

Effects of School Learning Recovery Continuity Plan (LRCP) Program on the Reading Proficiency Level of the Struggling Readers: A Mixed-Method Study

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ABSTRACT

This study examined the effectiveness of the Learning Recovery and Continuity Plan (LRCP) in improving the reading proficiency of Grade 10 struggling readers in a public secondary school setting. An embedded mixed-methods research design was used. The quantitative data were obtained from the Group Screening Test (GST) and the Philippine Informal Reading Inventory (Phil-IRI) pre-test and post-test results component serving as the primary strand, and the qualitative data were gathered through surveys, semi-structured interviews, and Focus Group Discussions (FGDs) with teacher-implementers, which were components providing supportive and explanatory insights.

Respondents were selected through cluster and purposive sampling. Forty (40) struggling readers per academic year were identified as learner-respondents, while 40 teacher-implementers participated in the survey. Additionally, six (6) teachers were interviewed, and another six (6) participated in FGDs due to their direct involvement in LRCP implementation.

Results revealed significant improvement in the learners' reading proficiency, with a notable increase in the number of students achieving independent reading levels after the implementation of the LRCP. The results highlight the effectiveness of structured reading interventions, continuous assessment, and consistent instructional support. However, the study also identified several implementation challenges, including increased teacher workload, insufficient training, limited instructional materials and administrative support, student absenteeism, and inadequate parental involvement. These factors were found to affect the efficiency and sustainability of the program implementation.

In conclusion, the study affirms that the LRCP is an effective intervention in improving reading proficiency among struggling readers. Nevertheless, its sustainability and long-term effectiveness require strengthened institutional support, continuous professional development for teachers, adequate instructional resources, and improved collaboration among stakeholders.

Keywords: Embedded mixed-methods design, Learning Recovery and Continuity Plan (LRCP), reading proficiency, Phil-IRI, Group Screening Test (GST), struggling readers, teacher-implementers, reading intervention, Grade 10 learners

BACKGROUND OF THE STUDY

Reading is a fundamental language skill that primarily focuses on comprehension and serves as a foundation for learning across disciplines. Once enhanced, reading skills are acquired and become a powerful tool for accessing information and knowledge across various contexts. Through reading, individuals can engage in critical thinking by analyzing arguments, evaluating evidence, and making inferences. Readers also draw on prior knowledge and experiences to interpret and give deeper meaning to what they read.

Latest international assessments highlight persistent challenges in reading proficiency. In the Program for International Student Assessment (PISA) 2025 cycle, developing countries such as the Philippines have shown

progress, yet they continue to lag behind higher-performing nations. This suggests that recent education reforms are beginning to take effect; however, significant learning gaps remain. According to objective 4.1 of the UN's Sustainable Development Goals, almost 217 million secondary school learners (60% of the world's adolescents) do not achieve the required proficiency level in reading at the end of secondary school. Consequently, the early and efficient identification of this deterrent, along with the implementation of remedial strategies, is critical to the economy.

As the pandemic deepened existing learning gaps, teachers worldwide were compelled to adopt diverse instructional strategies and shift from traditional face-to-face instruction to modular, online, blended, and other flexible learning modalities to ensure educational continuity and reach all learners effectively. In response, educators collaborated with parents, community members, and other stakeholders to support students' learning experiences and sustain engagement amid widespread school closures.

Consequently, teachers assumed additional responsibilities in monitoring and tracking learner progress through e-mail, digital platforms such as Google Classroom and Zoom, and instant messaging applications to facilitate instruction and communication. However, despite these efforts, many learners continued to experience significant disadvantages, particularly those with limited access to technology, learning resources, and adult guidance at home. The reduced opportunities for direct instruction, classroom interaction, and hands-on literacy activities further worsened students' reading and literacy difficulties, highlighting the unequal impact of remote learning arrangements. Thus, exploring teachers' perceptions, experiences, and challenges offers a deeper understanding of the realities of implementation, resource constraints, and professional development needs. Lessons drawn from these evaluations can inform policy refinement, guide resource allocation, and strengthen future interventions.

In response to the need to address this challenge, the Department of Education has introduced the Learning Recovery Continuity Plan (LRCP) through DepEd Order No. 013, s. In 2023, it aimed to address learning gaps resulting from the pandemic to strengthen learning recovery and continuity, enhance literacy and numeracy, and accelerate progress toward the education targets. Furthermore, Regional Memorandum No. 395 s. 2022, otherwise known as the Submission of School Learning Recovery and Continuity Plan (LRCP) of Public and Private Schools for SY 2022 – 2023 to SY 2024-2025, mandated all the private and public schools to develop and implement their respective LRCPs for School Years 2022–2023 to 2024–2025. The Learning Recovery and Continuity Plan (LRCP), an 8-week localized catch-up curriculum program, was aimed at governing the overall learning delivery operation and public health standards in school for School Year 2022 – 2023, 2023-2024, and 2024-2025.

In this connection, Parra et al. (2023) emphasized that the Learning Recovery Continuity Plan (LRCP) framework was developed to address learning gaps resulting from the COVID-19 pandemic. It underscores the significance of targeted remediation and intervention programs, particularly those aimed at enhancing learners' reading proficiency, which aligns with the objectives of the current research.

According to Andreas Schleicher (OECD), Director for Education, "The quality of an education system depends on the quality of teachers." This emphasizes that the strength of any education system lies in its teachers, whose effectiveness is a strong indicator of overall educational quality. Accordingly, teachers are expected to possess the necessary expertise to manage learning effectively and employ appropriate reading strategies that support diverse learners. Through such competencies, they can assist struggling readers in improving their reading proficiency, thereby contributing to better academic performance.

Supporting this view, Reyes et al. (2023) explained that teachers' classroom effectiveness is largely determined by their mastery of content and their instructional skills. However, despite these expectations, many teachers still report insufficient preparation in addressing the needs of struggling readers. This gap is often attributed to limitations in pre-service training, which may not adequately equip teachers with strategies for differentiated instruction and reading remediation. As a result, some educators find it challenging to effectively support learners with low reading proficiency in the classroom.

San Ramon Pilot National High School, the largest secondary school in the Lagonoy South District, continues to face concerns about its learners' reading proficiency. When the pandemic hit our country in 2020, most learners fell behind in reading proficiency, as indicated by the Phil-IRI assessment results in 2022-2023. Among the 1,041 Junior High School Students in the year 2022-2023, 176 (17.1%) were categorized as frustrated readers across Grades 7-10. To immediately address the needs of students with literacy problems, the English department at SRPNHS created special classes for every grade level and used three assessment tools, such as Philippine Informal Reading Inventory (Phil.IRI), Rapid Literacy Assessment (RLA), and the Functional Literacy Assessment Test (FLAT), to measure their baseline reading proficiency and the improvement in their reading skills for three academic years.

The implementation of an 8-week localized catch-up curriculum program of LRCP began in the post-pandemic period, covering School Year 2022–2023 to School Year 2024–2025. The program focuses on special classes for Grades 7 to 10 learners identified as struggling readers, ranging from frustrated readers to non-readers. Beyond providing targeted reading support, the program also serves as an avenue to examine its actual effectiveness in improving learners' reading proficiency.

In this context, the present study was conducted to evaluate the effectiveness of the school LRCP in enhancing the reading proficiency of struggling readers and to explore the perceptions, experiences, and challenges encountered by its implementers. Aligned with the Department of Education's (DepEd) goal of strengthening reading interventions, this study seeks to contribute to ongoing efforts to address learning gaps, support reading recovery, and accelerate students' academic progress.

Statement of the Problem

This study was conducted to determine the Effects of the School Learning Recovery Continuity Plan (LRCP) on the reading proficiency level of struggling readers and to examine the perceptions, experiences, and challenges encountered by the implementers/teachers during the program's delivery.

Specifically, it answered the following questions:

1. What is the reading proficiency level of the struggling readers before and after the implementation of the LRCP program?
2. Is there a significant change in the reading proficiency level of the struggling readers across multiple pretest and posttest measurements after undergoing the intervention program?
3. What are the perceptions of teachers regarding the effectiveness of the LRCP program?
4. What are the experiences and challenges encountered by the LRCP implementers in the delivery of the program?

Hypothesis

There is no significant change in the reading proficiency level of the struggling readers across multiple pretest and posttest measurements after undergoing the intervention program.

Significance of the Study

The result of the study is beneficial to the following:

Struggling Readers. As the primary clients of education, learners may benefit from the results of this study, which could help improve reading proficiency through enhanced instructional strategies and more responsive intervention practices. In addition, improved reading skills are expected to support better academic performance across all learning areas, as reading is fundamental to comprehension and knowledge acquisition. More importantly, the findings may help ensure that their specific learning needs are identified and addressed more effectively, thereby promoting more inclusive and learner-centered reading instruction.

LRCP Implementers/ Teachers. This may help raise their awareness of how to handle struggling readers. It may also strengthen their confidence in employing innovative instructional approaches and developing more responsive teaching practices suited to learners with varying reading abilities. Furthermore, the findings can help LRCP implementers improve their professional competence in delivering reading interventions, ensuring that support for struggling readers is sustained and continuously refined. Ultimately, this may contribute to more effective, long-term implementation of reading programs, even beyond the LRCP.

School Head and Administrators. The result of this study may help administrators improve educational services for students by providing adequate materials and teaching strategies for struggling readers. The findings may serve as the basis for formulating proposals and activities to improve students' performance and content knowledge.

Department of Education Officials. The results of this study may serve as an essential reference for the continuous improvement of the Learning Recovery and Continuity Plan (LRCP). By assessing the strengths, weaknesses, and actual impact of the LRCP at the school level, DepEd officials can gain valuable insights from real experiences and measurable results, particularly in policy implementation and administration, ensuring policies are carried out.

Policymakers. These results could also help policymakers, especially in the education sector, shape their analysis of how effectively educators are working with the LRCP program. The results may help inform policy and guidelines for learning recovery programs or for enhancing existing policies to improve reading proficiency among struggling learners. Furthermore, the study may help policymakers make informed decisions on resource allocation, implementation strategies, and support systems to enhance the success and sustainability of school-based intervention programs.

Other Researchers. This study may serve as a valuable reference for future researchers who wish to further examine the effectiveness of the Learning Recovery and Continuity Program (LRCP) implementation. It provides empirical evidence that can be used as a baseline for comparative studies, program evaluations, and further exploration of reading intervention strategies in similar educational contexts. Moreover, the findings may help identify research gaps in literacy recovery, instructional practices, and learner outcomes, thereby guiding future studies toward more focused, context-specific investigations.

Scope and Delimitation of the Study

The study examined the effects of the Learning Recovery Continuity Plan (LRCP) Program on reading achievement for struggling readers and teachers' views, experiences, and barriers to its implementation.

This study was conducted at San Ramon Pilot National High School in the Lagonoy South District. The school is considered the largest secondary school in the Lagonoy North and South Districts, with a total population of 1,657 learners from both Junior High School (JHS) and Senior High School (SHS), as well as 90 teaching and non-teaching personnel.

The study focused on Grade 10 Junior High School learners across three academic years, School Year 2022–2023, 2023–2024, and 2024–2025, as determined by the pre- and post-test results of the PHIL-IRI assessment tool. Forty (40) homogeneous grouped by struggling readers from Grade 10 who were enrolled in the special class during School Years 2022–2023, 2023–2024, and 2024–2025 were identified as respondents in the study. Forty (40) LRCP teachers-implementers were the respondents in the survey, and six (6) implementers were the respondents in the survey. In addition, 6 teachers who handled the special class in Grade 10 were the respondents for the focus group discussion (FGD).

Locale of Study

The study was conducted at San Ramon Pilot National High School in the Municipality of Lagonoy, which is part of the 4th District of Camarines Sur. Lagonoy is considered one of the first-class municipalities in the province of Camarines Sur, having thirty-eight (38) barangays with ten (10) public secondary schools. The San

Ramon Pilot National High School which is considered the largest secondary school in the Lagonoy North and South Districts, continues to face concerns about its learners' reading proficiency. Most learners fell behind in reading proficiency, as indicated by the Phil-IRI assessment results in 2022-2023. Among the 1,041 Junior High School Students in the year 2022-2023, 176 (17.1%) were identified as frustrated and non-readers across Grades 7-10. Therefore, to immediately address the needs of students with literacy problems, the English department at SRPNHS created special classes for every grade level and used three assessment tools, such as Phil. IRI, RLA, and FLAT to measure their baseline reading proficiency and the improvement in their reading skills for three academic years. Thus, this study was conducted to evaluate the effects of the LRCP on the reading proficiency of struggling readers and to explore the perceptions, experiences, and challenges encountered by its implementers.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews the related literature and studies relevant to the present study. This also includes synthesis, a conceptual framework, a theoretical framework, and definitions of terms. This highlights the nature and role of teachers who work with struggling readers, and how this relates to students' reading literacy and to learners' reading proficiency.

Reading Proficiency Level of Struggling Readers

Reading proficiency remains a persistent and critical concern in contemporary education, particularly among struggling readers who continue to experience significant difficulties with fluency, comprehension, vocabulary development, and decoding. These foundational literacy challenges hinder learners' ability to process and understand texts effectively, thereby affecting their overall academic performance across learning areas. International assessments such as the Programme for International Student Assessment (PISA) consistently reveal that a substantial number of learners in the Philippines perform below expected literacy benchmarks, indicating ongoing systemic gaps in reading instruction and intervention. In response to these global findings, the National Education Association identified teacher quality, curriculum design, and access to adequate learning resources as major determinants of student achievement, emphasizing that literacy outcomes are strongly shaped by both instructional capacity and institutional support. Similarly, Bernardo et al. (2021) argued that reading difficulties should not be viewed in isolation, but rather as outcomes of interconnected instructional, environmental, and contextual factors, underscoring the complexity of literacy development within educational systems.

In addition, learner-related factors further contribute to the persistence of reading difficulties. Suwanaroa (2021) emphasized that learners' attitudes toward reading, including low motivation and lack of interest, significantly influence their ability to develop essential literacy skills. When learners hold negative perceptions of reading, their engagement with texts decreases, leading to limited practice and weaker skill development over time. Durda et al. (2020) further explained that low literacy proficiency extends beyond academic performance, as it can negatively affect learners' long-term social participation, employability, and economic opportunities. Struggling readers often experience repeated failures in decoding and comprehension tasks, leading to avoidance of reading activities and a widening of learning gaps across subjects.

