

Implementation of the ARAL Program: Its Effects on Learners' Foundational Literacy in Key Stage 1

*Heidilyn S. Tolentino, EdD

^a heidilyn.tolentino@deped.gov.ph

Public Schools District Supervisor – Division of San Pablo City, San Pablo City, Laguna, Philippines, 4000
Faculty Researcher, Pamantasan ng Lungsod ng San Pablo, Brgy. San Jose, San Pablo City, Laguna, Philippines, 4000

Abstract

This study sought to examine the perceived effects of ARAL Program implementation on the foundational literacy skills of Key Stage 1 learners in public elementary schools in the Division of San Pablo City for the School Year 2025–2026. A total of 256 participants, consisting of 57 school heads and 199 teachers or learning tutors from 66 public elementary schools, took part in the study.

A mixed-methods approach was used, applying descriptive statistics to evaluate ARAL implementation and learners' literacy skills, and a paired-samples t-test to examine differences between BOSY and EOSY results. Qualitative data were analyzed thematically to identify challenges and enabling factors and were integrated with the quantitative findings.

The study revealed that the ARAL Program is very highly implemented in selected Key Stage 1 classrooms, contributing to significant improvements in learners' literacy skills, particularly in reading, and a reduction in the number of emerging readers. The results further confirmed a significant difference between BOSY and EOSY assessments, establishing the program's effectiveness. However, challenges such as learner absenteeism, limited instructional time, increased teacher workload, insufficient materials, and low parental support were encountered. To enhance program outcomes, it is recommended to strengthen support systems, provide adequate and localized materials, improve instructional practices especially in writing, promote active parental involvement, and sustain targeted interventions for struggling learners.

Keywords: ARAL Program; foundational literacy skills; Key Stage 1 learners; reading intervention; literacy improvement

1. Introduction

Literacy is a fundamental component of quality education, serving as a foundation for effective, inclusive, and meaningful learning. However, the Philippine education system continues to face serious challenges in this area, as reflected in international assessments such as TIMSS, SEAPLM, and PISA, which consistently show low performance in reading, mathematics, and science. These results highlight significant learning gaps, particularly in foundational literacy and numeracy, which contribute to long-term issues such as poor academic progression and low completion rates in higher education.

In response to these challenges, the Department of Education launched the National Learning Recovery Program (NLRP) through DepEd Order No. 18, s. 2025, with the Academic Recovery and Accessible Learning (ARAL) Program as a key initiative aimed at addressing learning gaps in English, Science, Mathematics, and foundational skills through structured remediation and targeted learner support.

In DepEd San Pablo City, where schools serve diverse learners and continue to address issues in literacy development alongside resource and learning disparities, the implementation of the ARAL Program is particularly significant. This study therefore examines the implementation of the ARAL Program and its effects on the foundational literacy skills of Key Stage 1 learners, aiming to determine its effectiveness in addressing early learning gaps and supporting literacy improvement.

2. Methods

This study employed a mixed-methods research design, combining quantitative and qualitative approaches to examine the effects of the ARAL Program on the foundational literacy skills of Key Stage 1 learners in public elementary schools in the Division of San Pablo City. The quantitative component used a descriptive survey method to assess the level of ARAL implementation in terms of teaching strategies, instructional materials, teacher training, and parental involvement, as well as changes in learners' phonemic awareness, vocabulary, reading comprehension, and writing skills. Qualitative inputs were included to provide deeper insights into the challenges and enabling factors affecting program implementation.

The respondents consisted of 57 school heads and 199 teachers or learning tutors from 66 public elementary schools, selected through purposive sampling. Participants were chosen based on their direct involvement in the planning and implementation of the ARAL Program. The sample size was determined using the Raosoft Sample Size Calculator to ensure representativeness.

Data were gathered primarily through a researcher-developed questionnaire, which was validated by experts to ensure reliability and alignment with the ARAL framework. To support and enrich the data, informal interviews and document reviews were also conducted.

Quantitative data were analyzed using descriptive statistics such as frequency counts, percentages, weighted means, and standard deviations to determine the level of program implementation and perceived changes in literacy skills. A paired-samples t-test was used to determine significant differences between learners' literacy levels at the beginning (BOSY) and end (EOSY) of the school year. Qualitative data were analyzed using thematic analysis, involving coding, categorization, and identification of key themes. Findings from both methods were integrated to provide a comprehensive understanding of the ARAL Program's implementation and effects.

The study was conducted in the Division of San Pablo City, Laguna, and adhered to ethical standards, including informed consent, confidentiality, voluntary participation, and compliance with DepEd research guidelines.

3. Results and Discussion

3.1 Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms

It is noticeable in Table 1 that both school heads ($M = 4.71$) and teachers ($M = 4.65$) perceive the teaching strategies under the ARAL Program as Very Highly Implemented (VHI), with a composite mean of 4.68 (VHI). This indicates a strong and consistent implementation of literacy-focused strategies across Key Stage 1 classrooms. This is in accordance with Republic Act No. 12028 (2024), also known as the *Academic Recovery and Accessible Learning (ARAL) Program Act*, which formally establishes ARAL as a national learning recovery initiative designed to help Kindergarten to Grade 10 learners achieve at least the minimum proficiency standards. The program gives priority to students who are struggling academically, have dropped out, or are performing below expected levels. The law also highlights the responsibility of schools to implement remedial interventions using inclusive and accessible learning strategies.

Table 1. Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms in Terms of Teaching Strategies

	Indicators	School Heads		Teachers		Composite	
		Mean	VI	Mean	VI	Mean	VI
1.	Teachers apply explicit phonics instruction aligned with ARAL standards.	4.72	VHI	4.68	VHI	4.70	VHI
2.	Differentiated instruction is used to address diverse learner needs.	4.68	VHI	4.65	VHI	4.67	VHI
3.	Guided reading sessions are regularly conducted.	4.79	VHI	4.65	VHI	4.72	VHI
4.	Interactive and learner-centered activities are incorporated in lessons.	4.67	VHI	4.65	VHI	4.66	VHI
5.	Teachers integrate formative assessments during literacy instruction.	4.74	VHI	4.63	VHI	4.69	VHI
6.	Remedial or intervention sessions are provided to struggling learners.	4.74	VHI	4.67	VHI	4.71	VHI
7.	7. Small-group instruction is used to strengthen literacy skills.	4.79	VHI	4.70	VHI	4.75	VHI
8.	Teachers use questioning techniques to enhance comprehension.	4.68	VHI	4.66	VHI	4.67	VHI
9.	Peer-assisted learning strategies are implemented.	4.54	VHI	4.58	VHI	4.56	VHI
10.	Instructional pacing is adjusted based on learners' literacy progress.	4.72	VHI	4.67	VHI	4.70	VHI
Overall		4.71	VHI	4.65	VHI	4.68	VHI

Legend: 4.20 – 5.00 – Very Highly Implemented (VHI) 3.40 – 4.19 – Highly Implemented (HI) 2.60 – 3.39 – Moderately Implemented (MI) 1.80 – 2.59 – Slightly Implemented (SI) 1.00 – 1.79 – Not Implemented (NI)

It is noticeable in Table 1 that both school heads ($M = 4.71$) and teachers ($M = 4.65$) perceive the teaching strategies under the ARAL Program as Very Highly Implemented (VHI), with a composite mean of 4.68 (VHI). This indicates a strong and consistent implementation of literacy-focused strategies across Key Stage 1 classrooms. This is in accordance with Republic Act No. 12028 (2024), also known as the *Academic Recovery and Accessible Learning (ARAL) Program Act*, which formally establishes ARAL as a national learning recovery initiative designed to help Kindergarten to Grade 10 learners achieve at least the minimum proficiency standards. The program gives priority to students who are struggling academically, have dropped out, or are performing below expected levels. The law also highlights the responsibility of schools to implement remedial interventions using inclusive and accessible learning strategies.

