	4.5	3	2	9.5	5.5	30.25
4	6	6	6	18	-3	9
5	1	2	5	8	7	49
6	9	8	9	26	-11	121
7	8	9	7	24	-9	81
8	7	5	8	20	-5	25
9	4.5	4	3	11.5	3.5	12.25
Total 135	**$\bar{R}$ =135/9 = 15**				**ΣD^2 = 449.5**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(9-1)(0.\ 83)$$

$$W = \frac{449.5}{1/12(3)^2(9^3-9)}$$

$$x^2=3(8)(0.\ 83)$$

$$x^2=24(0.83)$$

$$W = \frac{449.5}{1/12(9)(729-9)}$$

X^2 = 19.92

$$W = \frac{449.5}{0.75(720)}$$

$$W = \frac{449.5}{540}$$

W = 0.83

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Appendix 9

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Vocabulary and Word Recognition

Indicators	**Respondents**			**Sum of Ranks**	**D**	**D^2**
	Big Schools	**Medium Schools**	**Small Schools**			
1	1	1	1	3	10.5	110.25
2	4	3	3	10	3.5	12.25
3	7	4.5	6	17.5	-4	16
4	6	7	2	15	-1.5	2.25
5	5	6	8	19	-5.5	30.25
6	2	2	4	8	5.5	30.25
7	8	8	7	23	-9.5	90.25
8	3	4.5	5	12.5	1	1
Total = 108	**$\bar{R}$ = 108/8 = 13.5**				**ΣD^2 = 292.5**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(8-1)(0.77)$$

$$W = \frac{292.5}{1/12(3)^2(8^3-8)}$$

$$x^2=3(7)(0.77)$$

$$x^2=21(0.77)$$

$$W = \frac{292.5}{1/12(9)(512-8)}$$

X^2 = 16.17

$$W = \frac{292.5}{0.75(504)}$$

$$W = \frac{292.5}{378}$$

W = 0.77

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Appendix 10

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Writing and Spelling Proficiency

Indicators	Respondents			Sum of Ranks	D	D^2
	Big Schools	Medium Schools	Small Schools			
1	4	3	5	12	3	9
2	8	9	9	26	-11	121
3	9	8	8	25	-10	100
4	5	7	6	18	-3	9
5	7	6	7	20	-5	25
6	1	1	2	4	11	121
7	6	5	4	15	0	0
8	3	2	1	6	9	81
9	2	4	3	9	6	36
Total 135	**$\bar{R} = 135/9 = 15$**				**$\Sigma D^2 = 502$**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$x^2=k(N-1)W$$

$$x^2=3(9-1)(0.93)$$

$$W = \frac{502}{1/12(3)^2(9^3-9)}$$

$$x^2=3(8)(0.93)$$

$$x^2=24(0.93)$$

$$W = \frac{502}{1/12(9)(729-9)}$$

$X^2 = 22.32$

$$W = \frac{502}{0.75(720)}$$

$$W = \frac{502}{540}$$

W = 0.93

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Appendix 11

Computation of the Significant Agreement on the Rank Orders of the Extent of the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Improving the Literacy Skills of the Learners along Learner Engagement and Motivation in Literacy Activities

Indicators	Respondents			Sum of Ranks	D	D^2
	Big Schools	Medium Schools	Small Schools			
1	2	1	4	7	6.5	42.25
2	6	4	3	13	0.5	0.25
3	4	3	2	9	4.5	20.25
4	7	8	8	23	-9.5	90.25
5	3	6	5	14	-0.5	0.25
6	8	5	7	20	-6.5	42.25
7	5	7	6	18	-4.5	20.25
8	1	2	1	4	9.5	90.25
$\bar{R} = 108/8 = 13.5$					**$\Sigma D^2 = 306$**	

$$W = \frac{S}{1/12\ k^2\ (N^3-N)}$$

$$W = \frac{306}{1/12(3)^2(8^3-8)}$$

$$W = \frac{306}{1/12(9)(512-8)}$$

$$W = \frac{306}{0.75(504)}$$

$$W = \frac{306}{378}$$

W = 0.81

$x^2=k(N-1)W$

$x^2=3(8-1)(0.81)$

$x^2=3(7)(0.81)$

$x^2=21(0.81)$

$X^2 = 17.01$