Furthermore, Dongil Kim and Yeji An (2020) stressed the importance of inclusive and responsive literacy programs that address the diverse needs of all learners, including those with disabilities and varying learning profiles. This highlights the necessity of differentiated instruction and equitable access to learning opportunities to ensure that no learner is left behind in literacy development. Collectively, these studies reinforce the urgent need for early identification of reading difficulties, continuous diagnostic assessment, and structured, sustained intervention programs. Such approaches are essential not only to address existing literacy gaps but also to prevent further academic decline and to support learners in achieving functional and independent reading proficiency.

LRCP Program as Reading Intervention of DepEd

The Department of Education introduced intervention programs to address learning losses caused by the pandemic, such as the Learning Recovery and Continuity Plan (LRCP), the National Learning Camp (NLC), Catch-Up Fridays, and the ARAL Program. While all these share the goal of improving literacy and numeracy outcomes, they differ in their orientation toward intervention delivery.

The LRCP is an expert-guided, structured remedial intervention program, an 8-week in-school supplementary program that targets learners with reading difficulties. In contrast, NLC is a national intervention mechanism that combines academic support and learner well-being, as manifested in structured camps, including the Intervention Camp for struggling readers.

Meanwhile, Catch-Up Fridays offers another innovative approach by integrating intervention into everyday school life. Catch-Up Fridays is not an intervention or program like LRCP and NLC, which are both focused on foundational literacy, but rather a strategy of continuous reinforcement that aims to bring this practice into the weekly classroom routine. This denotes a preventive and sustaining rather than just corrective remediation. In this Catch-Up Fridays, supplements the LRCP and NLC objectives rather than duplicates them.

Another intervention is the ARAL Program, which builds on these approaches through a more customized academic catch-up model that targets learners facing continued challenges in foundational skills. ARAL emphasizes the individualized support and low-cost learning opportunities that make it possible for students who have lost significant in-person involvement over more than two years, suggesting a tighter intervention at this stage to pursue student-centric pathways instead, within a somewhat broader recovery associated with LRCP/NLC.

Together, these programs illustrate a stratified model of interventions, each targeting a distinct aspect of recovery. LRCP provides immediate remediation, while NLC extends structured camps for increased support; Catch-Up Fridays target regular literacy engagement; and ARAL offers higher-level assistance to struggling learners. These programs seem to complement one another, rather than operate as independent efforts, suggesting a cohesive multilinear strategy for learning recovery.

Studies indicate commonalities and differences in these interventions. Parra et al. (2023) emphasized that learning recovery programs primarily aim to address learning gaps through structured remediation supported by instructional scaffolding (Lee, 2023), underscoring the importance of guided, systematic instructional support. In contrast, Sabacajan and Morado (2023) explained that post-pandemic educational responses extend beyond remediation, encompassing broader dimensions such as learning continuity, adaptation, and system-level resilience.

Meanwhile, Magno (2022) and Casingal (2022) stressed that the effects of learning recovery programs depend not only on program design but also on proper learner assessment and careful implementation. This aligns with the use of the Phil-IRI as a diagnostic tool to identify struggling readers and support interventions such as LRCP, NLC, Catch-Up Fridays, and ARAL.

In the context of the current study, these programs offer a framework for understanding the LRCP as an organized reading intervention. As the literature confirms, reading recovery is most effective when it is supported by systematic, ongoing, intensive instruction that targets specific children's needs—exactly what LRCP intends to do. This study locates LRCP within a broader framework of layered interventions at DepEd to ensure that diverse learner needs are supported, and records reading performance as less than satisfactory for struggling readers.

Teachers as Implementers of Reading Interventions

Teachers are widely recognized as the primary implementers of reading intervention programs because they directly facilitate instruction, monitor learner progress, and provide targeted support to struggling readers. In this regard, Andreas Schleicher emphasized that the overall quality of an education system is largely

determined by the competence and effectiveness of its teachers. Supporting this perspective, Reyes et al. (2023) explained that teachers' pedagogical knowledge and instructional skills are crucial for effective classroom instruction, particularly when working with learners with diverse reading abilities. However, Bernardo et al. (2021) argued that improving reading proficiency cannot be achieved solely through teacher effort, as it requires a broader systems approach that integrates teacher preparation, learner-centered support, and strong institutional collaboration. Thus, teacher effectiveness must be understood within the larger context of educational support structures.

In terms of instructional practice, several studies have identified strategies that enhance reading development among struggling learners. Specifically, Lopez and Manzanilla (2021) highlighted guided reading, vocabulary enrichment, differentiated instruction, peer-assisted learning, and comprehension monitoring as effective approaches in improving literacy outcomes. In addition, Mustafa et al. (2020) emphasized that learner engagement can be strengthened through collaborative activities and motivational reading tasks, which help sustain students' interest and participation in reading activities. Collectively, these strategies suggest that effective reading instruction requires not only content knowledge but also flexible and responsive pedagogical approaches tailored to learners' specific needs.

Despite the availability of these instructional strategies, implementing reading interventions remains challenging due to several systemic and contextual constraints. For instance, Hamoc (2023) and Tolentino (2024) noted that limited instructional resources, inadequate teacher training, heavy workloads, learner absenteeism, and the demands of blended and distance learning modalities significantly affect program delivery.

As a result, opportunities for direct teacher-learner interaction are reduced, while the preparation and reproduction of learning materials become more difficult. Furthermore, Onasanya (2017) stressed that effective program implementation requires strong supervision and administrative support, as these ensure that teachers are guided and continuously improved in their instructional practices.

Moreover, stakeholder involvement, particularly parental engagement, plays a vital role in sustaining learners' reading development. However, Alignstaffing (2022) observed that some parents are unable to actively participate due to work-related and time constraints, thereby limiting their ability to support learners at home. Consequently, this reduces the reinforcement of reading skills outside the classroom setting.

In general, the literature consistently suggests that although teachers are central to the implementation of reading intervention programs, their effectiveness is significantly influenced by external factors. Therefore, sustained institutional support, continuous professional development, adequate instructional resources, and strong stakeholder collaboration are essential to enhance the effectiveness and sustainability of reading intervention initiatives.

Synthesis of the State-of -the Art

This review of literature and studies highlights reading proficiency as a multidimensional problem in both global and local educational contexts, worsened by COVID-19. International assessments (e.g., the Program for International Student Assessment [PISA] 2025) and global reports aligned with the Sustainable Development Goals consistently show major deficits in reading skills, with few learners achieving the minimum proficiency level. These results underscore the need for continuing evidence-based interventions targeted at foundational literacy weaknesses.

To this end, the Department of Education has introduced several learning recovery initiatives—the Learning Recovery and Continuity Plan (LRCP), Catch-Up Fridays, National Learning Camp, and ARAL Program—but existing studies indicate that many of these initiatives are only partially implemented. The literature demonstrates that issues in fluency, decoding, vocabulary, and comprehension persist after being a struggling reader, with both learner- and instruction-related characteristics impacting these areas. However, as studies by Parra et al. (2023), Munar et al. (2023), and Sabacajan and Morados (2024) have shown, progress has been made in awareness among school staff, their use, and implementation levels; however, overall, it remains

moderate at best, as evidenced by previous research (Magno, 2012). Indicating a disconnect between policy at the top and practice in classrooms.

In addition, there is an emphasis on educators' crucial role in implementing reading interventions. Teachers are viewed as important actors, especially in implementing education policies in classroom practice and directly supporting learners' literacy development. But studies indicate that teachers encounter a range of obstacles when introducing reading programs, including limited resources to improve instruction, large classes, a lack of parental support, and multiple challenges in delivering differentiated instruction (Hamoc, 2023; Tolentino, 2024). While we know some of the hurdles, less work has been done diagnosing how these experiences shape the implementation success of a structured intervention like LRCP.

However, studies also indicated that effective intervention delivery is achievable through high-quality teacher training, adequate resource provision, and strong stakeholder collaboration. Evidence further suggests that while reading intervention programs are necessary, their success is unlikely without sustained institutional and school support to embed these strategies within the curriculum.

Gap Bridged by the Study

After the pandemic, learning loss worldwide has been evident. Many students can't be able to read fluently with comprehension. This is the challenge left by the pandemic. Therefore, the Department of Education developed a quick solution to the problem facing the education system by implementing the Learning Recovery Continuity Plan (LRCP).

Several studies have examined the effects of the Learning Recovery Continuity Plan (LRCP). Research by Parra et al. (2023), Sabacajan and Morados (2023), and Magno (2022) indicated that overall awareness of the Basic Education Learning Continuity Plan (BE-LCP) among stakeholders was moderate. Similarly, the extent of challenges encountered by implementers and the opportunities for effective implementation were also reported to be moderate. Although the Learning Recovery Continuity Plan (LRCP) was institutionalized as a strategic response to pandemic-induced learning gaps, existing literature and policy documents predominantly describe its framework, objectives, and intended outcomes. There remains limited empirical inquiry into how the program is experienced and implemented by teachers at the school level.

Regarding literacy development, studies indicate that teacher qualifications and motivation, as well as the use of effective remedial strategies, can improve students' reading performance (Suwanaroa, 2021; Lopez & Manzanilla, 2021). The international arena, along with aggregate assessments such as PISA 2025 and the United Nations Sustainable Development Goals (SDGs), has provided evidence of continued learning disparities, reinforcing that national-level changes are only temporary solutions for balancing literacy outcomes at scale. Although Mustafa et al. Most research focuses on the importance of teacher and parental involvement in reading development (Downer, 2020), but there has been little empirical examination of how such strategies are enacted, sustained over time, or experienced as training within specific structured recovery programs.

Consequently, effective reconciliation between policy recommendations and classroom realities has yet to take place. Into practice. Existing scholarship does not adequately document their perspectives, struggles, and views of program success. Without real-world implementation knowledge, those traits that improve programs may not be sustainable over time. Therefore, this study fills a gap in the literature: The absence of context-specific mixed-methods evidence on how LRCP implementation is related to teacher experiences and learner reading gains. In bridging this gap, the study enabled a clearer picture of what makes for an effective program and how such programs operate in practice.

Theoretical Framework

The study integrated the theories of Edward Thorndike and Lev Vygotsky to explain how the LRCP (Learning Recovery Continuity Plan) improved the reading proficiency of struggling readers and shaped teachers' perceptions, experiences, and challenges in its implementation.

Thorndike's Theory of Learning, particularly the Law of Effect, explains how repeated reading can improve reading proficiency. The Law of Effect states that behaviors followed by positive consequences are more likely to be repeated, while those followed by negative consequences are less likely to recur. This theory is based on the idea that learning is a gradual process where trial and error occur. (Main, 2023)

According to Thorndike's S-R bond theory, the connections are strengthened with trial and practice. When appropriate, a firmly entrenched activity might take place. It is the experience that whenever an action is repeated, it becomes easier and more prompt. Learning and relearning help in mastering the activity. (Educational Psychology, 2017).

Within the LRCP, struggling readers engage in structured and repeated reading activities. As students repeatedly practice reading and receive positive feedback, the correct reading behaviors are strengthened. Over time, repetition builds automaticity and confidence. Thus, the LRCP's repeated reading component aligns with Thorndike's idea that consistent practice and positive reinforcement enhance students' outcomes.

An instructional technique designed originally for improving reading fluency in learners with reading disabilities, repeated reading has been practiced with both disabled and non-disabled students in a variety of fashions, ranging from having the learner read aloud (Samuels, 1979), to listening to and simultaneously or subsequently reading aloud (Chomsky, 1978), and to silently reading (Anderson, 1993, 1999, 2008, 2009), the same material multiple times. From Thorndike's perspective, teachers serve as providers of reinforcement. Their perceptions of student progress may positively influence their attitudes toward the program.

On the other hand, **Vygotsky's Sociocultural Theory** provides the **social and instructional dimension** of the LRCP. Through the Zone of Proximal Development (ZPD), Vygotsky explains that learners progress best when tasks are slightly beyond their independent ability but achievable with guidance from a teacher or peer.

In the LRCP, teachers scaffold instruction by modeling reading strategies, guiding comprehension, correcting errors, and gradually releasing responsibility to the learner. Thus, an essential feature of learning is that it creates the zone of proximal development: that is, learning awakens a variety of developmental processes that can operate only when students interact with people in their environment (Vygotsky, 1978). Peer mentors are defined as expert students who can provide the right type and level of scaffolding to advance learning within students' ZPD (Lockspeiser, O'Sullivan, Teherani, & Muller, 2008).

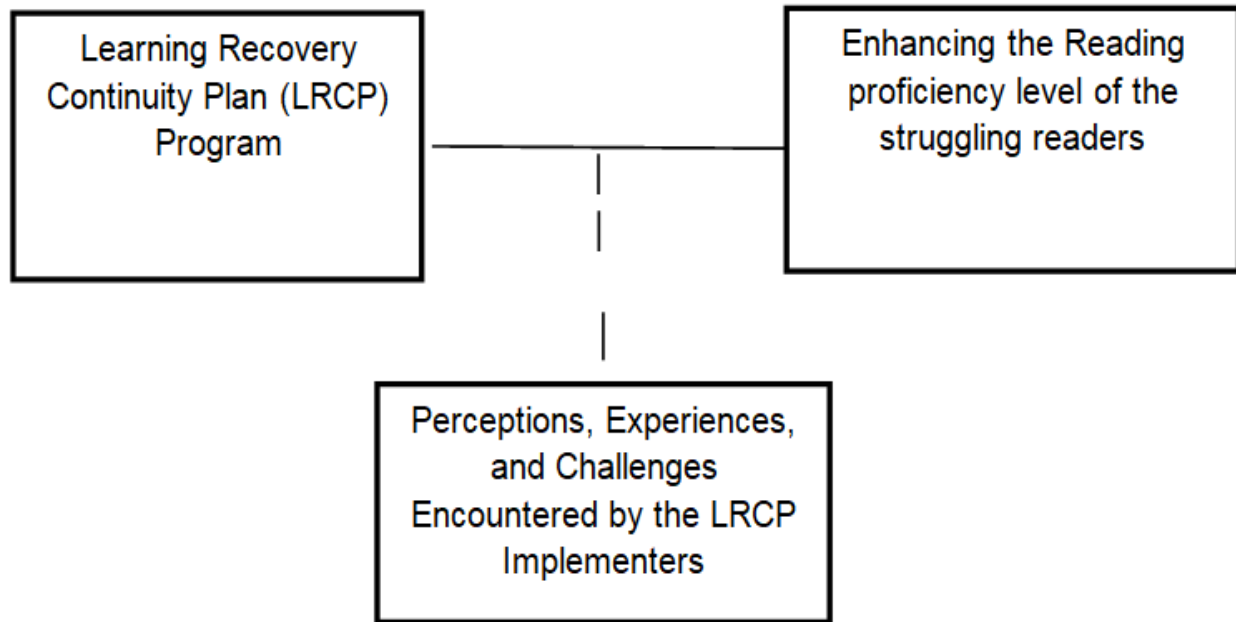
From Vygotsky's perspective, teachers act as facilitators and scaffolders within students' ZPD. Their experiences may include adjusting instruction to meet individual learner needs, providing differentiated support, and managing peer collaboration. In this sense, learning is understood as a constructivist, cumulative, self-regulated, purposeful, situated, collaborative, and individually distinct process. Collaborative learning, or learning in groups, is justified and stimulated as an effective and efficient learning method. (Byl et.al. 2015).