Among the indicators, small-group instruction ($M = 4.75$) received the highest ratings, suggesting that teachers are effectively using targeted and structured approaches to support literacy development. On the other hand, peer-assisted learning ($M = 4.56$), although still VHI, obtained the lowest mean, indicating comparatively less emphasis on collaborative learning strategies. This connotes that while teachers are highly effective in using structured, teacher-guided approaches such as small-group instruction, there is relatively less utilization of collaborative, learner-driven strategies like peer-assisted learning. Hence, individualized instruction is one of the strategies that the learning tutors are implementing to improve the reading level of students. As Aminuriyah (2025) posited, the effective implementation of differentiated instruction, coupled with a thorough understanding of differentiated learning by teachers, leads to the attainment of positive learning outcomes. This approach addresses the diverse needs of learners by considering their readiness levels, learning profiles, and interests. The application of differentiated instruction has resulted in notable improvements, including heightened student engagement, active participation, and increased creativity during learning sessions. Indicators of success are evident in both the learning process and outcomes, as students demonstrate greater ease in learning while developing both hard and soft skills. Furthermore, learners exhibit the ability to engage in self-reflection through the production of varied learning outputs. In addition, Gildore et al. (2025) found that interactivity, relevance, engaging visuals, and gamification are key qualities that enhance reading outcomes. Their study recommends using a student-centered and adaptive approach when designing reading intervention strategies for early grade learners.

Similarly, Goran's (2025) study highlights how reflective, student-centered teaching practices can promote inclusive literacy development and provides practical guidance for educators working to close comprehension gaps in diverse classrooms.

The minimal difference between the perceptions of school heads and teachers reflects alignment and shared understanding in the implementation of ARAL teaching strategies. They both agree that learning

tutors are implementing differentiated teaching reading strategies for struggling learners. Relatively, DepEd Order No. 64, s. 2025 emphasizes the need for a gradual and context-responsive approach to ensure the effective implementation of the program. Similarly, Endo (2024) highlighted that integrating effective reading intervention strategies into the classroom enables students to experience success and even joy in their reading, regardless of the length of the text. These small but meaningful victories accumulate over time, helping students become true “page turners”, not only in the books they read but also in the new chapters of their personal growth and achievements.

Table 2. Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms in Terms of Instructional Materials

	Indicators	School Heads		Teachers		Composite	
		Mean	VI	Mean	VI	Mean	VI
1.	ARAL modules are readily available for classroom use.	4.81	VHI	4.72	VHI	4.77	VHI
2.	Supplementary reading materials support literacy instruction.	4.77	VHI	4.54	VHI	4.66	VHI
3.	Visual aids (charts, flashcards, posters) are used regularly.	4.77	VHI	4.58	VHI	4.68	VHI
4.	Multimedia tools enhance literacy lessons.	4.67	VHI	4.46	VHI	4.57	VHI
5.	Reading materials are developmentally appropriate for learners.	4.75	VHI	4.59	VHI	4.67	VHI
6.	Instructional materials are culturally relevant and contextualized.	4.70	VHI	4.58	VHI	4.64	VHI
7.	Manipulative materials (letter cards, word strips) are utilized.	4.81	VHI	4.53	VHI	4.67	VHI
8.	Teachers develop localized materials to support ARAL goals.	4.63	VHI	4.60	VHI	4.62	VHI
9.	Materials are sufficient in quantity for learners.	4.84	VHI	4.65	VHI	4.75	VHI
10.	Learning resources are regularly updated and maintained.	4.75	VHI	4.63	VHI	4.69	VHI
Overall		4.75	VHI	4.59	VHI	4.67	VHI

Legend: 4.20 – 5.00 – Very Highly Implemented (VHI) 3.40 – 4.19 – Highly Implemented (HI) 2.60 – 3.39 – Moderately Implemented (MI) 1.80 – 2.59 – Slightly Implemented (SI) 1.00 – 1.79 – Not Implemented (NI)

Table 2 reveals that both school heads and teachers perceived that the indicators in terms of instructional materials is “Very Highly Implemented” with a mean of 4.75 (school heads), 4.59 (teachers) and 4.67 (over-all). This indicates that classrooms are generally well-supported with appropriate and accessible learning resources. Similarly, Gildore et al. (2025) pointed out that interactivity, relevance, engaging visuals, and gamification are essential features that significantly improve reading outcomes.

Strong agreement is especially noted on statement 4 which emphasized that Multimedia tools enhance literacy lessons with a composite mean of 4.57. This suggests that schools are adequately provided with essential resources aligned with program requirements. Similarly, Li Li et al. (2024) indicated that most millennial learners tend to be visual learners; thus, the use of varied instructional materials in the classroom has been shown to be effective in improving reading outcomes.

Statement 8, “*Teachers develop localized materials to support ARAL goals*” was rated least by the respondents still interpreted as “Very Highly Implemented” (4.62). This suggests that teachers have developed fewer localized instructional materials. As noted by Rafael (2022), localized materials support pupils in understanding words and sounds and enable teachers to connect more effectively with learners’ cognitive and affective domains. Consequently, these materials contribute to improved academic performance, particularly in English subject test results.

It can also be noted that there is consistently higher ratings from school heads compared to teachers which may suggest slight differences in perception regarding the actual utilization and accessibility of materials at the classroom level.

The findings imply that DepEd’s efforts in providing and ensuring the availability of instructional materials under the ARAL Program are highly effective and well-implemented. However, there is a need to strengthen the integration of multimedia and technology-based resources, as well as ensure that materials are not only available but maximally utilized in classroom instruction. Moreover, Heguerra et al. (2022) noted that teacher-made and adapted materials could be more effective if subjected to additional testing and review to ensure they are grade-level appropriate and responsive to diverse learners’ needs. The illustrative cases of reading teachers, along with the identified gaps in literacy resources, instructional strategies, and assessment

practices, may guide school stakeholders and program implementers in fostering stronger collaboration and designing a well-structured intervention program that promotes school-wide literacy for all.

This supports the call for a context-responsive implementation, where schools are encouraged to continuously enhance, localize, and innovate instructional materials to better meet diverse learner needs and align with DepEd's goal of improving literacy outcomes. Hence, DepEd Memorandum No. 64, s. 2025, titled *Roll-out of ARAL-Reading*, outlines the implementation of ARAL-Reading for Key Stages 1 to 3 starting in School Year 2025–2026. The memorandum specifies a phased rollout: beginning with Grade 1 learners in the third quarter, extending to Grades 2 and 3 in the second quarter, and eventually expanding to Grades 4–10 once readiness criteria are met. It highlights the importance of a gradual and context-sensitive approach to ensure the program's successful implementation.

Table 3. Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms in Terms of Teacher/Learning Tutor' Training

Indicators	School Heads		Teachers		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. Teachers attended formal ARAL orientation programs.	4.91	VHI	4.88	VHI	4.90	VHI
2. Literacy-focused professional development sessions were provided.	4.75	VHI	4.84	VHI	4.80	VHI
3. Coaching and mentoring support ARAL implementation.	4.74	VHI	4.79	VHI	4.77	VHI
4. Teachers receive technical assistance from supervisors.	4.74	VHI	4.67	VHI	4.71	VHI
5. Learning Action Cell (LAC) sessions discuss ARAL strategies.	4.74	VHI	4.71	VHI	4.73	VHI
6. Teachers are confident in delivering literacy instruction.	4.81	VHI	4.72	VHI	4.77	VHI
7. Monitoring and feedback mechanisms are in place.	4.70	VHI	4.70	VHI	4.70	VHI
8. Training addresses differentiated literacy instruction.	4.75	VHI	4.64	VHI	4.70	VHI
9. Teachers collaborate in planning ARAL activities.	4.74	VHI	4.67	VHI	4.71	VHI
10. Evaluation results are used to improve teacher practices.	4.74	VHI	4.67	VHI	4.71	VHI
Overall	4.76	VHI	4.73	VHI	4.75	VHI

Legend: 4.20 – 5.00 – *Very Highly Implemented (VHI)* 3.40 – 4.19 – *Highly Implemented (HI)* 2.60 – 3.39 – *Moderately Implemented (MI)* 1.80 – 2.59 – *Slightly Implemented (SI)* 1.00 – 1.79 – *Not Implemented (NI)*

As shown in Table 3, both school heads and teachers perceived ARAL Program Implementation in Selected Key Stage 1 classrooms in Terms of Teacher/Learning Tutor' Training as *Very Highly Implemented* with an overall mean of 4.75. This reflects a strong implementation of capacity-building initiatives to support literacy instruction in Key Stage 1.