At the same time, teachers' perceptions, experiences, and challenges are shaped by their role as facilitators of repeated practice and guided learning. The integration of these two theories provides a comprehensive explanation of both student outcomes and teacher-related factors in the successful implementation of the LRCP.

Conceptual Framework

The conceptual model of the study and hypothesized paths between major variables are depicted in Figure 1. Share this article with the hypothesis that instructional interventions enhance learner outcomes. The framework establishes the LRCP (Learning Recovery Continuity Plan Program) as an independent variable and the primary intervention of interest in our study. We anticipate that the LRCP Program will further support teachers' efforts to implement reading interventions for struggling readers.

Figure 1 Conceptual Framework



Additionally, the framework argues that, due to other mediating factors, the proper implementation of the LRCP Program will impact struggling Readers' Reading proficiency (one dependent variable in this study). More specifically, the details of implementation quality and consistency may indeed have played a significant role in enhancing learners' reading performance.

Moreover, the framework includes LRCP implementers' perceptions about their experiences and bottlenecks they face as an intermediary variable (shown with a dotted line in this illustration). This would indicate that these, in fact, indirectly affect the implementation process and the efficacy of the program. The successful implementation of the LRCP Program, as well as learner outcomes, may be enhanced or impeded by teachers' perceptions, experiences, and challenges in implementing overall accessibility.

In general terms, the framework postulates that each key aspect of implementing the LRCP Program relates to teachers' experiences and challenges, which are contextual factors readers perceive as influencing this relationship. As a result, the framework specifies that more effective reading outcomes for struggling readers are dependent on both the intervention and the conditions under which it is implemented.

Definition of Terms

The following terms were defined conceptually and operationally to ensure clarity and understanding of the study.

Challenges. According to Lee S. Shulman, who called attention to the contextual density of instructional effectiveness and noted that teachers tend to face different problems in practice than they learn about as novice practitioners (in their classrooms). Challenges are therefore defined as the problems and difficulties identified from teachers' interview responses, including survey responses on the implementation of the LRCP Program in this study.

Cluster Sampling. Cluster sampling is a probability sampling technique in which the population is divided into naturally occurring groups or clusters, and a random selection of these clusters is included in the study, either in whole or in part (Creswell & Creswell, 2018). In this study, cluster sampling involves selecting respondents from naturally formed groups within the school setting, such as grade 10 homogeneous struggling readers or class sections. Specific clusters were randomly selected, and all or selected members within these clusters were included as respondents in the study.

Embedded Mixed-Method Design. According to John W. Creswell and Vicki L. Plano Clark, an embedded mixed-methods design is one in which one data set serves as a supporting role within a larger design that is primarily based on the other data type. This approach is commonly used when a secondary data source is needed to strengthen the primary method and provide supplemental insights. In this study, an embedded mixed-method design refers to the use of quantitative data, such as Phil-IRI results, as the primary basis for assessing the effectiveness of the LRCP Program, while qualitative data from survey responses, interviews, and FGD responses regarding teachers' perceptions, experiences, and challenges are embedded to support and enrich the interpretation of the quantitative findings.

Experiences. According to David A. Kolb, learning and understanding are formed through concrete experiences that are reflected upon and applied in practice. In this study, experiences refer to the narratives and descriptions teachers provided during interviews about their actual involvement in implementing the LRCP Program.

Implementers. Teachers play a central role in implementing educational interventions, as they facilitate instruction, monitor learner progress, and adapt strategies to meet diverse learning needs (Darling-Hammond, 2017). In this study, LRCP implementers refer to the Grade 10 teachers assigned to deliver the LRCP program, particularly in English, Filipino, Science, and Mathematics, and who directly facilitated the struggling readers' reading intervention activities and classes.

Learning Recovery Continuity Plan (LRCP) Program. The LRCP is an intervention program initiated by the Department of Education to address learning gaps caused by the COVID-19 pandemic. An 8-week localized catch-up curriculum program that will govern the overall learning delivery operation and public health standards in school for School Year 2022 – 2023. (Deped Order No.13, s. 2023). This is the intervention program implemented for struggling readers in Grade 10 to improve their reading proficiency.

Homogeneous Class. Refers to grouping students with comparable proficiency levels to facilitate targeted instruction and more responsive teaching strategies. In this study, a homogeneous class refers to a group of learners classified and grouped according to similar reading proficiency levels, as identified through Phil-IRI results, for the purpose of implementing targeted reading interventions under the LRCP.

Perceptions. According to Albert Bandura, perceptions are shaped by cognitive processes and personal experiences that influence how individuals interpret their environment and guide their behavior. In this study, perceptions refer to teachers' responses gathered through survey questionnaires regarding the LRCP Program's implementation and effectiveness.

Philippine Informal Reading Inventory (Phil-IRI). According to the Phil-IRI Manual (2018), Phil-IRI is a tool for assessing learners' reading abilities in oral reading, silent reading, and listening comprehension, and for classifying readers into independent, instructional, or frustration levels. Phil-IRI refers to the reading proficiency scores obtained by learners from the Phil-IRI pre-test and post-test results, used as a basis for measuring changes in reading performance after exposure to the LRCP intervention.

Purposive Sampling. As per Etikan, Musa & Alkassim (2016), purposive sampling is a non-probability-based sampling method in which researchers select samples with specific characteristics or knowledge and experience to help them achieve their research objectives. On the other hand, purposive sampling in this study was carried out with intent, focusing on teacher-implementers of LRCP because these individuals are very much involved in program implementation, thereby ensuring the inclusion of information-rich cases.

Reading Proficiency Level. Reading proficiency is an individual's ability to read a text that meets his or her level of literacy, both accurately and fluently over time (National Reading Panel, 2000). Reading proficiency level in this study is defined by classifying learners based on their Oral Reading and Reading Comprehension combined scores as Non-reader, Frustration, Instructional, or Independent.

Struggling Readers. Struggling readers are those who have problems with decoding, fluency, and comprehension that limit their ability to derive meaning from written text (Snow, Burns, & Griffin). Struggling

readers are defined as Grade 10 students identified for reading assistance based on classroom assessments and Phil-IRI results, with oral reading due to require fluency/reading problems or low comprehension scores.

Thematic Analysis. Refers to a qualitative data analysis method of identifying, analyzing, and interpreting themes arising from the data that seek to describe participants' experience. Thematic analysis is the systematic coding of qualitative data collected through interviews or focus group discussions, organizing codes into categories, and establishing themes representing LRCP implementers' experiences.

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, the study's respondents, the investigative procedure, the instrument used to gather the data, and the statistical analysis of the data.

Research Design

This study employed an embedded mixed-method research design. According to John W. Creswell and Vicki L. Plano Clark, an embedded mixed-methods design is one in which one data set serves as a supporting role within a larger design that is primarily based on the other data type. This approach is commonly used when a secondary data source is needed to strengthen the primary method and provide supplemental insights.

In this study, the embedded mixed-method design refers to the use of quantitative data, such as Phil-IRI results, as the primary basis for assessing the effects of the LRCP Program, while qualitative data from survey responses, interviews, and FGD responses regarding teachers' perceptions, experiences, and challenges are embedded to support and enrich the interpretation of the quantitative findings.

A combination of cluster and purposive sampling was used to select participants. For the quantitative strand, cluster sampling was used to identify the learner respondents. The population of Grade 10 learners was grouped by academic year (SY 2022–2023, SY 2023–2024, and SY 2024–2025), and clusters were selected based on their inclusion in the GST and Phil-IRI assessment results. From these clusters, forty (40) homogeneous struggling readers were selected as participants of the study each year.

Meanwhile, purposive sampling was used in the qualitative strand to select teacher-implementers who were directly involved in implementing the Learning Recovery and Continuity Plan (LRCP). Specifically, forty (40) teachers served as survey respondents, six (6) were purposively selected for semi-structured interviews, and another six (6) who handled Grade 10 special reading classes were chosen for the Focus Group Discussion (FGD). These participants were selected based on their firsthand experience and active engagement in reading intervention activities, ensuring the richness and relevance of qualitative data

Overall, qualitative data were transcribed and analyzed using thematic analysis to identify patterns. The combination of quantitative and qualitative strands helped provide a fuller picture of how effective this implementation was in improving learners' reading proficiency, as well as the contextual factors affecting the implementation process.

Respondents

Cluster sampling was employed for the quantitative strand of the study to select Grade 10 learners across three academic years (SY 2022–2023, SY 2023–2024, and SY 2024–2025), at San Ramon Pilot National High School. Out of 256 Grade 10 learners, only forty (40) homogeneous struggling readers for each academic year were identified as the participants of this study, ensuring representation of naturally occurring groups within the population.

In contrast, purposive sampling was used for the qualitative strand, in which 40 LRCP teachers' implementers were identified as the survey respondents. Another 6 of the 40 teachers were selected as interview respondents. Then, 6 teachers who handled the special class for Grade 10 served as participants in the focus group discussion. These participants were deliberately selected for their direct involvement in implementing the

Learning Recovery and Continuity Plan (LRCP), ensuring that only individuals with relevant experience could provide rich, in-depth information.

The implementation of the LRCP focuses on special classes for learners with reading levels of frustration and non-readers, providing an opportunity not only to support learners' reading development but also to examine the program's actual impact.

Research Instruments

This study used the Philippine Informal Reading Inventory (Phil-IRI) to assess students' reading proficiency. The Oral Reading Score and level of reading comprehension of the learners were computed using the following formula:

$$\text{Oral Reading Score} = \frac{\text{the number of words} - \text{number of miscues}}{\text{Number of words}} \times 100\%$$

$$\text{Comprehension (C)} = \frac{\text{No. of correct answer}}{\text{No of questions}} \times 100\%$$

According to Cabardo's (2020) study, the PHIL-IRI-Silent Reading Test provides quantitative information about the learner's silent reading capabilities. Quantitative reading levels appeared, namely: frustration, instructional, and independent. Furthermore, it uses predetermined criteria to identify students' reading levels, such as reading speed and the percentage of correct answers to comprehension questions.

A survey questionnaire was used to gather data from the respondents, this was administered to forty (40) teacher-implementers of LRCP, and items that assessed teachers' perceptions, experiences, and challenges encountered by the LRCP implementers in delivering the program. A four-point Likert scale (4- Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree) was used in this survey.

The survey questionnaire was validated by 3 experts: a Master Teacher I, a Head Teacher III, and a university professor. To validate the content, consistency, and accuracy, the study variables were measured. A pilot test was conducted with Junior and Senior High School Teachers of San Ramon Pilot National High School, who were not included in the validation sample. Cronbachs Alpha was calculated for internal consistency and scale reliability of the survey questions after pilot testing. The Cronbach's alpha was 0.97, indicating excellent internal consistency.

Qualitative data from interviews and Focus Group Discussions (FGDs) were thematically analyzed to identify convergence regarding teachers' perceptions, experiences, and challenges in implementing the Learning Recovery and Continuity Plan. In accordance with Virginia Braun and Victoria Clarke's (2006) approach, the audio-recorded responses were first transcribed verbatim and read multiple times by the researcher to develop familiarity with the data.

Once familiarized, key statements and areas of repetition were coded into categories. These categories were next reviewed and reorganized into common themes evident across respondents, and the themes were then reviewed to ensure they accurately captured the data and were relevant to this study.

Lastly, the themes derived from this process were interpreted and used to explain teachers' and implementers' lived experiences and struggles in implementing instruction. This enabled a richer comprehension of how the LRCP was implemented.

Sampling Technique

Clustered sampling was used to select participants for this study. According to Hassan (2024), cluster sampling is a widely used probability sampling technique in research, especially in large-scale studies where obtaining data from every individual in the population is impractical. Cluster sampling was employed for the quantitative strand of the study to select Grade 10 learners across three academic years (SY 2022–2023, SY 2023–2024, and SY 2024–2025), at San Ramon Pilot National High School. Out of 256 Grade 10 learners, only forty (40) Homogeneous struggling readers each year were identified as the subject of this study,

Additionally, Purposive sampling is a non-probability sampling technique in which participants are selected based on specific characteristics, knowledge, or experience relevant to the research objectives (Etikan, Musa, & Alkassim, 2016). Thus, purposive sampling was used for the qualitative strand, in which 40 LRCP teachers' implementers were identified as the survey respondents. Another 6 of the 40 teachers were selected as interview respondents. Then, 6 teachers who handled the special class for Grade 10 served as respondents in the focus group discussion. These participants were deliberately selected for their direct involvement in implementing the Learning Recovery and Continuity Plan (LRCP), ensuring that only individuals with relevant experience could provide rich, in-depth information.

Data Gathering Procedure

This presents the step-by-step process for gathering data to advance the study. The construction of the survey questionnaires was completed in June 2025, while their validation was conducted by experts in July 2025.

Upon the approval of the validators, research adviser, Public Schools District Supervisors, and School Heads, the data gathering was conducted. Data collection was conducted from August 2025 through the second week of September 2025.

In the actual conduct of the study, data were collected using survey questionnaires, distributed and administered to LRCP implementers/teachers' respondents, and analyzed. The final stage of the study involved retrieving the survey questionnaires from respondents.

The collected data were analyzed in October 2025 to produce results and conclusions using various statistical tools. Based on the survey results, the researcher developed interview and focus group discussion questions.

The interviews and focus group discussions (FGDs) were conducted in November 2025. The qualitative data from interviews and Focus Group Discussions (FGDs) were thematically analyzed to identify convergent themes regarding teachers' perceptions, experiences, and challenges in implementing the Learning Recovery and Continuity Plan. In accordance with Virginia Braun and Victoria Clarke's (2006) approach, the audio-recorded responses were first transcribed verbatim and read multiple times by the researcher to develop familiarity with the data.

Once familiarized, key statements and areas of repetition were coded into categories. These categories were next reviewed and reorganized into common themes evident across respondents. The themes were reviewed to ensure that they accurately captured the data and were relevant for this study. Lastly, the themes derived from this process were interpreted and used to explain the teachers' and implementers' lived experiences and struggles in implementing the LRCP.

Subsequently, the processes of checking, editing, and finalizing the manuscript commenced in the first week of December 2025 and continued through January 2026.

Statistical Analysis

The researcher employed various statistical procedures to analyze and interpret the data collected. These included frequency counts, weighted means and standard deviations, proficiency levels, and the Kruskal–

Wallis test. Stata software version 18.0 MP-Parallel Edition was utilized for data management, analysis, and visualization.

To examine differences in reading performance, a paired-samples analysis of variance was conducted using pre-test and post-test scores. Hypotheses were tested at the 5% significance level.

The impact of the LRCP program on the reading proficiency of struggling readers was determined from the results of both the Pre-test and Post-test using the Phil-IRI assessment tool administered over three consecutive years. Furthermore, thematic analysis was used to interpret the perceptions, experiences, and challenges faced by LRCP implementers in delivering the program.

Weighted means. The weighted mean is used to determine the respondents' reading proficiency level. Specifically, the mean scores from the pretest and posttest will be computed to measure changes in learners' performance before and after the implementation of the LRCP. This will help identify whether there is an improvement in reading proficiency.

Standard Deviation. The standard deviation is used to assess the variability, or spread, of scores within and between the two sets of results (pretest and posttest). This measure indicates how closely the learners' scores cluster around the mean and assesses the consistency of their performance.

Proficiency Level. The learners' overall reading proficiency level will be determined by combining their Oral Reading Score and Reading Comprehension Score. The computed result will classify learners according to the established proficiency level criteria.

$$\text{Oral Reading Score: } \frac{\text{the number of words} - \text{number of miscues}}{\text{Number of words}} \times 100\%$$

$$\text{Comprehension (C)} = \frac{\text{No. of correct answer}}{\text{No of questions}} \times 100\%$$

Frequency counts are used to measure the number of responses from respondents regarding difficulties and challenges experienced by LRCP implementers/teachers. This statistical method will help identify the most common issues encountered during the program's implementation.

Kruskal–Wallis test was used to determine whether there were significant changes in reading proficiency levels across the three years of LRCP implementation.

Dunn's Post-hoc Test (Bonferroni-corrected) was employed to identify significant pairwise differences among groups following a statistically significant Kruskal–Wallis test, thereby controlling for Type I error across multiple comparisons.

RESULT

This chapter presents the data on learners' reading proficiency levels across three academic years, from SY 2022-2023, SY 2023-2024, and SY 2024-2025, during the implementation of the LRCP program. The results were analyzed using appropriate statistical tools, including frequency counts, weighted means and standard deviations, proficiency levels, and the Kruskal–Wallis test.

Reading Proficiency Level of the Struggling Readers Before and After the Implementation of the LRCP Program.

The figure below presents the pre-test and post-test scores of the 40 students for the 2022–2023 school year, the post-test scores (depicted in blue) illustrating changes in academic performance following the intervention.

Figure 2 Pre-test and Post-test Scores of the Students for the School Year 2022-2023

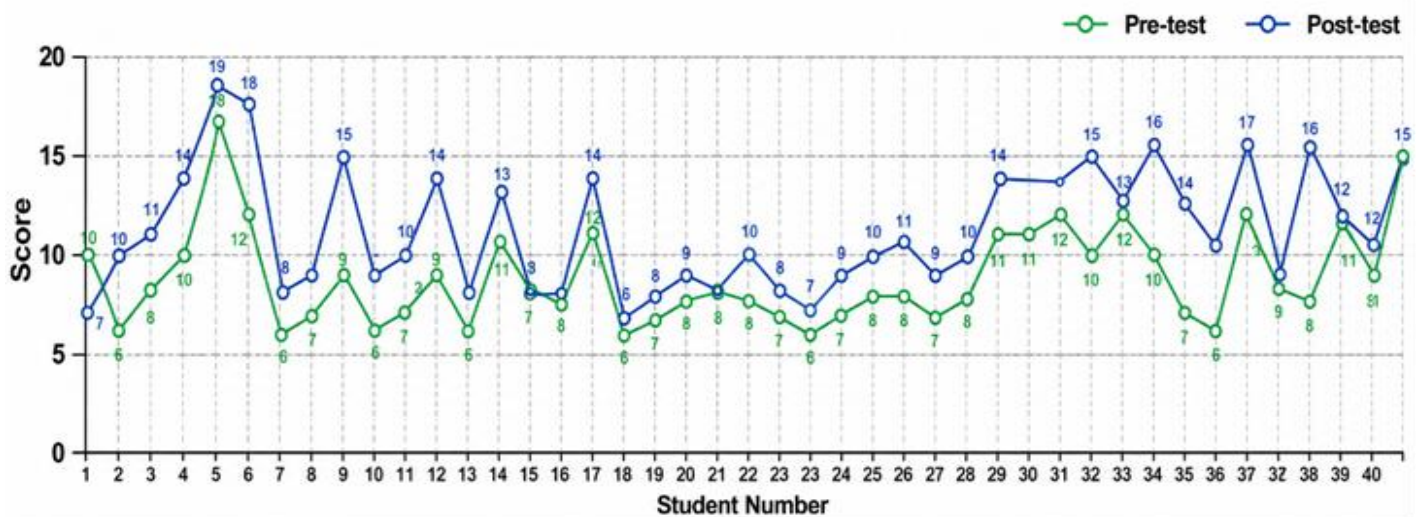


Figure 2 shows the summary of pre-test and post-test scores of 40 students for the school year 2022–2023, revealing a generally positive trend in academic performance following instruction.

The data show a substantial variability among individuals. For example, learner 5 was one of the higher-performing students in both assessments (pre-test = 18; post-test = 19) and demonstrated above-average scores throughout the study, regardless of intervention. Student 6 – Average RBM Result: 10 → 18, +8 (the biggest gain in a cohort). Likewise, students at the mid-range of Scaled Score (Students 20–30) demonstrated modest but consistent growth, with post-test scores across parts generally exceeding pre-test scores by 7–15 points.

Conversely, a minority of students had regressed scores after instruction. In fact, students 39 and 40 scored 14 and 15, respectively, on the pretest, but only obtained 8 and 9 on the post-test.

Figure 3 Pre-test and Post-test Scores of the Students for the School Year 2023-2024

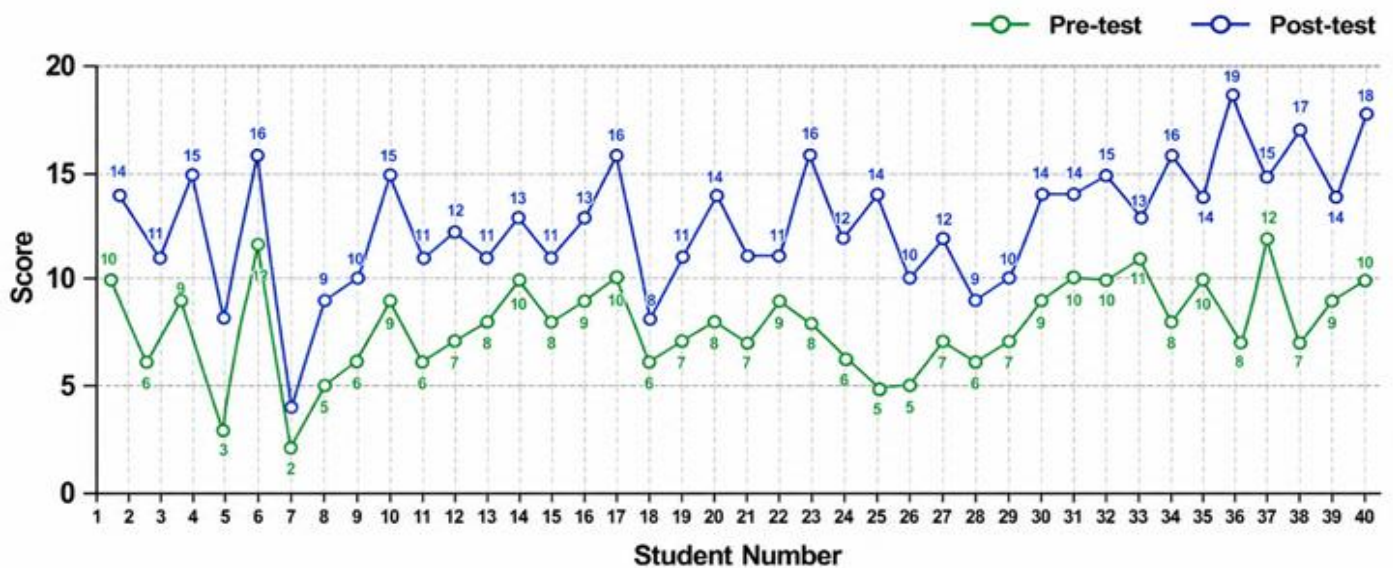
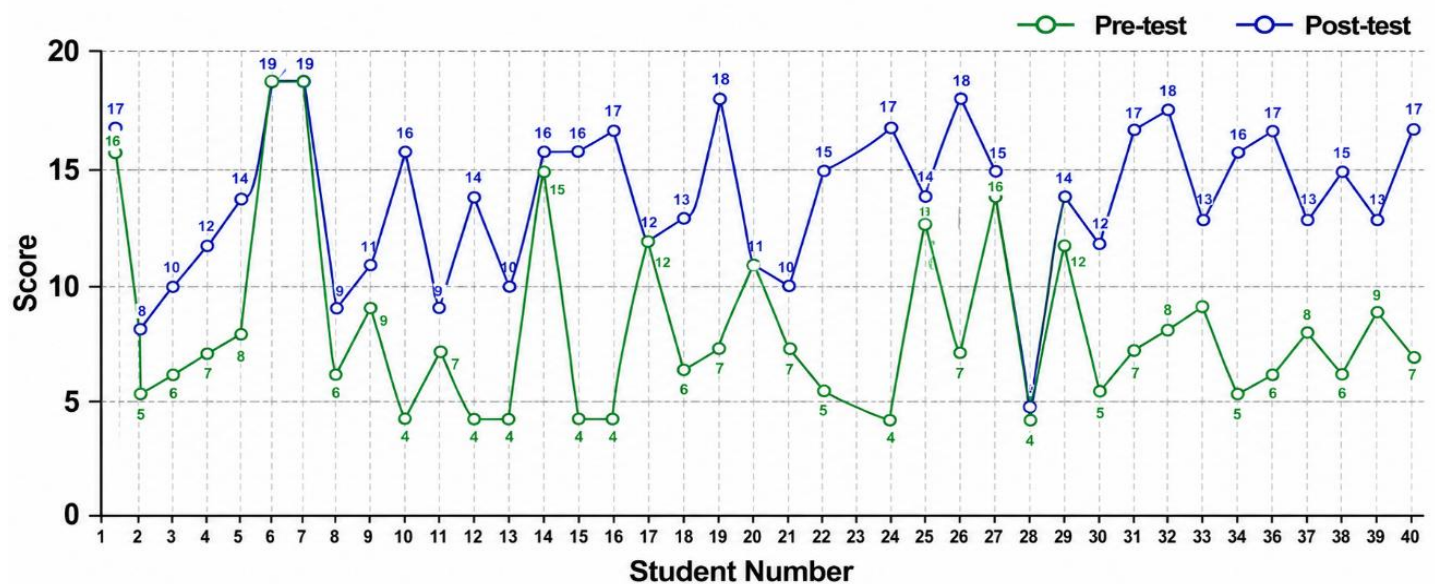


Figure 3 shows the summary pre-test and post-test scores of 40 students for the school year 2023–2024, revealing a consistently positive and more pronounced gap between pre-test and post-test performance compared to the preceding school year. The post-test scores (depicted in blue) were notably and persistently higher than the pre-test scores (depicted in green) across most of the cohorts, suggesting that the instructional intervention produced substantial and widespread learning gains.

The data shows a clear, consistent separation between the two score lines across the distribution, reflecting a more uniform pattern of improvement than in the 2022–2023 cohort. Student 5 recorded one of the highest pre-test scores within the group (pre-test = 13; post-test = 15), while Students 33 and 40 achieved the highest post-test scores of 18, representing strong terminal performance. Notably, Student 6 entered the cohort with the lowest pre-test score (pre-test = 3) yet attained a post-test score of 6, suggesting meaningful, if modest, growth from a very low baseline. Students in the mid-range (Students 15–25) demonstrated a stable upward pattern, with post-test scores consistently exceeding pre-test scores by 9–16 points. A noteworthy exception was observed in Student 31, whose pre-test and post-test scores were identical (pre-test = 8; post-test = 8), and Student 38, whose post-test score (post-test = 10) was marginally lower than the pre-test score (pre-test = 11). These isolated cases of stagnation or slight regression may reflect individual-level factors unrelated to the instructional quality, such as motivational variability or assessment conditions (American Educational Research Association et al., 2014).

Figure 4 below shows the summary pre-test and post-test scores of 40 students for the 2024–2025 school year, revealing the most dynamic and wide-ranging performance pattern across the three school years examined. Unlike the preceding cohorts, the 2024–2025 data exhibited greater variability in pre-test scores, with the green line fluctuating sharply across the distribution, reflecting a more heterogeneous entering cohort in terms of prior knowledge and academic preparedness.