The highest-rated indicator is attendance in formal ARAL orientation programs ($M = 4.90$), suggesting that teachers are well-informed about the program's goals and processes. They are very much aware that orientation and training helped them in performing their duties in implementing the ARAL program successfully. Relatively, Asim (2024) found out that teacher training programs play a vital role in enabling instructors to gain new perspectives, enhance their pedagogical practices, promote innovation, and develop more learner-centered classrooms.

Meanwhile, indicators such as monitoring and feedback mechanisms ($M = 4.70$) and training on differentiated instruction ($M = 4.70$), although still VHI, received comparatively lower ratings, implying areas that may need further strengthening. Hence, there is a need for schools to strengthen their monitoring and feedback mechanisms in implementing this reading program. Additionally, school heads and teachers admitted that some of them were not familiar with differentiated instruction appropriate for those struggling learners. This supports the study conducted by Shahi et al. (2024) highlighting the critical role of constructive feedback in enhancing educational outcomes and stresses the importance of integrating stakeholder perspectives into campus governance, particularly in areas such as curriculum development, instructional strategies, assessment practices, and student support services. Likewise, Aminuriyah et al. (2023) stressed that the effective implementation of differentiated instruction, coupled with a thorough understanding of differentiated learning by teachers, leads to the attainment of positive learning outcomes.

The close alignment between school heads and teachers' responses suggests a shared perception of effective training implementation.

The findings imply that DepEd's teacher development initiatives under the ARAL Program are

highly effective, ensuring that teachers are well-prepared and supported in delivering literacy instruction.

However, there remains a need to further strengthen continuous coaching, differentiated instruction training, and feedback mechanisms to sustain and enhance teaching quality. Addressing these areas aligns with the Department of Education's goal of developing competent, reflective, and adaptive teachers, ultimately contributing to improved learner literacy outcomes.

This finding is supported by Kabonga (2020), who emphasized that learning and accountability are fundamental principles of monitoring and evaluation. Regular reporting of both outcomes and outputs enables educators to reflect on progress and identify effective practices as well as areas that require improvement. In the same vein, the present results are consistent with the study of Aminuriyah et al. (2023), which demonstrated that the implementation of differentiated instruction leads to increased student engagement, active participation, and enhanced creativity during learning sessions.

Taken together, these studies reinforce the importance of sustained professional support and systematic feedback in ensuring that instructional strategies, particularly differentiated instruction, are effectively implemented and continuously improved.

Table 4. Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms in Terms of Parental Involvement

	Indicators	School Heads		Teachers		Composite	
		Mean	VI	Mean	VI	Mean	VI
1.	Parents are oriented about ARAL objectives and goals.	4.82	VHI	4.71	VHI	4.77	VHI
2.	Parents are encouraged to assist learners in reading at home.	4.74	VHI	4.64	VHI	4.69	VHI
3.	Schools provide home-based literacy activities.	4.61	VHI	4.53	VHI	4.57	VHI
4.	Communication regarding learner progress is consistent.	4.72	VHI	4.56	VHI	4.64	VHI
5.	Parents participate in school literacy programs.	4.30	VHI	4.34	VHI	4.32	VHI
6.	Reading logs are monitored at home.	4.46	VHI	4.36	VHI	4.41	VHI
8.	Parents attend meetings related to literacy development.	4.32	VHI	4.33	VHI	4.33	VHI
9.	Schools provide literacy guidance materials to parents.	4.58	VHI	4.51	VHI	4.55	VHI
10.	Parents give feedback regarding their child's progress.	4.44	VHI	4.41	VHI	4.43	VHI
11.	Strong home-school partnership supports ARAL implementation.	4.44	VHI	4.43	VHI	4.44	VHI
Overall		4.54	VHI	4.48	VHI	4.51	VHI

Legend: 4.20 – 5.00 – *Very Highly Implemented (VHI)* 3.40 – 4.19 – *Highly Implemented (HI)* 2.60 – 3.39 – *Moderately Implemented (MI)* 1.80 – 2.59 – *Slightly Implemented (SI)* 1.00 – 1.79 – *Not Implemented (NI)*

It is noticeable in Table 4 that the perceived understanding on the level of implementation of ARAL Program implementation in Key Stage 1 in terms of Parental Involvement among school heads (4.54) and teachers (4.48) is *Very Highly Implemented* with a mean of 4.51. This indicates that parental involvement is strongly evident and consistently practiced across schools. Likewise, Tolentino (2023) highlighted that while the reading intervention program offers diverse learning opportunities, utilizes varied materials, and integrates technology to support struggling readers, one of the most critical factors for its success is strong parental involvement. The study emphasized that active participation of parents reinforces learning at home, strengthens learners' motivation, and supports the development of positive values such as accountability and responsibility. Despite challenges like heavy workloads and knowledge transfer, the findings suggest that consistent parental support, combined with effective instructional strategies, plays a vital role in improving the learning experiences and outcomes of struggling readers.

All indicators fall within the *Very Highly Implemented* range, reflecting a robust home-school partnership in support of literacy development. Among the indicators, the highest-rated item is "*Parents are oriented about ARAL objectives and goals*" with a mean of 4.77, suggesting that schools effectively communicate program goals and expectations to parents. This implies that parents are well-informed and are guided on how to support their children's learning. Likewise, Pada (2024) emphasized that parental involvement is vital in promoting children's early literacy development, particularly through the provision of learning materials and regular exposure to library resources. Furthermore, parents act as implicit role models

in shaping their children's reading habits, which significantly influence the development of literacy skills.

On the other hand, relatively lower, though still *very highly implemented* ratings are observed in *parent participation in school literacy programs* with a mean of 4.32. This suggests that while parents are generally involved, their physical participation in school-based activities may be influenced by external factors such as time constraints, work schedules, or accessibility. Similarly, Alipio (2025) concluded that parental involvement in supporting learners' reading proficiency is influenced by factors such as socioeconomic constraints, differences in educational background, limited time availability, and insufficient opportunities for collaboration.

Overall, the findings reflect that parental involvement in the ARAL Program is well-established, particularly in communication, home support, and monitoring of learners' progress. Therefore, there is a need to continuously strengthen and sustain parental engagement within the ARAL Program to support DepEd's goal of improving early grade literacy, foster a culture of shared accountability, and ensure that learning continues beyond the classroom. As emphasized by Abergos (2024), strengthening collaboration among stakeholders can greatly improve the effectiveness of remedial reading programs. In addition, Graham et al. (2024) highlighted that children's reading literacy achievement in Grade 4 is strongly influenced by early and sustained parental involvement, particularly when parents read with their children before primary school, engage in reading activities outside school hours, and actively participate in their child's education in collaboration with the school.

Table 5. Summary of Perceived Understanding of ARAL Program Implementation in Selected Key Stage 1 classrooms

Indicators	School Heads		Teachers		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. Teaching Strategies	4.71	VHI	4.65	VHI	4.68	VHI
2. Instructional Materials	4.75	VHI	4.59	VHI	4.67	VHI
3. Teacher Training	4.76	VHI	4.73	VHI	4.75	VHI
4. Parental Involvement	4.54	VHI	4.48	VHI	4.51	VHI
Overall	4.69		4.61		4.65	

Legend: 4.20 – 5.00 – *Very Highly Implemented (VHI)* 3.40 – 4.19 – *Highly Implemented (HI)* 2.60 – 3.39 – *Moderately Implemented (MI)* 1.80 – 2.59 – *Slightly Implemented (SI)* 1.00 – 1.79 – *Not Implemented (NI)*

Table 5 presents the summary for the perceived understanding of the respondents on the level of implementation of ARAL Program implementation in Key Stage 1. The overall composite mean of 4.65, interpreted as *Very Highly Implemented (VHI)*, indicates that the ARAL Program is being implemented at a very high level across all dimensions.

Among the four indicators, teacher training obtained the highest composite mean of 4.75 (VHI), suggesting that capacity-building initiatives for teachers are effectively delivered and well-received. This implies that teachers are adequately equipped with the necessary competencies to implement the program, which is critical in ensuring quality instruction and improved learner outcomes. Similarly, Siwagan et al. (2025) found a significant relationship between the trainings and seminars attended by teachers in remedial reading and the challenges they encounter in delivering such instruction. This indicates that professional development plays a critical role in enhancing teachers' capacity to effectively address difficulties in remedial teaching. It further implies that the frequency, relevance, and quality of these training programs directly influence teachers' ability to support learners who experience reading difficulties.

Meanwhile, parental involvement registered the lowest, though still *very highly implemented*, with a composite mean of 4.51. This suggests that while strong efforts are made to engage parents in supporting learners' literacy development, there remains room for further strengthening, particularly in encouraging more active and consistent participation in school-based initiatives. Hence, Tolentino (2023) suggested that positive attitude and active parental support significantly strengthened the learning experiences of struggling readers especially when technology is effectively incorporated.

In conclusion, while the ARAL Program demonstrates a strong level of implementation, continuous

improvement efforts particularly in sustaining teacher development and deepening parental engagement are essential to achieve DepEd's goal of producing functionally literate and lifelong learners.

3.2 Perceived Changes in Foundational Literacy Among Key Stage 1 Learners After Exposure to the ARAL Program

Table 6. Observed Changes in Foundational Literacy Among Key Stage 1 Learners After Exposure to the ARAL Program in Terms of Phonemic Awareness

	Indicators	School Heads		Teachers		Composite	
		Mean	VI	Mean	VI	Mean	VI
1.	identify beginning sounds accurately.	4.61	VGI	4.66	VGI	4.64	VGI
2.	identify ending sounds correctly.	4.58	VGI	4.63	VGI	4.61	VGI
3.	blend sounds to form words.	4.53	VGI	4.63	VGI	4.58	VGI
4.	segment words into individual phonemes.	4.46	VGI	4.58	VGI	4.52	VGI
5.	recognize rhyming words.	4.54	VGI	4.64	VGI	4.59	VGI
6.	manipulate sounds within words.	4.43	VGI	4.60	VGI	4.52	VGI
7.	demonstrate mastery of letter-sound correspondence.	4.58	VGI	4.61	VGI	4.60	VGI
8.	decode simple CVC words correctly.	4.53	VGI	4.61	VGI	4.57	VGI
9.	show improved sound discrimination skills.	4.56	VGI	4.62	VGI	4.59	VGI
10.	read simple words with improved accuracy.	4.46	VGI	4.64	VGI	4.55	VGI
Overall		4.53	VGI	4.62	VGI	4.58	VGI

Legend: 4.20 – 5.00 – Very Great Improvement (VGI) 3.40 – 4.19 – Great Improvement (GI) 2.60 – 3.39 – Moderate Improvement (MI) 1.80 – 2.59 – Slight Improvement (SI) 1.00 – 1.79 – No Improvement (NI)

Table 6 presents the observed changes in the foundational literacy skills of Key Stage 1 learners after exposure to the ARAL Program, specifically in terms of phonemic awareness. The overall composite mean of 4.58, interpreted as *Very Great Improvement (VGI)*, indicates that learners have demonstrated substantial progress in phonemic awareness skills following program implementation.

All indicators fall within the *Very Great Improvement* range, reflecting consistent and meaningful gains across all aspects of phonemic awareness. Among the indicators, the highest-rated improvement is observed in learners' ability to *identify beginning sounds accurately* with a composite mean of 4.64. These results suggest that learners are developing strong foundational decoding skills, which are essential for early reading success. This also affirms DepEd's focus on evidence-based teaching strategies, such as phonics-based instruction, to ensure that learners acquire essential decoding skills. Similarly, Sedita (2024) emphasized that while phonological awareness activities for young learners may initially be conducted without the use of letters, instruction should shift toward the integration of print once students begin learning letter names and sound-symbol relationships. At this stage, teaching should focus on identifying, blending, and segmenting individual sounds in written words using letters.

On the other hand, relatively lower, though still within the *very great improvement* range, ratings are noted in *segmenting words into individual phonemes* (4.52). This skill is typically more advanced and cognitively demanding, suggesting that while learners have improved significantly, continued support and targeted instruction are needed to further strengthen this competency. Therefore, there is a need for sustained and differentiated instructional support. Teachers should be continuously equipped through targeted training and coaching to address these more complex skills effectively. Ehri et al. (2001), as cited by Minosse (2020), emphasized that research has identified blending and segmenting as the phonemic awareness skills that most significantly support students in learning to read.

Overall, the findings demonstrate that the ARAL Program has been highly effective in enhancing learners' phonemic awareness, a critical component of early literacy development. It is important to emphasize that explicit instruction in phonemic awareness and phonics plays a significant role in improving the reading skills of learners with reading difficulties (Anku, 2024) and that teaching phonemic awareness to Filipino learners poses distinct challenges due to the country's linguistic diversity, which often leads to language interference and resulting pronunciation difficulties. These are further compounded by assessment-

related anxiety, as well as limited instructional resources and insufficient teacher training, underscoring the need for a comprehensive and multifaceted approach to educational reform (Garganera, 2025).

Table 7. Observed Changes in Foundational Literacy Among Key Stage 1 Learners After Exposure to the ARAL Program in Terms of Vocabulary

	Indicators	School Heads		Teachers		Composite	
		Mean	VI	Mean	VI	Mean	VI
1.	understand new words introduced in lessons.	4.40	VGI	4.50	VGI	4.45	VGI
2.	use newly learned vocabulary in sentences.	4.33	VGI	4.37	VGI	4.35	VGI
3.	show increased oral language expression.	4.44	VGI	4.46	VGI	4.45	VGI
4.	can define age-appropriate words.	4.37	VGI	4.48	VGI	4.43	VGI
5.	apply contextual clues to understand meaning.	4.30	VGI	4.31	VGI	4.31	VGI
6.	demonstrate expanded word knowledge.	4.30	VGI	4.33	VGI	4.32	VGI
7.	participate actively in vocabulary activities.	4.39	VGI	4.47	VGI	4.43	VGI
8.	use descriptive words in speaking tasks.	4.32	VGI	4.38	VGI	4.35	VGI
9.	show improved word recall.	4.33	VGI	4.40	VGI	4.37	VGI
10.	express ideas using varied vocabulary.	4.28	VGI	4.33	VGI	4.31	VGI
Overall		4.35	VGI	4.40	VGI	4.37	VGI

Legend: 4.20 – 5.00 – *Very Great Improvement (VGI)* 3.40 – 4.19 – *Great Improvement (GI)* 2.60 – 3.39 – *Moderate Improvement (MI)* 1.80 – 2.59 – *Slight Improvement (SI)* 1.00 – 1.79 – *No Improvement (NI)*

Table 7 presents the observed changes in the foundational literacy skills of Key Stage 1 learners after exposure to the ARAL Program in terms of vocabulary development. The overall composite mean of 4.37, interpreted as *Very Great Improvement (VGI)*, indicates that learners have demonstrated substantial progress in vocabulary acquisition and use.

All indicators fall within the *Very Great Improvement* range, suggesting consistent gains across various aspects of vocabulary development. The highest-rated indicator is *understanding new words introduced in lessons* and *increased oral language expression* both with a composite mean of 4.45, which reflects learners' improved comprehension and ability to communicate using newly acquired vocabulary. Similarly, the findings of Ayana et al. (2024) revealed that prior to training, students primarily relied on basic vocabulary learning strategies such as using dictionaries, verbal repetition of new words, referring to textbook vocabulary sections, and reviewing words over time. However, after the training, there was a notable shift toward the increased use of more advanced strategies, including contextual guessing, keyword techniques, and semantic mapping.

However, relatively lower, though still within the *very great improvement* category, ratings are observed in *applying contextual clues to understand meaning* (4.31) and *expressing ideas using varied vocabulary* (4.31). These skills require higher-order thinking and deeper language processing, indicating that while learners are improving, further instructional support is needed to enhance their ability to use vocabulary more flexibly and independently. As shown in the study by Nagovidathana et al. (2021), reliance on the mother tongue to understand and retain the meaning of vocabulary in the target language may hinder vocabulary acquisition, as well as the development of reading skills and overall language proficiency.