Figure 4 Pre-test and Post-test Scores of the Students for the School Year 2024-2025



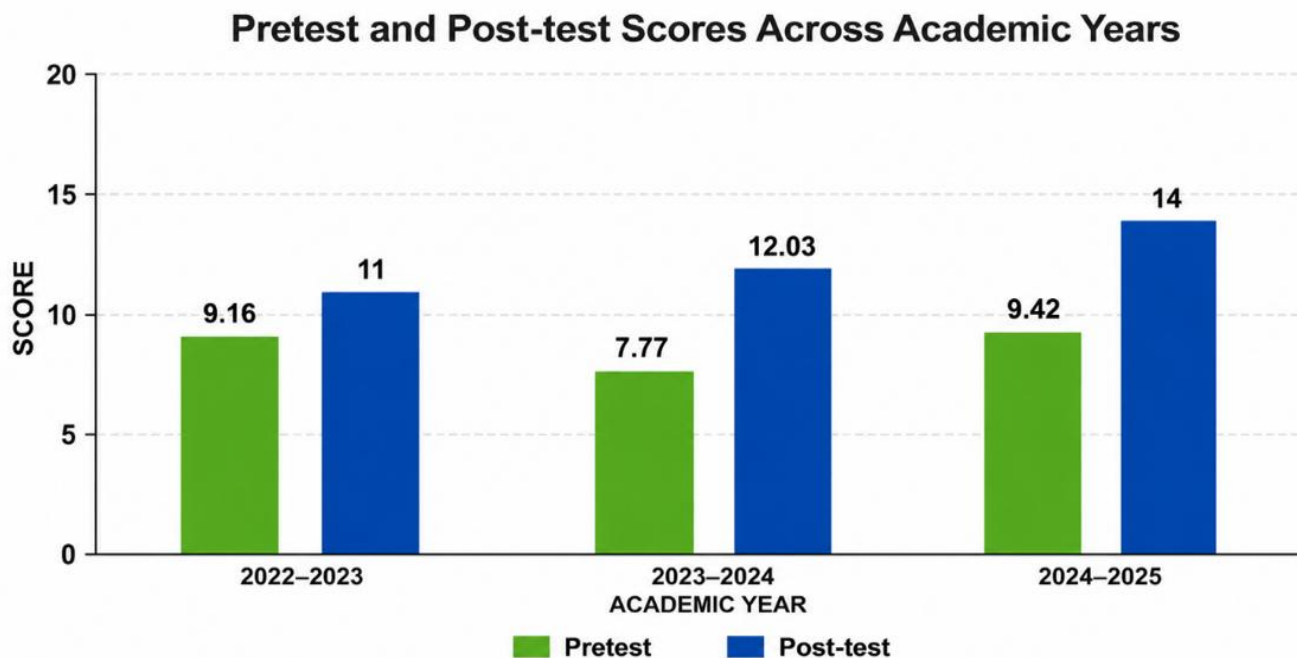
Despite high baseline score variability, post-test scores (depicted in blue) were generally higher than pre-test scores (depicted in green) for most students, indicating that the instructional intervention continued to produce positive learning outcomes. Notably, Students 7 and 8 recorded the highest pre-test scores in the cohort (pre-test = 19 for both), with Student 7 maintaining the same score on the post-test (post-test = 19), reflecting a ceiling effect, while Student 8 experienced a decline (post-test = 10), suggesting possible construct-irrelevant factors influencing performance on the post-assessment. Similarly, Students 20 and 27 entered with high pre-test scores (pre-test = 18) and sustained comparable post-test performance (post-test = 18), further illustrating the ceiling effect among higher-performing learners.

Among lower-baseline students, substantial gains were observed. Student 28 recorded one of the most striking improvements in the cohort, with a pre-test score of 4 rising to a post-test score of 18, representing a 14-point gain. Comparable improvements were observed in Students 14 and 33, whose pre-test scores of 4 and 5 increased to 16 and 18, respectively. These cases suggest that the instructional intervention was particularly effective for students entering with minimal prior knowledge, consistent with the compensatory growth hypothesis in educational research (Hattie, 2009).

The latter portion of the distribution (Students 30–40) showed a narrowing of the gap between pre- and post-test scores, with both lines converging within the 6–17-point range. While post-test scores remained generally higher, the reduced magnitude of gains in this segment may reflect differential responsiveness to instruction or fatigue effects associated with sustained academic engagement (American Educational Research Association et al., 2014).

Figure 5 below presents the mean pre-test and post-test scores of students across three consecutive school years (2022–2023, 2023–2024, and 2024–2025), along with their corresponding standard deviations, providing a longitudinal overview of both the central tendency and variability of student performance following LRCP implementation.

Figure 5 Mean Pre-test and Post-test Scores of the Students for School Years 2022-2023 (Year 1), 2023-2024 (Year 2), and 2024-2025 (Year 3)



Across all three school years, post-test mean scores consistently exceeded pre-test mean scores, confirming that the program produced positive learning gains in every academic year examined. For the school year 2022–2023, the mean pre-test score was 9.16 ($SD = 4.21$), which increased to 11.00 ($SD = 3.87$) on the post-test, reflecting a mean gain of approximately 1.84 points. The decrease in standard deviation from 4.21 to 3.87 indicates a modest narrowing of score spread following instruction, suggesting that the intervention helped reduce performance gaps among students, with lower-performing learners beginning to move closer to the group average.

For the school year 2023–2024, the mean pre-test score was 7.77 ($SD = 3.59$), which rose substantially to a post-test mean of 12.03 ($SD = 3.44$), yielding a mean gain of 4.26 points. The standard deviations for both pre-test and post-test in this cohort were the lowest across the three school years, indicating that this group entered with relatively homogeneous baseline scores and maintained a similarly consistent spread of scores after the intervention. The minimal change in SD from pre- to post-test suggests that students improved at roughly comparable rates, with neither extreme gains nor extreme losses dominating the distribution.

For the school year 2024–2025, the mean pre-test score was 9.42 ($SD = 5.18$), the highest pre-test standard deviation across all three cohorts, reflecting the most heterogeneous entering group in terms of prior reading ability. Despite this wide baseline variability, the post-test mean reached 14.00 ($SD = 3.96$), representing the highest post-test mean and the largest mean gain of 4.58 points across all three years. Critically, the substantial reduction in standard deviation from 5.18 to 3.96 is the most pronounced pre-to-post SD decrease observed across the three cohorts. This marked narrowing of score dispersion indicates that the LRCP intervention was

particularly effective in this school year at leveling student performance, with students who entered at widely varying ability levels converging toward more uniform post-test outcomes. This pattern strongly suggests that lower-baseline students benefited the most from the program, making disproportionately larger gains that brought them closer to the performance levels of their higher-achieving peers.

Taken together, the standard deviation trends across the three school years reveal a consistent pattern of score convergence following LRCP implementation, with post-test SDs uniformly lower than pre-test SDs across all cohorts. This progressive reduction in variability, most dramatically observed in 2024–2025, underscores the program's growing capacity to not only raise average performance levels but also to equalize learning outcomes across diverse student ability levels, a hallmark of an increasingly effective and responsive instructional intervention.

Significant Change in the Reading Proficiency Level of the Struggling Readers Across Multiple Pre-test and Post-test Measurements After Undergoing the Intervention Program

Evaluating the effectiveness of an intervention program requires examining whether learners' performance improves significantly over time. In this study, the reading proficiency of struggling readers was assessed across multiple academic cohorts to determine the impact of the intervention program on their learning gains.

Therefore, to provide a comprehensive analysis, pre-test and post-test scores were compared to measure changes in students' reading performance. Learning gains were computed and analyzed across three academic cohorts to identify whether differences in improvement existed among the groups. Thus, statistical procedures, including tests of normality and measures of group differences, were employed to ensure accurate and reliable results.

Thus, this section presents the learning gains of struggling readers across three consecutive school years of LRCP implementation. Gain scores were computed by subtracting learners' pre-test scores from their post-test reading performance, providing a measure of improvement attributable to the intervention. Examining these gain scores across cohorts allows an assessment of the program's effectiveness over time and variations in learner outcomes across academic years.

Table 6 below presents the gain scores of struggling readers across three school years of LRCP implementation, reflecting the difference between each student's pre-test and post-test reading scores per cohort.

Table 6 Gain Scores of Struggling Readers for School Years 2022-2023 (Year 1), 2023-2024 (Year 2), and 2024-2025 (Year 3)

School Year	Mean Gain	SD	Median
2022-2023	1.95	2.77	2.00
2023-2024	4.22	2.65	3.00
2024-2025	4.45	4.15	4.00

For School Year 2022–2023 (Year 1) cohort, a mean gain of 1.95(SD = 2.77; Median=2.00), reflects a small positive impact on the reading ability post-intervention period The standard deviation was relatively wide, indicating considerable variability in individual gains—some students gained a lot more than 1.37 SD growth during this first year of implementation, and some experienced little to no or even negative growth on average.

In School Year 2023–2024 (Year 2), the average gain more than doubled to a mean of 4.22 (SD = 2.65, Median = 3.00) during an academic year compared with what was found in Year 1.) The lower standard deviation than Year 1 suggests that students made fewer variable gains over the cohort, perhaps reflecting a more consistent delivery of the program in its second year.

Additionally, Year 3 (School Year 2024–2025) recorded the largest mean gain among the three cohorts, with a score of 4.45 (SD = 4.15, Median = 4.00). The high standard deviation of 4.15, however, indicates the widest distribution of individual gain scores across all three groups and suggests that many students made large gains, yet substantial variability remained in how individual learners will respond to this year's intervention.

There are significant upward trends in the gain scores across school years, increasing from 1.95 (Year 2) to 4.22 (Year 3), and finally continuing at 5 (Year 2) ($P < 0.001$). The trend suggests that the LRCP program has become more effective over time, with successive cohorts of struggling readers benefiting from the intervention to a greater extent than previous cohorts.

Table 7 Kruskal-Wallis Test

H-statistic	df	p-value	Decision
19.9836	2	0.000046	Reject H_0

Note. H = Kruskal-Wallis statistic. df = degrees of freedom. p-value is two-tailed. $p < .05$ indicates statistical significance.

Table 7 presents the results of the Kruskal-Wallis test conducted to determine whether statistically significant differences exist in the gain scores of struggling readers across the three school years of LRCP implementation.

The test yielded an H-statistic of 19.9836 with 2 degrees of freedom and a p-value of 0.000046, which is substantially below the 0.05 level of significance. Consequently, the null hypothesis, that there is no significant difference in gain scores across the three school years, is rejected. This result confirms that the differences in reading proficiency gains observed among the 2022–2023, 2023–2024, and 2024–2025 cohorts are statistically significant and are unlikely to be attributable to chance.

The significant H-statistics indicate that at least one school-year cohort differs meaningfully from the others in reading gain scores, providing strong statistical evidence that the LRCP program's effectiveness varied across the three years of implementation. These findings warrant further pairwise comparisons through post hoc analysis to identify which cohorts differ significantly.

Table 8 Dunn's Post-hoc Test (Bonferroni-corrected)

Comparison	z	Adj. p-value	Interpretation
2022-2023 vs 2023-2024	-3.8600	0.0003	Significant
2022-2023 vs 2024-2025	-3.8827	0.0003	Significant
2023-2024 vs 2024-2025	-0.0228	1.0000	Not significant

Note. p-values are Bonferroni-corrected. *** $p < .001$. ** $p < .01$. * $p < .05$.

Table 8 presents the results of Dunn's post hoc test with Bonferroni correction, conducted to identify which specific pairs of school-year cohorts differed significantly in reading proficiency gain scores following the Kruskal-Wallis test.

The comparison between the 2022–2023 and 2023–2024 cohorts yielded a z-statistic of -3.8600 and a Bonferroni-corrected p-value of 0.0003, indicating statistical significance at the $p < .001$ level. This indicates that the gain scores of the 2023–2024 cohort were significantly higher than those of the 2022–2023 cohort, suggesting a marked improvement in program effectiveness from Year 1 to Year 2 of implementation.

Similarly, the comparison between the 2022–2023 and 2024–2025 cohorts produced a z-statistic of -3.8827 and an adjusted p-value of 0.0003 , also significant at the $p < .001$ level. This confirms that the 2024–2025 cohort likewise achieved significantly greater reading gains than the 2022–2023 cohort, further reinforcing that the first year of implementation yielded considerably lower gains than subsequent years. In contrast, the comparison between the 2023–2024 and 2024–2025 cohorts yielded a z-statistic of -0.0228 and an adjusted p-value of 1.0000 , indicating non-significance. This result indicates that there was no statistically significant difference in gain scores between Year 2 and Year 3, suggesting that the program's effectiveness stabilized and remained consistently strong across these two cohorts, despite the slight increase in mean gain scores observed in Year 1.

The post-hoc results show that the 2022–2023 cohort, representing the first year of LRCP implementation, achieved significantly lower reading proficiency gains than the subsequent cohorts, while Years 2 and 3 demonstrated comparable and sustained improvement. These findings suggest that the LRCP program achieved greater consistency and higher effectiveness beginning in its second year of implementation, and that this level of effectiveness was sustained into the third year.

Perception of the Teachers on the Effectiveness of the School LRCP Program

This section presents the teachers' perceptions of the LRCP program's effectiveness, as measured through a structured questionnaire. The table summarizes the mean ratings, standard deviations, and corresponding interpretations for each indicator, reflecting the level of agreement among teachers regarding the program's contribution to reading instruction, learner support, and classroom practice.

Table 9 below presents the teachers' perceptions of the LRCP program's effectiveness ($N = 40$), yielding an overall mean of 3.67 , interpreted as Strongly Agree. This indicates that teachers generally hold a strongly favorable view of the program's effectiveness across its various dimensions.

Table 9 Perception of the Teachers on the Effectiveness of the LRCP Program

Statement	Mean ($\bar{x}$) (N=40)	SD	Interpretation	Rank
LRCP's structure framework made it easy to adapt lessons for struggling learners.	4	0.54	Strongly Agree	7
Collaboration with teachers and specialists enhanced program effectiveness.	4	0.55	Strongly Agree	8
Seeing struggling readers gain confidence keeps me motivated to push further.	4	0.50	Strongly Agree	3
LRCP resources streamlined lesson planning and tracking progress.	4	0.51	Strongly Agree	5
Flexibility in implementation allowed me to adapt to students' needs.	4	0.55	Strongly Agree	9
Parents' involvement plays a vital role in the program's success.	4	0.51	Strongly Agree	6
LRCP's reward system has made students eager to participate and show progress.	4	0.48	Strongly Agree	2
The program focuses on growth over perfection, which has boosted students' confidence.	4	0.50	Strongly Agree	4

LRCP requires consistent monitoring, which can be tough with large classes.	4	0.47	Strongly Agree	1
Involving parents more in LRCP could reinforce learning at home.	4	0.65	Strongly Agree	10
OVERALL MEAN	4		Strongly Agree	

Note. Responses were measured using a 4-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).

Most indicators obtained a mean of 4.00, interpreted as Strongly Agree, reflecting firm endorsement of the program's contribution to instructional practice and student support. Ranking first among all items, teachers most consistently agreed that some students need more support, particularly in reading and understanding text ($M = 4.00$, $SD = 0.38$), with its lowest standard deviation indicating the highest degree of consensus across respondents. Ranking second, teachers strongly agreed that LRCP enables them to tailor reading interventions to meet struggling students' needs and boost confidence ($M = 4.00$, $SD = 0.44$), followed by addressing diverse learning needs, including varying reading levels and learning disabilities, ranking third ($M = 4.00$, $SD = 0.46$). Ranking fourth and fifth, respectively, teachers affirmed that some students require more intensive support than the program currently offers and that collaboration with program implementers has improved their strategies for struggling readers ($M = 4.00$, $SD = 0.47$ for both). The program's structured approach to facilitating progress monitoring ranked sixth ($M = 4.00$, $SD = 0.48$), while the effectiveness of progress-tracking tools in adjusting teaching strategies ranked seventh ($M = 4.00$, $SD = 0.50$). Ranking eighth, teachers strongly agreed that LRCP has been instrumental in identifying specific reading gaps and addressing them promptly ($M = 4.00$, $SD = 0.63$), with its comparatively higher standard deviation suggesting slightly more variability in responses within this group.

Meanwhile, four items had a mean of 3.00, indicating agreement. Ranking ninth, teachers agreed that growth in reading fluency has been observed ($M = 3.00$, $SD = 0.50$), followed by increased student engagement during LRCP sessions compared to regular classes, ranking tenth ($M = 3.00$, $SD = 0.72$), and greater willingness of struggling readers to take risks in reading, ranking eleventh ($M = 3.00$, $SD = 0.74$). Ranking last at twelfth, the continued challenge of comprehension for some students obtained the highest standard deviation in the entire table ($M = 3.00$, $SD = 0.93$), reflecting the widest variability in teacher responses and suggesting that comprehension outcomes differ considerably across classrooms and student groups.

In general, the results indicate that teachers perceive the LRCP program positively, with a grand mean of 3.67 (Strongly Agree), supporting instructional alignment, differentiated reading intervention, and progress monitoring. Nonetheless, the findings also underscore the need for greater attention to comprehension development and more intensive, personalized support.

Table 10 below presents the experiences of LRCP implementers in delivering the program ($N = 40$), yielding an overall mean of 4.00, interpreted as Strongly Agree. This perfect composite score reflects unanimous and unequivocal affirmation of the program across all measured implementation dimensions. Since all 10 items had a mean score of 4.00, the items are ranked by standard deviation from lowest to highest, with lower standard deviation indicating greater consensus among respondents.

Table 10: Experiences by the LRCP Implementers in the Delivery of the Program

Statement	Mean ($\bar{x}$) (N=40)	SD	Interpretation	Rank
LRCP's structure framework made it easy to adapt lessons for struggling learners.	4	0.54	Strongly Agree	7
Collaboration with teachers and specialists enhanced	4	0.55	Strongly Agree	8

program effectiveness.				
Seeing struggling readers gain confidence keeps me motivated to push further.	4	0.50	Strongly Agree	3
LRCP resources streamlined lesson planning and tracking progress.	4	0.51	Strongly Agree	5
Flexibility in implementation allowed me to adapt to students' needs.	4	0.55	Strongly Agree	9
Parents involvement plays a vital role in the success of the program.	4	0.51	Strongly Agree	6
LRCP's reward system has made students eager to participate and show progress.	4	0.48	Strongly Agree	2
The program focuses on growth over perfection, which has boosted students' confidence.	4	0.50	Strongly Agree	4
LRCP requires consistent monitoring, which can be tough with large classes.	4	0.47	Strongly Agree	1
Involving parents more in LRCP could reinforce learning at home.	4	0.65	Strongly Agree	10
OVERALL MEAN	4		Strongly Agree	

Note. Responses were measured using a 4-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).

Ranking first with the highest consensus, implementers most unanimously agreed that the program demands consistent monitoring, which can pose challenges in large-class settings ($M = 4.00$, $SD = 0.47$), reflecting near-uniform recognition of this operational demand across all respondents. Ranking second, the program's reward system was affirmed to increase student eagerness and active participation ($M = 4.00$, $SD = 0.48$), followed by two items sharing the third rank — witnessing struggling readers gain confidence sustains implementer motivation ($M = 4.00$, $SD = 0.50$), and the program's emphasis on growth over perfection meaningfully boosts student confidence ($M = 4.00$, $SD = 0.50$). Ranking fifth and sixth, respectively, implementers strongly agreed that LRCP resources effectively streamlined lesson planning and progress tracking ($M = 4.00$, $SD = 0.51$) and that parental involvement plays a vital role in the program's overall success ($M = 4.00$, $SD = 0.51$). The program's structured framework for adapting lessons to struggling learners ranked seventh ($M = 4.00$, $SD = 0.54$), while collaboration with teachers and specialists in enhancing program effectiveness and flexibility in making real-time instructional adjustments based on student needs shared the eighth and ninth ranks, respectively ($M = 4.00$, $SD = 0.55$ for both). Ranking tenth and recording the highest standard deviation in the table, implementers affirmed that deepening parental involvement could further reinforce reading development at home ($M = 4.00$, $SD = 0.65$), with the wider spread of responses suggesting that implementers vary in their assessment of the current adequacy of parental engagement across different school contexts.

In General, with a grand mean of 4.00 (Strongly Agree), the findings firmly establish that LRCP implementers regard the program as structured, collaborative, flexible, and motivationally effective for both students and implementers. The ranking further reveals that the most unanimously recognized experience centers on the monitoring demands of large class implementation, while the greatest variability in perception surrounds the role of parental engagement at home, both of which represent critical areas meriting continued programmatic attention and institutional support.

Table 11 Challenges encountered by the LRCP implementers in the delivery of the program

Statement	Mean ($\bar{x}$) (N=40)	SD	Interpretation	Rank
LRCP resources and tools effectively support diverse learning needs.	4	0.64	Strongly Agree	10
Managing large groups sometimes limits one-on-one support for struggling students.	4	0.49	Strongly Agree	7
Teachers need more training to maximize LRCP's impact to boost effectiveness.	4	0.49	Strongly Agree	8
Ensuring consistent parent engagement remains a challenge.	4	0.45	Strongly Agree	5
Tracking students' progress with frequent absences is tough.	4	0.40	Strongly Agree	4
Balancing LRCP with other school curriculum demands is a challenge.	4	0.22	Strongly Agree	1
Sufficient support or resources would help improve LRCP delivery.	4	0.34	Strongly Agree	2
Some students need more support than the program's structure allows.	4	0.47	Strongly Agree	6
Teaching glitches with LRCP tools occasionally disrupt lessons.	4	0.54	Strongly Agree	9
Some parents need more guidance on how to help their kids with LRCP activities.	4	0.36	Strongly Agree	3
OVERALL MEAN	4		Strongly Agree	

Note. Responses were measured using a 4-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).

Table 11 presents the challenges encountered by LRCP implementers in delivering the program (N = 40), yielding an overall mean of 4.00, interpreted as Strongly Agree. Ranking first in terms of consensus across the entire table, balancing LRCP implementation alongside other curricular demands was identified as the most universally recognized challenge (M = 4.00, SD = 0.22), with its remarkably low standard deviation signaling near-perfect agreement across all implementation sites. Ranking second, implementers strongly agreed that additional support and resources would significantly improve program delivery (M = 4.00, SD = 0.34), followed by the affirmation that some parents need more guidance to effectively support LRCP-related activities at home, ranking third (M = 4.00, SD = 0.36). Tracking the progress of students with frequent absences was identified as a difficult undertaking, ranking fourth (M = 4.00, SD = 0.40), while maintaining consistent parental engagement was recognized as a persistent challenge, ranking fifth (M = 4.00, SD = 0.45). Ranking sixth, implementers strongly agreed that some students require assistance beyond what the program's current structure allows (M = 4.00, SD = 0.47). Managing large groups as a constraint on individualized support and the need for additional teacher training to maximize the program's instructional impact ranked seventh and eighth, respectively (M = 4.00, SD = 0.49 for both), with their identical standard deviations reflecting equally strong and consistent recognition of these two concerns. Technical glitches with LRCP tools that occasionally disrupt lessons ranked ninth (M = 4.00, SD = 0.54), while the perception that LRCP resources and tools effectively support diverse learning needs ranked tenth with the highest standard deviation in the table (M = 4.00, SD = 0.64), suggesting that implementers vary most in their assessment of resource

adequacy across different school and classroom contexts.

The overall grand mean score of 4.00, interpreted as Strongly Agree, clearly shows that implementers strongly acknowledge the multiple challenges involved in delivering LRCPs. The ranking also shows curriculum overload as the most universally resonant concern, yet variability in perceived program resource adequacy represents the least consensus and highlights key priorities for institutional support, teacher development, and design adaptation that are critical to sustaining and enhancing long-term program effectiveness.

Experience and Challenges Encountered by the LRCP Implementers in Delivering the Program

This section presents the qualitative results on the experiences and challenges faced by Learning Recovery and Continuity Plan (LRCP) implementers during program implementation. Based on key informant interviews, the analysis presents teachers' experiences navigating instructional demands amid contextual barriers. It draws attention to both the engaging experiences that sustain teachers and staff in doing this work and to the barriers to effective implementation. The results yield a more in-depth perspective on the instructional, operational, and contextual factors influencing LRCP delivery, as well as highlighting the realities that implementers of these practices face in schools.

Table 12 below provides a structured summary of each theme, including its associated categories, initial codes, and illustrative participant quotations, offering a deeper interpretation of the contextual and instructional dimensions shaping the delivery of the LRCP.

The six major themes describing the experiences and challenges encountered by LRCP implementers are derived through the thematic analysis of the semi-structured interview.

Table 12: Themes Generated from the Key Informant Interview on the Experiences and Challenges of LRCP Implementers

Theme	Categories	Initial Codes	Exemplar Quote
1. Instructional Commitment and Professional Fulfillment	Teacher dedication; student improvement; intrinsic motivation	Professional responsibility; emotional investment; fulfillment	"When you see their faces trying to learn... you will be motivated to continue."
2. Effectiveness of Individualized Reading Strategies	One-on-one reading; guided reading; phonics progression; peer-assisted learning	Differentiated instruction, repeated reading; scaffolding	"Mano-mano talaga para matutukan."
3. Workload Burden and Time Constraints	Additional teaching load; limited remediation time; scheduling conflict	45 minutes insufficient; least priority; paperwork overload	"It is an additional burden... we already have full load."
4. Insufficient Training and Instructional Resources	Limited practical training; softcopy-only materials; internet and facility gaps	Lack of hardcopy; reproduction cost; inadequate facilities	"Training should not be theoretical... teachers must know how to handle non-readers."
5. Student Motivation and Attendance Challenges	Low confidence; stigma; absenteeism; socio-economic barriers	Embarrassment; hunger; financial hardship; disengagement	"Some students are afraid and embarrassed to attend."
6. Limited and Inconsistent Parental Support	Poor meeting attendance; lack of follow-up at home; economic constraints	Busy parents; weak communication; limited supervision	"Only few parents attended the meeting."

The qualitative themes align strongly with the quantitative results. Quantitative data showed unanimous Strongly Agree ratings regarding structured framework, collaboration, and motivation. This supports Theme 1 (Instructional Commitment) and Theme 2 (Effective Strategies).

High agreement on challenges related to monitoring, large class sizes, and the need for additional support also corroborates Theme 3 (Workload Burden) and Theme 4 (Resource Constraints), while Strong agreement on the need for greater parental involvement aligns with Theme 6 (Parental Support Challenges). Reported difficulties in motivating students in the interviews likewise validate survey findings indicating attendance and engagement challenges.

Using thematic analysis, prominent themes were extracted that represent both the positive aspects of implementation and the ongoing obstacles teachers face in implementing remediation efforts. These results provide a detailed understanding of LRCP implementation from the perspective of implementers, which can inform efforts to enhance program support and delivery.

The table summarizes the emerging themes, together with representative participant statements, providing a collective perspective on instructional practices, implementation constraints, learner-related issues, and contextual factors that influence the delivery of the LRCP.

Thematic Analysis of the Focus Group Discussion (FGD) revealed seven major themes describing shared experiences and challenges in implementing the LRCP. The FGD findings are consistent with both the survey results (Tables 9–11) and key informant interview themes (Table 12). The identified need for training and resources aligns with the quantitative findings, in which all items related to training needs and resource support received a $M = 4.00$ (Strongly Agree).

Similarly, the themes of workload burden and role strain support the survey results, indicating strong agreement on challenges related to monitoring, large class sizes, and balancing curriculum demands ($M = 4.00$).

Table 13: Themes Generated from the Focused Group Discussion on the Experiences and Challenges of LRCP Implementers

Theme	Categories	Representative Statements
1. Need for Specialized and Practical Training	Reading pedagogy; expert guidance; lack of orientation	“Strategies kung pano magtukdo.” / “We need a resource speaker who really knows how to teach struggling readers.”
2. Effective Use of Motivation and Reward Systems	Tutorials; praise; incentives; level-based instruction	“Reward system is effective.” / “Plus points and praise boost their confidence.”
3. Increased Workload and Role Strain Across Subject Areas	Additional preparation; extended time; non-English teachers’ difficulty	“Another burden.” / “Masakit magtukdo lalo na darakula na.”
4. Limited Administrative and Material Support	Insufficient supplies; softcopy-only materials; inadequate facilities	“Softcopy sana.” / “Kita pa preprint tapos kulang ang bondpaper.”
5. Student Motivation, Attendance, and Socio-Economic Barriers	Absences; embarrassment; hunger; poverty	“Nasusupog ang iba.” / “Poverty ang problema.”