The findings demonstrate that the ARAL Program has been effective in strengthening learners' vocabulary skills, which are essential for reading comprehension and overall language development. As highlighted by Corpuz et al. (2024), the effective development of vocabulary knowledge requires the use of communicative and collaborative instructional approaches. This includes integrating vocabulary enrichment activities, context-based learning tasks, and reading comprehension strategies that emphasize word meaning and contextual understanding. Similarly, Cudlay et al. (2025) found that hands-on word-building activities significantly enhanced learners' vocabulary skills, as the use of manipulatives and interactive games made learning more concrete, engaging, and developmentally appropriate. Notable improvements in vocabulary proficiency were observed following the intervention, as these accessible and stimulating activities created a supportive environment that fostered exploration and language development.

In conclusion, while the ARAL Program significantly improves vocabulary skills among Key Stage

1 learners, sustained efforts in teacher development, instructional enhancement, and stakeholder engagement are essential to further deepen learners' language proficiency and support DepEd's goal of producing functionally literate learners.

Table 8. Observed Changes in Foundational Literacy Among Key Stage 1 Learners After Exposure to the ARAL Program in Terms of Reading Comprehension

Indicators	School Heads		Teachers		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. answer literal comprehension questions correctly.	4.32	VGI	4.28	VGI	4.30	VGI
2. identify main ideas in short passages.	4.18	GI	4.13	GI	4.16	GI
3. recall details from texts read.	4.30	VGI	4.23	VGI	4.27	VGI
4. demonstrate improved reading fluency.	4.32	VGI	4.30	VGI	4.31	VGI
5. make simple inferences from texts.	4.12	GI	4.28	VGI	4.20	VGI
6. sequence events logically.	4.21	VGI	4.29	VGI	4.25	VGI
7. predict story outcomes accurately.	4.12	GI	4.28	VGI	4.20	VGI
8. summarize short texts effectively.	4.07	GI	4.10	GI	4.09	GI
9. show improved attention during reading activities.	4.30	VGI	4.24	VGI	4.27	VGI
10. demonstrate understanding through oral responses.	4.28	VGI	4.29	VGI	4.29	VGI
Overall	4.22	VGI	4.24	VGI	4.23	VGI

Legend: 4.20 – 5.00 – *Very Great Improvement (VGI)* 3.40 – 4.19 – *Great Improvement (GI)* 2.60 – 3.39 – *Moderate Improvement (MI)* 1.80 – 2.59 – *Slight Improvement (SI)* 1.00 – 1.79 – *No Improvement (NI)*

Table 8 presents the observed changes in the reading comprehension skills of Key Stage 1 learners after exposure to the ARAL Program. The overall composite mean of 4.23, interpreted as *Very Great Improvement (VGI)*, indicates that learners have demonstrated substantial gains in reading comprehension. This finding is supported by the study of Bete (2025), which reported statistically significant improvements in reading comprehension following learners' exposure to the National Reading Program.

Most indicators fall within the *Very Great Improvement* range, particularly in *demonstrating improved reading fluency* (4.31). This finding suggests that learners have developed stronger basic comprehension skills, including understanding explicit information and articulating their ideas based on texts read. Similarly, the study conducted by Fatyela et al. (2021) revealed that all five Grade 3 learners demonstrated significant improvements in their comprehension skills when their pre-test and post-test scores were compared.

However, some indicators registered slightly lower ratings, falling under the *Great Improvement (GI)* category. This includes *identifying main ideas* with the lowest mean of 4.16. This aspect of comprehension requires higher-order thinking skills, suggesting that while learners have improved, they still need further support in deeper text processing and critical thinking. Relatively, Faturrohman (2023) found that students' comprehension of main and supporting ideas in reading texts is reflected in their ability to identify keywords, main sentences, supporting details, and the concluding statements within a paragraph. However, Pickren et al. (2021) emphasized that certain text features such as word frequency, pronoun use, word concreteness, and deep cohesion account for additional unique variance in reading comprehension beyond what is explained by the components of the simple view of reading. They also found that the emotional charge of a text, measured through lexical arousal ratings, predicts comprehension even after considering traditional person-level and text-based factors. Together, these results contribute to a growing body of research indicating that emotional charge should be examined alongside individual and textual characteristics to more fully understand reading comprehension performance.

The results indicate that the ARAL Program has been effective in improving both basic and intermediate reading comprehension skills, with greater gains observed in literal understanding than in higher-order comprehension skills.

Table 9. Observed Changes among Key Stage 1 Learners after ARAL Intervention in Terms of Writing Skills

Indicators	School Heads		Teachers		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. write simple sentences correctly.	4.14	GI	4.11	GI	4.13	GI
2. use proper capitalization.	4.21	VGI	4.10	GI	4.16	GI
3. apply correct punctuation marks.	4.14	GI	4.05	GI	4.10	GI
4. demonstrate improved spelling accuracy.	4.08	GI	4.08	GI	4.08	GI
5. organize ideas logically.	3.96	GI	4.04	GI	4.00	GI
6. write short paragraphs independently.	3.86	GI	3.84	GI	3.85	GI
7. express ideas clearly in writing.	3.91	GI	3.96	GI	3.94	GI
8. use descriptive words in written outputs.	4.05	GI	4.01	GI	4.03	GI
9. revise and edit their work when guided.	3.93	GI	4.03	GI	3.98	GI
10. demonstrate improved handwriting clarity.	4.07	GI	4.11	GI	4.09	GI
Overall	4.04	GI	4.03	GI	4.03	GI

Legend: 4.20 – 5.00 – *Very Great Improvement (VGI)* 3.40 – 4.19 – *Great Improvement (GI)* 2.60 – 3.39 – *Moderate Improvement (MI)*
 1.80 – 2.59 – *Slight Improvement (SI)* 1.00 – 1.79 – *No Improvement (NI)*

Table 9 presents the observed changes in the writing skills of Key Stage 1 learners after exposure to the ARAL Program. The overall composite mean of 4.03, interpreted as *Great Improvement (GI)*, indicates that learners have demonstrated notable progress in writing, although the gains are comparatively lower than those observed in other literacy domains. As emphasized by Young-Suk (2025), reading comprehension and written composition are closely interconnected among beginning readers and writers, providing support for the shared skills hypothesis that explains their relationship. Similarly, Sayson (2022) found that pupils' writing skills including spelling, proper spacing, text direction, and correct use of capitalization improved through the use of a self-made Filipino reading module.

All indicators fall within the *Great Improvement* range, except for *use of proper capitalization* (School Heads = 4.21), which reached the *Very Great Improvement (VGI)* level, though its composite mean (4.16) remains within the GI category. This suggests that while basic writing conventions are improving, mastery is not yet consistently achieved across learners. As what Levlin et al. (2025) found out, students with mixed reading difficulties appear to be the most vulnerable group, as they perform significantly below typical readers across most written text measures in both Grades 3 and 6. This highlights the need for closer monitoring of their writing development. These learners require additional support in translating ideas into written language, particularly in areas such as vocabulary selection, grammar, and the development of narrative elements in story writing. Furthermore, their more pronounced difficulties in spelling suggest a need for targeted support in transcription-level skills.

However, relatively lowest rating is observed in more complex writing skills which is *writing short paragraphs independently* (3.85). This result suggests that while learners are beginning to acquire writing skills, they still encounter challenges in organizing and elaborating their ideas, as well as in applying higher-order writing processes because they are still categorized as struggling readers. As highlighted by Yani (2025), students with stronger reading proficiency are more likely to produce coherent written work, as reading enables them to understand text structures, logical sequencing, and the organization of ideas.

The findings indicate that the ARAL Program has contributed to improvements in learners' writing skills, particularly in basic conventions, but that more advanced writing competencies require further development and sustained instructional support. The findings of Sunethra et al. (2023) revealed a clear relationship between students' reading habits and their writing skills. Students with strong reading habits tend to demonstrate higher levels of writing proficiency, while those with limited reading habits often exhibit weaker writing skills. These results highlight the importance of reading in enhancing students' writing abilities. Developing reading habits at an early age can help cultivate more proficient writers in the future; therefore, teachers should actively encourage students to engage in regular reading.