6. Weak and Inconsistent Parental Involvement	Low meeting attendance; economic pressures; guardian absence	“Majority kan magurang mayo ning time.”
7. Emotional Strain and Teacher Fulfillment	Stress; pity; passion; fulfillment	“Nakaka-stress.” / “Yaon na ang fulfillment pag nakakanood na magbasa.”

The emphasis on motivation strategies and observed student engagement aligns with earlier findings, which showed that engagement and confidence were rated slightly lower ($M = 3.00$, Agree), suggesting that while strategies are effective, challenges remain. Furthermore, issues related to parental involvement and socio-economic barriers reinforce both interview and survey findings, particularly those highlighting inconsistent parental support and the need for stronger home–school collaboration ($M = 4.00$). Finally, teachers' emotions evidence earlier themes of instructional commitment and professional fulfillment, showing that, even amid operational challenges, implementers remain highly committed to the LRCP program's success.

DISCUSSION

This chapter presents the analysis and interpretation of data collected from students and teachers at San Ramon Pilot National High School in Lagonoy South District. The discussion of the data presented in this chapter is arranged according to the specific problem statement.

Reading proficiency is a fundamental skill that influences learners' overall academic performance. In this study, the effectiveness of the LRCP program was evaluated by examining changes in learners' reading performance across cohorts through pre- and post-test assessments.

The results indicate that most learners across all cohorts were classified as frustrated readers, suggesting generally low reading proficiency levels prior to the intervention. Thus, Maceda, W. M. (2024), emphasized that the poor performance was attributed to the decrease in the Mean Percentage Scores (MPS) in English and Filipino, most especially in reading skills, and in the absence of critical thinkers, as reflected in the Philippine Informal Reading Inventory (PHIL-IRI) test result. Similarly, the 2021 National Assessment of Educational Progress (NAEP) Reading Report Card shows that 69% of 4th graders in this country do not read proficiently, and 36% cannot even read at a basic level. This implied that most grade 10 students had lower reading proficiency before the implementation of the school LRCP program and were categorized as frustrated readers based on the pre-test results across the three cohorts.

These results can be conceptualized through a few of Edward Thorndike's laws, particularly the Laws of Exercise and Effect, which suggest that practice strengthens learning when followed by reinforcements (Thorndike, 1932). This explains why, in this study, for example, most readers were at a frustration level (those students with very little exposure to reading activities). This highlights the need for ongoing, structured reading interventions. In addition, the findings converge with Lev Vygotsky's Sociocultural Theory (1978) of learning and development in the context of education-guided instruction practices that support learners' accomplishment at high levels with feedback within well-scaffolded Zones of Proximal Development [ZPD]. When so many learners are classified in the frustration range, it is apparent that teacher support and collaborative learning through differentiated instruction will be necessary to fill these gaps.

With that backdrop, the results found that the LRCP program was administered to students who were already reading below expected levels. Therefore, reading intervention programs need to be intensive and systematic in nature—and not just a short-term fix—as most students with significant literacy gaps will need sustained support over time. Thus, schools need to focus on identifying children early, monitoring their progress regularly, and ensuring they receive instruction catered towards them.

Additionally, the number of frustrated readers signals that more must be done to systematically bolster reading instruction through initiatives such as improved teacher training and delivery models, and accessible, leveled texts for all students, while ensuring they receive appropriate content knowledge via comprehension-based

strategies integrated across curricular areas. Unfortunately, without institutional support to embed change into the curriculum and a resilient reinforcement cycle of learning, practitioners who provide interventions may continue to have difficulty. The Increasing median scores and proportion of learners classified as independent readers were observed across cohorts in the post-test.

The post-test results indicate significant gains in reading ability among the cohorts compared to their responses pre-testing. Prior to the intervention, learners across all cohorts were primarily identified as being frustrated readers (mean scores between 8.00 and 10.00). Looking at the Post-LRCP implementation, however, mean scores are shown to range from 11.00 to 14.00, and the proportion of independent readers increased significantly across cohorts. The result will provide evidence that LRCP improves learners' reading levels. Additionally, the broadly similar standard deviations across cohorts reflect that improvements were found amongst learners rather than just some individuals.

This finding is supported by Casingal, C.P. (2022), who highlighted that the student's behavior during the pretest contrasts with their behavior throughout the selection reading. The post-test results and students' improved reading habits demonstrate the extent of their reading improvement. Better readers are exempt from Phil-IRI exercises, but regular classroom reading instruction is expected to improve their reading abilities. Thus, despite most students' progress in their studies, some require more intensive support. (Magno et al., 2023).

The findings further implied the importance of early identification of learners' reading levels through standardized tools such as the Philippine Informal Reading Inventory (Phil-IRI). Such assessment enables the development of appropriate, data-driven intervention plans tailored to learners' specific needs. However, while overall improvement was observed, some still require more intensive and sustained support. This suggests that reading intervention should not be limited to a single implementation cycle. Instead, it must be continuously reinforced through regular classroom-based instruction, comprehension-focused activities, and the integration of literacy skills across subject areas to ensure lasting progress.

The results provide strong statistical evidence of a significant change in the reading proficiency of struggling readers across multiple pre-test and post-test measurements following LRCP implementation. The progressive increase in mean gain scores across the three school years indicates that the intervention consistently improved learners' reading performance. Although Year 1 showed only modest gains, subsequent cohorts demonstrated substantially greater improvements, suggesting that the program's effectiveness strengthened in later implementations.

This trend was confirmed by the Kruskal–Wallis test, which showed a statistically significant difference in gain scores across cohorts ($H = 19.98, p < .001$), indicating that the improvements were not due to chance. Post hoc analysis further revealed that the 2022–2023 cohort had significantly lower gains than both the 2023–2024 and 2024–2025 cohorts, whereas no significant difference was observed between the latter two.

From a theoretical perspective, these findings can be explained by Edward Thorndike's learning principles. His Law of Exercise suggests that the higher gains observed in Groups 2 and 3 may have resulted from more effective reinforcement, greater exposure to reading tasks, or more consistent implementation of the intervention. In contrast, the relatively lower gains in Group 1 may indicate insufficient practice opportunities or less optimal learning conditions, which limited the strengthening of reading skills. Similarly, the findings complement Lev Vygotsky's Sociocultural Theory, specifically enriching the concepts of the ZPD (Zone of Proximal Development). Not all learners will be able to progress with a heavy level of scaffolding, indicated by variation in gains. Cohorts that did better received more effective guidance from teachers, mentoring, and improved teaching support, which helped them overcome the gap between their current and potential reading ability. Learners in this category may not necessarily mean learners made fewer gains; it could simply mean they received either insufficient or poorly targeted scaffolding, meaning these individuals were unable to capitalize on the full benefits of the intervention.

Importantly, although these results supported the efficacy of this intervention, perhaps most importantly, it suggests that as long as ongoing assessment data is used to inform differentiated instruction and supports its

sustained use, struggling readers can "bridge" from reading levels in need of support and assistance up through instructional homogeneous groups (and into) independent reading readiness.

Overall, the results confirm that the LRCP improves reading among low readers. But even more interestingly, this points to the importance of implementation maturity: sustained program execution appears to lead over time to improved student learning outcomes in later cohorts.

The results show that teachers and LRCP implementers are generally very positive about the program's effectiveness. The analyses revealed that the teachers reported increased skills and strategies in planning individual interventions, addressing diverse learners' needs, and reviewing existing instructional practices through team collaboration with others accountable for student performance (Children et al., 2022). They also acknowledged that the program helped track students' progress and identify what they were missing. The results are consistent with Pereyra's (2025) findings that structured reading interventions meaningfully enhance learners' reading performance and help teachers provide appropriate instruction, classroom-based best practices, and strategies to improve literacy achievement.

To be sure, teachers were less unanimous about reading fluency, comprehension, and student engagement, which suggests all these aspects still need work. This aligns with the evidence of Rosanes et al. (2019), who found that reading interventions improve basic reading skills, but comprehension remains a persistent difficulty among learners, requiring more targeted instruction.

By contrast, LRCP implementers provided uniformly positive feedback highlighting the program's structure and flexibility in implementation, paired with a collaborative approach. They reported increased student motivation, confidence, and participation. These findings were similar to those of Gagno (2022), which suggest that reading intervention programs improve not only decoding and comprehension skills but also positively affect students' reading attitudes and engagement in learning.

Even though there was a positive perception of these items, recurring challenges persisted. These include challenges such as large class sizes, competing demands from other areas of the curriculum, multiple levels of learners with intermittent attendance, varying availability of support resources, and parental engagement. The review of these challenges is informed by the literature on Pelagio (2025), which indicates that reading programs tend to be constrained in their effectiveness by a lack of local resources or teacher training and by inconsistent implementation conditions.

Teacher E claimed during the interview, when asked about the LRCP materials available, "Mga softcopy sana бага, dapat po kuta hardcopy, and saka dapat naka-individualize. Halimbawa, ini ngaya ini ngaya para sa mga non-readers, ini naman para sa mga struggling readers, tapos ini naman ngaya para sa mga comprehension activities sa mga aki na kaipuhan na i-improve." (.. [The provided materials] are only in softcopy format. It should be an individualized hardcopy material. For instance, reading materials that suit struggling readers and those learners who need improvement in comprehension.) Teacher A added: "I think, training for the teachers, but not simply a training that is more on a theoretical approach, it should be an actual training that could help the teachers learn how to handle struggling readers. How to teach them how to read or how to teach them the right way, handling non-readers."

Like Tolentino's (2024) study, this work identified many opportunities with BE-LCP, especially in providing flexible learning options and increasing collaboration among multiple stakeholders; however, it also posed challenges. But it implements the BE-LCP in a limited set of circumstances. The BE-LCP also has a price tag — many of its objectives will require much more money and new funding streams for DepEd and schools.

The theoretical lenses also help explain the challenges raised in the study. In his model, time, resources, and workload constrain the number of instances in which an activity can be repeated or reinforced, thereby weakening important associations necessary for learning to read. In addition, large class sizes, poorly trained teachers, and minimal parent involvement make it harder to properly scaffold students' learning. As a result, a small context for meaningful social interaction reduces the opportunities poor kids have to progress through their ZPD, which are essential facilitators in Vygotsky's framework

This indicates that the underlying mechanisms of LRCP are both reinforcement-based practice (Thorndike) and socially mediated learning through social processes such as peer review, negotiation, and collective reflection on practice. It is therefore essential to strengthen both structured repetition and scaffolded, interactive instruction to address persistent challenges in reading fluency, comprehension, and learner engagement.

In all, the results indicate that whereas the LRCP program is largely seen to improve reading ability and teaching practice, its success depends on overcoming certain contextual constraints. This emphasizes the necessity of ensuring ongoing delivery, adequate resources, and fine-tuning the program constantly to have as strong an impact as possible.

Thematic analysis of the semi-structured interviews and focus group discussion (FGD) yielded six major themes that describe the experiences and challenges encountered by LRCP implementers.

The qualitative themes align strongly with the quantitative results. Quantitative data showed unanimous Strongly Agree ratings regarding structured framework, collaboration, and motivation. This supports Theme 1 (Instructional Commitment) and Theme 2 (Effective Strategies). High agreement on challenges related to monitoring, large class sizes, and the need for additional support also corroborates Theme 3 (Workload Burden) and Theme 4 (Resource Constraints), while Strong agreement on the need for greater parental involvement aligns with Theme 6 (Parental Support Challenges). Reported difficulties motivating students in the interviews likewise validate survey findings, indicating attendance and engagement challenges.

The findings indicated that LRCP implementation is characterized by high instructional commitment but constrained by structural and systemic limitations.

The most significant finding is the high degree of both instructional commitment and professional fulfillment among teachers. Yet, as teachers work to support readers who are struggling. Recent work on the sustainability of reading intervention programs suggests that teachers often implement these functions out of individual motivation, persevering in their use despite limited institutional support (Allington et al., 2017). The authors of a 2025 meta-synthesis on reading intervention classes admit that the teachers who teach in associated practice are greatly influenced and shaped by external decisions and constraints, yet their dedication is at the heart of successful program delivery (Frankel, K. et al., 2025).

Teacher A stated during the interview when asked about What motivates her to continue implementing the program despite the challenges, “You were motivated when you see the faces of these struggling readers, some are really trying to do their best to learn, as a teacher you will be motivated to do your best even though, its burden to your schedule still, you will proceed, you will continue even you are tired, hungry, and upset. Once you see the faces of these children, you will be motivated to teach them well.” This confirms that teacher dedication is a critical success factor in literacy programs like LRCP.

The teachers reported that tutorial approaches, reward systems, praise, plus points, and recognition significantly improved learner engagement. Teacher D from the ESP department confirmed this claim during the FGD session: “Rewards and recognition, Reward System, and effective. siring kan tiggigibo ta pag gusto ta mag motivate ning mga aki, nagtatao kita sa sainda ning something to boost their confidence.” (Reward and recognition, or the reward system, is effective. Just like what we are doing when we want to motivate our students, we give them something that could boost their confidence.) Level-based instruction tailored to students’ abilities was described as effective. Participants highlighted that confidence-building strategies increase participation and reduce fear of reading aloud.

The study also highlights the effectiveness of individualized reading strategies, particularly one-on-one instruction. This is consistent with recent findings that targeted interventions significantly improve reading outcomes when tailored to learners’ needs.

Teacher B emphasized: “Ay ini Ma’am mas magayon kaini yung one-on-one kasi if gusto mo talaga ma improve ang reading skills kan aki ... mano-mano talaga para matutokan kan teacher.” (The appropriate

strategy is the individual reading activity. If you really want to see an improvement from the learners, you should have the one-on-one reading activity guided by the teacher). Teachers demonstrated strong pedagogical competence through individualized strategies consistent with the reading intervention literature, emphasizing guided instruction and scaffolded learning (Vygotskian frameworks; explicit phonics instruction models).

When combined, the two theories articulate a theory of LRCP implementation. Thorndike's theory accounts for the initial development of reading skills through the processes of repetition and reinforcement, while Vygotsky's theory shows how guided instruction and social interaction solidify understanding to support skill development. Results indicate that LRCP is more effective when both strategies are used in practice with feedback and practice scaffolded by later support from a teacher or peers. Also, both theories point to deficiencies in opportunities for reinforcement and in scaffolding, in part due to resource and structural constraints that preclude optimal learning.