Table 10. Summary of Observed Changes among Key Stage 1 Learners after ARAL Intervention

Indicators	School Heads		Teachers		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. Phonemic Awareness	4.53	VGI	4.62	VGI	4.58	VGI
2. Vocabulary	4.35	VGI	4.40	VGI	4.37	VGI
3. Reading Comprehension	4.22	VGI	4.24	VGI	4.23	VGI
4. Writing Skills	4.04	GI	4.03	GI	4.03	GI
Overall	4.29	VGI	4.32	VGI	4.30	VGI

Legend: 4.20 – 5.00 – Very Great Improvement (VGI) 3.40 – 4.19 – Great Improvement (GI) 2.60 – 3.39 – Moderate Improvement (MI) 1.80 – 2.59 – Slight Improvement (SI) 1.00 – 1.79 – No Improvement (NI)

Table 10 presents the summary of observed changes among Key Stage 1 learners after exposure to the ARAL Program across four key areas of foundational literacy: phonemic awareness, vocabulary, reading comprehension, and writing skills. The overall composite mean of 4.30, interpreted as *Very Great Improvement (VGI)*, indicates that the ARAL intervention has resulted in substantial and meaningful gains in learners' literacy development.

Among the four domains, phonemic awareness registered the highest composite mean of 4.58 (VGI), reflecting significant improvement in learners' ability to recognize, manipulate, and apply sound structures in language. This suggests that the program effectively strengthens foundational decoding skills, which are critical in early reading development. In this regard, phonemic awareness is a fundamental component in learning to read. Through explicit and systematic instruction, as well as targeted small-group interventions, teachers can effectively support learners in developing this essential skill. Given that learning to read can be challenging for many students, the use of direct and structured approaches in teaching phonemic awareness can help facilitate a smoother and more successful reading development process (Erickson, 2021).

In contrast, writing skills obtained the lowest composite mean of 4.03, interpreted as *Great Improvement (GI)*. Although this still indicates positive progress, it suggests that writing development lags slightly behind other literacy domains. This may be attributed to the more complex and integrative nature of writing, which requires the application of multiple skills, including phonemic awareness, vocabulary knowledge, and comprehension, as well as higher-order thinking processes. Similarly, Levlin et al. (2025) found that students with mixed reading difficulties appear to be the most vulnerable group, as they perform significantly below typical readers across most written text measures in both Grades 3 and 6. This highlights the need for closer monitoring of their writing development. These learners require additional support in translating ideas into written language, particularly in areas such as vocabulary selection, grammar, and the development of narrative elements in story writing. Furthermore, their more pronounced difficulties in spelling suggest a need for targeted support in transcription-level skills.

Overall, the findings demonstrate that the ARAL Program has been highly effective in improving learners' foundational literacy skills, with particularly strong gains in early reading components and slightly more moderate improvements in writing.

3.3 Literacy Levels of Key Stage 1 Learners in English at the Beginning of the School Year (BOSY) and at the End of School Year Following the Implementation of ARAL Program

The graph at the next page presents the reading level distribution of Key Stage 1 learners (Grade 3) in English at the beginning and end of the school year. A notable improvement in learners' reading proficiency can be observed across all categories.

At the beginning of the school year, there were 749 Grade 3 learners classified as Emerging Readers, consisting of 340 Low Emerging and 409 High Emerging readers. By the end of the school year, this number significantly decreased to 209, with only 125 Low Emerging and 84 High Emerging readers remaining. This notable reduction indicates that a majority of learners were able to progress to higher reading levels, reflecting

the effectiveness of the reading interventions implemented.

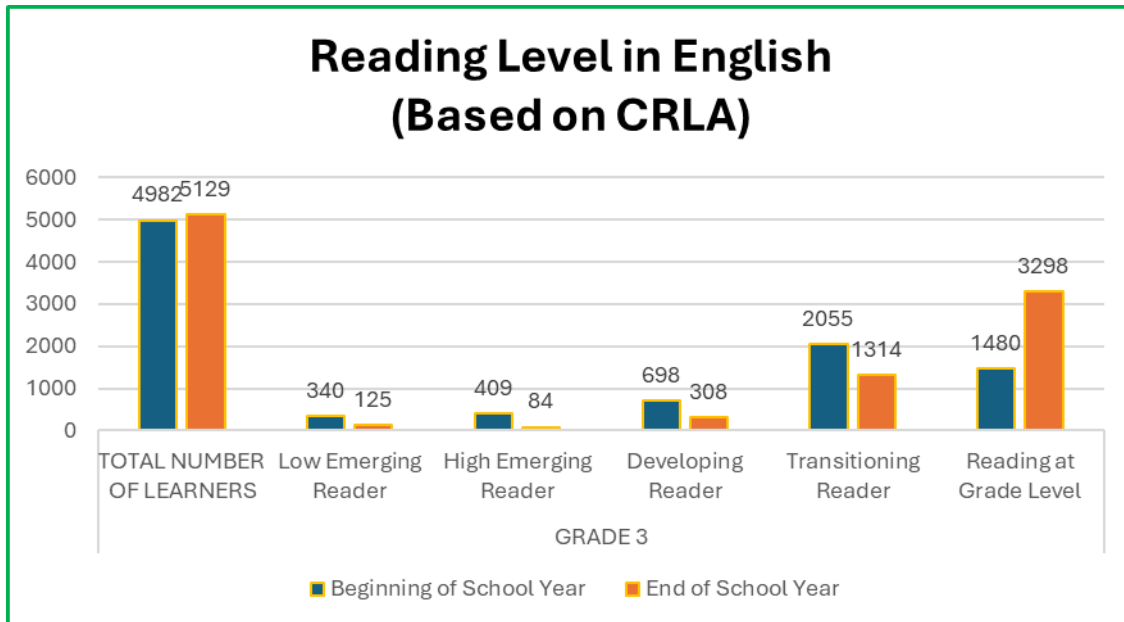


Figure 3. Reading Level Distribution of Key Stage 1 Learners (Grade 3) in English at the Beginning and End of the School Year

This improvement suggests that targeted literacy programs, such as the ARAL Program and other remedial reading initiatives, are yielding positive outcomes in addressing learners' reading difficulties. In the same way, Caabay (2024) examined changes in learners' literacy levels over time, particularly before and after structured interventions, which showed that students' overall performance improved markedly after the intervention. Statistical analysis revealed a significant difference between pre- and post-intervention results, indicating that even a short-term intervention can effectively enhance students' reading abilities. Hence, this highlighted measurable improvements in reading outcomes across the school year.

However, the remaining Emerging Readers still require sustained and intensified support to ensure that all learners achieve the expected reading proficiency in English. This means providing more focused, explicit instruction in essential reading skills such as phonics, vocabulary development, fluency, and comprehension, particularly in the English language where learners may face additional challenges. Teachers need to deliver structured and systematic interventions through small-group or individualized sessions, with increased time allotment and consistent practice opportunities.

3.4. Literacy Levels of Key Stage 1 Learners in Filipino at the Beginning of the School Year (BOSY) and at the End of School Year Following the Implementation of ARAL Program

Figure 4 presents the reading level distribution of Key Stage 1 learners in Filipino at the beginning and end of the school year. The data reveal a substantial improvement in learners' reading proficiency across all categories.

At the beginning of the school year, there were 4,754 learners in Key Stage 1 identified as Emerging Readers, with 3,625 classified as Low Emerging and 1,129 as High Emerging. By the end of the school year, this number significantly dropped to 660, consisting of 425 Low Emerging and 235 High Emerging readers. This sharp decrease shows that a large number of learners were able to move beyond the Emerging level and

advance to higher reading proficiency.

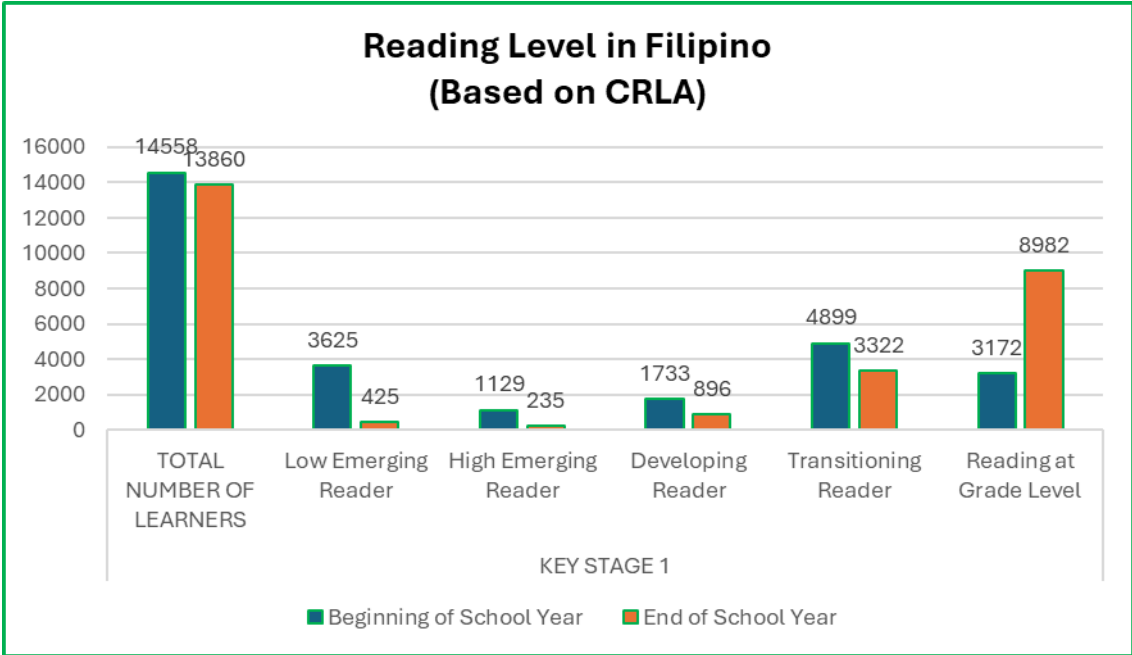


Figure 4. Reading Level Distribution of Key Stage 1 Learners (Grade 3) in Filipino at the Beginning and End of the School Year

This improvement indicates that early literacy interventions and programs, such as the ARAL Program and other remedial reading strategies, are highly effective in addressing foundational reading difficulties among young learners. Similarly, Campila et al. (2024)) revealed a significant improvement in literacy levels from pre-reading to post-reading assessments, as learners demonstrated higher mean scores after the intervention. The observed difference was statistically significant, underscoring the effectiveness of targeted reading interventions and instructional programs in enhancing learners’ literacy development. This provides evidence of progress in reading performance following program implementation.

However, the remaining Emerging Readers still require sustained and more intensive support to fully develop their reading skills in Filipino. This includes providing targeted and differentiated instruction that focuses on foundational literacy components such as phonemic awareness, decoding, fluency, and comprehension. Teachers may need to implement small-group or one-on-one interventions, increase the frequency of guided reading sessions, and utilize varied and engaging instructional materials suited to learners’ needs.

3.5. Significant Difference in the BOSY) and EOSY Literacy Assessment Results After the Implementation of ARAL Program (English)

Paired Samples t-Test Results for BOSY and EOSY Results in English

Variable	Mean	SD	N	T -Value	P Value
Beginning of School Year (BOSY)	72.03	58.56	66	9.92	0,0001
End of School Year (EOSY)	10.00	12.47	66		

Note. Mean difference (Group One – Group Two) = 68.86, 95% CI [54.99, 82.73], t(65) = 9.92, p < .001.

The paired-samples t-test results show that there is a statistically significant difference between the

BOSY and EOSY literacy assessment results of Emerging Key Stage 1 learners in English, $t(65) = 9.92$, $p < .001$. This confirms that the change observed over time is not due to chance. While the numerical results indicate a decrease in mean scores from BOSY to EOSY, this should be interpreted in light of the nature of emerging readers.

Since emerging readers are those at the earliest stage of reading development, a decrease in their number or scores at the end of the school year signifies that many learners have progressed to higher reading levels (e.g., Developing, Transitioning, or Reading at Grade Level). Thus, the significant difference reflects improvement rather than decline.

Therefore, it can be concluded that there is a significant difference in the BOSY and EOSY literacy assessment results, and this difference indicates a positive impact of the ARAL Program. The reduction in emerging readers suggests that the program effectively supported learners in advancing their reading proficiency in English. This supports the study conducted by Snead (2023) that the difference in test scores between the control and experimental groups was statistically significant at the 0.05 level, with the experimental group outperforming the control group by approximately 9%. The findings suggest that integrating pre-reading assignments across universities may help enhance students' academic performance. Likewise, the study conducted by Utami (2023) focused on comparing pre- and post-assessment results to evaluate the impact of literacy intervention. A significant improvement in the reading comprehension of eleventh-grade students at MAN 2 Kota Makassar was observed. The study concluded that the use of the Question-Answer Relationship (QAR) strategy effectively enhanced the students' reading comprehension skills. This provides evidence of significant gains in learners' reading outcomes over time.

Table 12. Significant Difference in the BOSY) and EOSY Literacy Assessment Results After the Implementation of ARAL Program (Filipino)

Paired Samples t-Test Results for BOSY and EOSY Results in Filipino

Variable	Mean	SD	N	T -Value	P Value
Beginning of School Year (BOSY)	72.03	58.56	66	9.0296	0,0001
End of School Year (EOSY)	10.00	12.47	66		

Note. Mean difference (Pre-Test – Post-Test) = 62.03, 95% CI [48.31, 75.75], $t(65) = 9.03$, $p < .001$.

The paired-samples t-test results show a statistically significant difference between the BOSY and EOSY literacy assessment results of Emerging Key Stage 1 learners in Filipino, $t(65) = 9.03$, $p < .001$. The mean score at the beginning of the school year ($M = 72.03$, $SD = 58.56$) is considerably higher than the mean score at the end of the school year ($M = 10.00$, $SD = 12.47$), with a mean difference of 62.03 and a 95% confidence interval of [48.31, 75.75], confirming the significance of the change.

Although the results show a decrease in mean scores, this pattern reflects a positive shift in learners' reading performance. The reduction indicates that a substantial number of learners have moved beyond the emerging level and progressed to higher stages of reading proficiency.

Therefore, it can be concluded that there is a significant difference in the BOSY and EOSY literacy assessment results of Emerging Key Stage 1 learners in Filipino after the implementation of the ARAL Program. This outcome highlights the effectiveness of the program in improving learners' reading skills and supporting their advancement to more developed levels of literacy. Relatively, the findings of study conducted by Tigaronita (2025) revealed a significant difference between the pre-test and post-test results in participants' familiar word reading fluency and reading comprehension, with a p-value of .000, which is lower than .05. Accordingly, the study emphasizes the importance of strengthening partnerships and collaboration between teachers and parents, as this creates a strong support system for children's learning.

3.6. Thematic Analysis on Challenges and Enabling Factors Experienced by School Heads and Teachers in the Implementation of ARAL Program in Key Stage 1

The themes of the participants' views on how ARAL Program is being implemented in the Division of San Pablo City by school heads and teachers were mapped out and formulated through repetitive review of data. The significant statements from the collected data were organized, coded, clustered into themes and interpreted. The following are the results of Thematic Analysis:

Table 13. Major Challenges and Enabling Factors Encountered by the School Heads and Teachers/Learning Tutors in implementing the ARAL Program in their School

Theme	Actual Quote
Challenges	
Learner Attendance and Participation	School Head A said, "Absenteeism." School Head C said, "Poor attendance of identified students despite communication with parents." Teacher 2 stated, "If the students are not participating and the absenteeism."
Time Constraints and Workload	School Head F said, "Balancing ARAL with other subjects and co-curricular activities." School Head G said, "Time allotment... limited instructional and preparation time." Teacher 5 stated, "We spend personal time creating materials."
Lack of Instructional Materials and Resources	School Head B said, "Constraints in instructional resources, including insufficient reading materials, assessment tools, and intervention modules..." School Head E said, "Budget for the materials." Teacher 7 stated, "Limited learning resources and materials."
Parental Support and Learner Motivation	School Head L said, "Unfavorable or indifferent attitude of some parents toward the program..." Teacher 4 stated, "Some learners demonstrated a lack of interest in learning..." Teacher 3 stated, "Lack of motivation, especially among struggling students."
Learner Diversity and Reading Difficulties	School Head I said, "Intervention modules tailored to learners' specific needs." Teacher 8 stated, "Learners have limited phonemic awareness and decoding skills."
Enabling Factor	
Teacher Commitment and Dedication	School Head D said, "Minor only, absences of some ARAL learners." Teacher 1 stated, "With the help of dedicated tutors, the program and sessions went well."
Support System and Program Effectiveness	Teacher 6 stated, "The program went well."