That is also backed up by the research of Parra, Velasco et al. (2023), which indicates that many junior high school students have difficulty reading English texts. Often, they require a teacher to read the text verbatim or sentence by sentence. Accordingly, the challenged readers were students who scored below a proficiency cut point on the assessment. They required help and intervention to enhance their reading skills, as they were having trouble developing them at a level commensurate with their age and grade in school.

But these best practices have increased the workload, and time constraints have been the first major challenge. Recent studies worldwide and in local contexts show that teachers who are responsible for implementing interventions for struggling readers tend to experience role strain due to the added responsibilities. Prior research indicates that excessive job demands hinder teachers' ability to deliver quality instruction and may lead to work stress or burnout (Alcayde & Basilan, 2021). Compounding this, intervention programs that receive recognition reproduce the issues teachers face during implementation beyond individual behavior (Frankel et al., 2025).

This is supported by teacher E, C, and B, who explained during the interview when asked about whether the LRCP affects their regular teaching load, "It really affects us because this is an additional burden to us, teachers. This was an additional task for us since we already had six (6) teaching loads plus the paperwork, yet we still needed to conduct the remediation classes. Teacher B exclaimed: "Hmmm. Instead, kaya na macheck na ako kan mga research paper kan mga aki para sa subject ko dae ta yung 45 mins na ka-allot ko para sa remediation class." (Instead of checking the output of my Practical Research class, I can no longer do that because I need to render my 45 minutes for the remediation class.) Additionally, teacher A explicated: "Sad to say, LRCP activities are my least priority. [You know], I prioritized my lesson for the day, my activities to be prepared for my class, and in the afternoon, if everything is okay, everything is done, that is the only time for my LRCP."

This is supported during the interview as Teacher E emphasized: "I think, training for the teachers, but not simply a training that is more on a theoretical approach, it should be an actual training that could help the teachers learn how to handle struggling readers. How to teach them how to read or how to teach them the right way, handling non-readers." While softcopy materials were available, limited hardcopy provision, inadequate facilities, weak internet connectivity, and reproduction costs constrained implementation. Another, Teacher C and F stated: "The DepEd gives us all the learning materials, but it is just a soft copy; what we need is a hard copy since we only have a limited budget for the reproduction of materials." Jackaria (2022) further noted that teachers face significant instructional challenges due to the growing number of non-readers and learners who lack cognitive and social readiness for reading. This underscores the need to implement comprehensive, systematic reading intervention programs to address these learning gaps. In addition, Navarra (2023) noted that teachers use various instructional materials, such as printed reading materials, activity sheets, modules, and summative assessments, to enhance learners' reading proficiency.

The implication of this study concerns an instructional resource. Teachers' preference for easy-to-access, usable hardcopy materials suggests that accessibility/usability-related characteristics that improve implementation are important.

The Thematic analysis of the Focus Group Discussion (FGD) identified seven core themes that capture common LRCP implementer experiences and challenges. These results offer insight into the realities of program implementation, with strong support from quantitative results and literature.

The FGD findings strongly corroborated both the individual interview data and quantitative results. The strong agreement in survey data regarding workload challenges aligns with FGD Theme 3. The reported need for additional training in the survey also corresponds with FGD Theme 1. The quantitative affirmation of parental involvement challenges also aligns with FGD Theme 6. The high agreement on motivational aspects of the program likewise corresponds with FGD Theme 2. And the strong agreement on monitoring and implementation constraints aligns with Themes 4 and 5.

Specialized and practical training is one of the more prominent themes. Rather than relying solely on theory, teachers stressed the importance of learning specific methods to help struggling readers. The qualitative findings only reiterate the urgent need to close the teacher preparation gap, evidenced by strong agreement ($M = 4.00$) in quantitative results. Non-English subject teachers reported feeling thoroughly unprepared. More details. They called for workshops and demonstrations by experts in effective instruction. The group emphasized that remediation in reading requires specialized pedagogical tools not available to general subject-area teachers.

This was highlighted during the FGD. Teacher A from the Filipino department explicated: “maybe a resource speaker na talagang may aram kung pano ang tamang pagpabasa sa mga struggling readers, para maeducate man kita kung pano magtukdo.” (Maybe a resource speaker or an expert in reading that could help and educate the teachers on how to handle the struggling reader.) Parallel to this, Teacher B, from the science department, accounted: “Dapat magkaigwa kitang training kan mga teaching strategies and innovation and other things na pwede makatabang sa pagpabasa sa mga aki.” (Teachers must undergo training about teaching strategies and innovation to equip teachers on how to handle struggling readers.) This finding is supported by the study of Abbas et al. (2020), which emphasized that teachers play a crucial role in all aspects of instruction by serving as role models, establishing learning structures, and facilitating students’ development.

Teachers pointed out that training should be far from merely theoretical, drawing upon strategies to employ working adults as struggling readers or non-readers. Consequently, these results made a case for strong pedagogical awareness and instructional flexibility of implementers.

This study suggested that more administrative support is needed to implement the LRCP program, including ongoing monitoring and sufficient access to relevant reading and instructional materials for teachers. They must train our teachers to best support struggling readers. Additionally, parental involvement challenges suggest a need for greater outreach by the PTC, which can be improved through clearer communication.

The theme of limited administrative and material support equally speaks to systemic issues influencing the provision of programs. They had insufficient supplies, not enough printed materials, and facilities. This is consistent with UNESCO (2023), which highlights that literacy programs need resources and institutional support. Such support is unlikely to reach teachers until they are committed, and this commitment may come too late for effective instructional strategies.

Most of the teachers answered “Average po” during the FGD when asked about their school administration's support during LRCP implementation. An ESP teacher exclaimed, “Igwa man бага pa coupon band pero not to the extent.” (Yes, there is, but only bond paper). The science teacher also added, “kita pa maprint tapos kulang minsan ang bondpaper na provided tapos and printer and ink nagkukulang pa, pano na sana kita kaiyan maka-abante?” (Bond paper and ink are insufficient). MAPEH teachers exclaimed, “Encourage man бага pero sa financial Daeng gayo”. (Encouragement, but not in financial matters). Teacher E from the TLE department accounted: “Mga softcopy sana бага, dapat po kuta hardcopy, and saka dapat naka-individualize. Halimbawa, ini gaya ini gaya para sa mga non-readers, ini naman para sa mga struggling readers, tapos ini naman gaya para sa mga comprehension activities sa mga aki na kaipuhan na i-improve.” (.. [The provided materials]) are only in softcopy format. It should be an individualized hardcopy material. For instance, reading material for

non-readers, another set of reading materials for struggling readers, and separate reading materials for the learners who need improvement in comprehension.)

Findings provide evidence that support for the program is largely verbal in nature and explain emerging tensions between stated objectives and practical capacity to deliver on those promises. This is consistent with UNESCO (2023), which stated that the successful implementation of literacy programs depends on sufficient instructional materials, funding, and institutional support systems for efficient delivery. The more experienced and committed a teacher is, the greater effort they will put in without supervision or inspection being necessary. Both teachers and school administrators quickly fell back into bad habits without supervision.

Motivating students to attend school regularly despite socio-economic barriers is also a key issue in the study. Absenteeism, embarrassment, hunger, and poverty are major reasons learners avoid participating in the program.

Research suggests that emotional factors, such as fear of negative evaluation (FNE), embarrassment, and low self-efficacy, are partial contributors to L2 learner motivation. According to Brown et al. (2023), students who struggle with reading also avoid any learning activity related to it and continue falling further behind.

This is supported by the teachers' responses during the FGD. A MAPEH teacher, stated, “Dakol sinda distraction, the more na tig-motivate mo sinda magbasa, minsan dae man Sinda makakasunod ta nasusupog sinda, natatakot na baka maanggotan sinda kung sala ang basa ninda.” (They are distracted; the more you motivate them to learn how to read, the more they become anxious.) A TLE teacher added, “Lack of interest kan mga aki,” and a Filipino teacher exclaimed, “Minsan dae nakakanood ta kung gutom ang aki; minsan dakulang factor ang gutom ta mayo na iyan focus.” (At times, learners experience hunger, which affects their ability to focus and engage in learning.)

For example, Suwanaroa (2021) stated that in the context of reading perception problems among students, attitudes toward reading had a stronger influence on developing good and appropriate skills than their competence level regarding relating these influences as well conveyed low motivation to read for some student self-assessed because this directly influenced what they learn the basic techniques necessary with regard while learning function on improving comprehension through recreational or leisure advertisements by books. The same is true of socio-economic factors, such as poverty and unmet basic needs, which are also responsible for absenteeism and dropping out. Learners from disadvantaged backgrounds are even less likely to have access, so they will experience learning loss in the same way as educational processes. More information can be gained through literature published by organizations such as UNESCO (2023). Hence, there is a need for structured interventions to help build these skills so that learners will be able to move smoothly at all stages of literacy (including tertiary).

The FGD data corroborate that for LRCP implementers, the program feels instructionally meaningful but structurally constrained. Teachers show commitment and use motivation-driven, tailored teaching methods; however, they also face heavy workloads and a need for intensive training in special education/instructional materials/space constraints, prioritizing pupil attendance, and parental involvement/cultural factors amid poorly accelerating socio-economic conditions.

These results support the idea that implementing reading interventions is a complex, multifaceted process. Improved validity: the interpretation that triangulation provides the basis for the LRCP program suggests a note of strong methodological triangulation, since FGD themes matched individual interview responses and quantitative survey results. This adds credibility, reliability, and internal validity to the study.

This study suggested that implementing LRCP requires significant administrative support for monitoring and the provision of appropriately applicable reading instructional materials to teachers. Teachers need to be equipped with training on how to deal with struggling readers. In addition, community-based issues call for greater specificity in the identification of barriers to participation and Program needs.

The results, therefore, support the role of reinforcement vs. scaffolding in understanding the LRCP program. Like Thorndike, you learn to read through repeated attempts and learned success. It is systematic and occurs when learners receive appropriate guidance, support, and mediated instruction in encouraging social environments (consistent with Vygotsky). Thus, to improve implementation, it takes more than teachers' dedication — structured training and preparation; sufficient equipment and materials for the skill being taught; a workload that can be managed; and built-in supports so students can continue reinforcing their skills in lessons.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study's conclusions and recommendations. The findings from the study served as the basis for formulating recommendations.

This study employed a combination of cluster and purposive sampling to select participants, consistent with its embedded mixed-methods research design. For the quantitative strand, cluster sampling was used to identify the learner respondents. The population of Grade 10 learners was grouped by academic year (SY 2022–2023, SY 2023–2024, and SY 2024–2025), and clusters were selected based on their inclusion in the GST and Phil-IRI assessment results. From these clusters, forty (40) homogenous struggling readers were participants of the study each year. In contrast, purposive sampling was used in the qualitative strand to select teacher-implementers who were directly involved in implementing the Learning Recovery and Continuity Plan (LRCP). Specifically, forty (40) teachers served as survey respondents, six (6) were purposively selected for semi-structured interviews, and another six (6) who handled Grade 10 special reading classes were chosen for the Focus Group Discussion (FGD).

The results revealed a significant improvement in learners' reading proficiency after participation in the LRCP. The findings highlight the importance of structured interventions, continuous assessment, and consistent reading instruction in improving literacy skills. However, challenges such as teacher workload, limited training, insufficient materials, and low parental support were also identified.

The study concluded that before the implementation of the LRCP, most Grade 10 learners were classified as frustrated readers based on GST and Phil-IRI pre-test results. This indicated generally low levels of reading proficiency across oral reading, silent reading, and listening comprehension tasks. The post-test results demonstrated higher mean scores and a greater proportion of independent readers across all cohorts than in the pre-test findings. These improvements indicated that the LRCP effectively enhanced students' oral reading, silent reading, and listening comprehension skills.

Teachers demonstrated a strong commitment to supporting struggling readers and employed a range of strategies to enhance engagement and confidence. However, despite its strengths, the program faces significant structural and operational constraints. These included increased workload, insufficient specialized training, limited instructional materials, challenges with monitoring in large classes, inconsistent parental engagement, student absenteeism, and socio-economic barriers. The convergence of qualitative and quantitative findings confirms that these constraints are systemic rather than isolated concerns.

Thus, improvement in reading proficiency cannot rely solely on curriculum alignment or teacher effort; it necessitates institutional commitment, structured professional development, adequate resources, and collaborative stakeholder involvement. In essence, while the LRCP demonstrated promising instructional impact, its sustainability and effectiveness depend on strengthened administrative, structural, and community support systems. With strategic enhancements in these areas, the program can significantly improve learners' reading proficiency and overall academic development.

Statements focused on consensus-built conclusions that structured literacy approaches, systematic assessment as provided by the Phil-IRI tool, and persistent classroom reading instruction are important for improving students' odds of success when reading. The LRCP has had a positive influence, but learners need continued encouragement and regular reading instruction to sustain their reading growth.

Based on the findings and conclusions of the study, it is recommended that schools implement sustainable, structured reading interventions, such as Phonemic Awareness Training, Phonics Instruction, Fluency Development, Vocabulary Development, Reading Comprehension Strategies, Multisensory Instruction, Small-Group or One-on-One Instruction, and Remedial or Pull-Out Programs, with early identification and progress monitoring for struggling readers.

This research endorses the utility of LRCP as a focused emergent literary intervention intended to build phonological and orthographic knowledge. Similarly, studies emphasize that preparedness and appropriate teaching methods are closely tied to the teacher implementers (in this study) and the situations or challenges faced in classroom practice. Moreover, teachers must be provided with staples for practical reading instruction to be much better equipped, accompanied by mentoring and peer collaboration. Teachers who implement the intervention should have a lighter workload, while also considering each teacher's overall load to reduce teacher burnout and sustain program effectiveness.

Similarly, schools must ensure that there is adequate printed and digital reading material accessible to all students to differentiate instruction (DFAT, 2021a) by making in-school and out-of-school resources widely available. Implement a meeting for parents and teachers that may be key to tracking learners' progress and may also facilitate collaboration among administrators, teachers, and parents to enhance transformational learning. Additionally, parents should be engaged through structured orientations and guided home antecedent-reading tasks to cultivate reading skills beyond school.

Lastly, the researcher suggests that future studies examine the sustained effects of LRCP and investigate how to achieve better reading skills through higher-order comprehension. Future research should address the long-term effects of LRCP and target advances in higher-order reading or comprehension skills.

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