Table 13 reflects the challenges and enabling factors encountered by the school head and teachers in implementing the ARAL Program in school Five themes for challenges and two themes for enabling factors emerged.

The first theme for challenges was *Learner Attendance and Participation*. It is supported by the quote of the School Head C when she said, "Poor attendance of identified students despite communication with parents."

The second theme was *Time Constraints and Workload*. This was supported by Teacher 5 when he stated that "We spend personal time creating materials"

The third theme was *Lack of Instructional Materials and Resources*. This was supported by the sample quote of School Head B when she emphasized, "Constraints in instructional resources, including insufficient reading materials, assessment tools, and intervention modules..."

The fourth theme was *Parental Support and Learner Motivation*. It is supported by the quote of Teacher 4 when she shared, "Some learners demonstrated a lack of interest in learning..."

The fifth theme was *Learner Diversity and Reading Difficulties*. School Head I said, "Intervention modules tailored to learners' specific needs."

For the enabling factors, the first theme is *Teacher Commitment and Dedication*, and the second one is *Support System and Program Effectiveness*. This is supported by the sample quote of the Teacher 1 when she stated, "With the help of dedicated tutors, the program and sessions went well" and Teacher 6 when he stated that "The program went well" respectively.

Based on the themes gathered, learner absenteeism and low participation hinder the continuity of interventions, while limited time and increased workload place additional strain on teachers. The lack of adequate instructional materials further constrains effective delivery, and insufficient parental support contributes to low learner motivation. Moreover, the diverse learning needs of students require differentiated instruction, which demands more resources and teacher capacity. Despite these challenges, strong teacher commitment and support systems help sustain the program and contribute to its positive outcomes. On the other hand, Cubillas (2021) experienced several challenges during the implementation of their reading intervention including the abrupt shift from face-to-face to virtual training, limited participation of home teachers, and the implementers' competing work schedules. According to them, these issues must be addressed promptly to ensure the smooth and effective delivery of the reading intervention program, especially since the extension activities are still underway.

Henceforth, these findings suggest the need for DepEd to strengthen support mechanisms by ensuring adequate resource provision, institutionalizing time allocation for ARAL, enhancing parent engagement initiatives, and providing continuous teacher training on differentiated instruction. Additionally, policies that support teacher welfare and deployment of tutors are essential to sustain effective program implementation. Similarly, Siwagan et al. (2025) proposed that teachers and school heads can work collaboratively to improve reading outcomes through targeted practice, explicit phonics instruction, continuous training, and the reduction of teachers' workload.

Table 14. Factors or Supports that have been most Helpful to School Heads and Teachers/Learning Tutors in Ensuring the Successful Implementation of the ARAL Program

Theme	Actual Quote
Parent Involvement and Home-School Partnership	School Head E reflected, "Collaboration of tutors and parents." School Head A said, "Constant reporting or communicating with parents about their child's learning progress..." Teacher 5 emphasized, "Strong collaboration among teachers and the support of parents have greatly helped..."
Teacher Collaboration and Teamwork	School Head B emphasized, "Collaborative teamwork among teachers has also been highly beneficial..." School Head E remarked, "Active collaboration among teachers have been very helpful." Teacher 1 emphasized, "Collaboration among teachers."
Availability of Instructional Materials and Resources	School Head H shared, "Provision of Instructional Materials." Teacher 2 said, "Our school support us by providing reading materials and feeding program also." Teacher 9 pointed out, "Materials provided..."
Strong Leadership and Administrative Support	School Head D observed, "Support from the school head in terms of supervision, guidance, and resource allocation." School Head F cited, "Strong support from stakeholders as initiated by the school heads." Teacher 4 stated, "Strong school leadership, clear guidance and monitoring..."
Teacher/Tutor Commitment and Initiative	School Head G stated, "Teachers' initiative..." School Head C reiterated, "Strong commitment of teachers." Teacher 3 remarked, "Teachers' dedication... willingness to extend time and effort..."
Training, Professional Development, and External Support	Teacher 3 stated, "The training in Tagaytay was helpful." Teacher 7 emphasized, "Tutor or honoraria for non-DepEd tutors and procurement of improved and standardized reading materials..."

Table 14 shows the responses of the participants on the Factors or Supports that have been most Helpful to School Heads and Teachers in Ensuring the Successful Implementation of the ARAL Program. Six themes were developed. These comprised Parent Involvement and Home-School Partnership, Teacher Collaboration and Teamwork, Availability of Instructional Materials and Resources, Strong Leadership and Administrative Support, Teacher/Tutor Commitment and Initiative and Training, Professional Development, and External Support.

The first theme was *Parent Involvement and Home-School Partnership*. It is supported by school head E when she said, "Collaboration of tutors and parents."

The second theme developed was *Teacher Collaboration and Teamwork*. It is supported by Teacher 1 when she emphasized, “Collaboration among teachers.”

The third theme that emerged was *Availability of Instructional Materials and Resources*. This was supported when Teacher 2 said, “Our school support us by providing reading materials and feeding program also.”

On the other hand, the fourth theme was *Strong Leadership and Administrative Support*. As what School Head D observed, “Support from the school head in terms of supervision, guidance, and resource allocation.”

Teacher/Tutor Commitment and Initiative was the fifth theme. This is supported by Teacher 3 when he emphasized, “Teachers’ dedication... willingness to extend time and effort...”

The sixth theme was *Training, Professional Development, and External Support* and was supported by Teacher 7 when he emphasized, “Tutor or honoraria for non-DepEd tutors and procurement of improved and standardized reading materials...”

This only proves that strong collaboration among parents, teachers, and school heads enhances learner support, while teamwork and leadership ensure organized and guided implementation. The provision of instructional materials facilitates effective instruction, and teachers’ commitment further strengthens program delivery. Additionally, training and external support contribute to improving teacher competence and program quality. Hence, the Department of Education should continue strengthening stakeholder partnerships, provide sufficient learning resources, sustain instructional leadership, and institutionalize continuous professional development. Supporting teacher motivation and expanding access to trained tutors are also essential to ensure the long-term success and scalability of the ARAL Program. Accordingly, Guiro et al. (2024) recommended that school administrators support teachers’ professional growth by sending them to seminars and training programs related to reading interventions to enhance remedial reading initiatives. Teachers are likewise encouraged to reinforce effective practices and enrich these through insights gained from such training. Furthermore, administrators should provide varied activities, instructional materials, and video resources to sustain learners’ interest and promote continuous improvement.

Table 15. Recommendations by the school heads to Strengthen the ARAL Program Implementation

Theme	Actual Quote
Provision of Instructional Materials and Resources	School Head E emphasized, “Provide the needs of the teachers and learners to intensify the implementation of ARAL program.” School Head F stated, “Ready-made digital interactive materials for primary learners plus manual...” Teacher 5 emphasized, “Additional instructional materials... structured, leveled modules.”
Human Resource Support (Additional Tutors)	School Head H stated, “Provide special reading teacher for the ARAL program.” School Head B emphasized, “ARAL sessions should no longer be conducted by regular teachers, but by hired tutors.” Teacher 8 emphasized, “Please provide other ARAL Tutors.”
Strengthening Parent and Stakeholder Engagement	School Head D emphasized, “Strengthening parent engagement and ensuring continuous monitoring...” School Head G added, “Intensified parent engagement initiatives... regular orientations and progress updates...” Teacher 6 stated, “Conduct structured orientation sessions to increase parental awareness...”
Time Allocation and Workload Management Program Implementation and Instructional Strategies	Teacher 7 stated, “ARAL Program should be included in our teaching loads...” Teacher 3 emphasized, “Additional time for ARAL Program.” School Head C stated, “It will be more effective if ARAL activities be part of the regular class program.” Teacher 9 emphasized, “Grouping learners based on their ability or reading level is important...” Teacher 4 stated, “Separate the ELSN students.”
Program Sustainability, Motivation, and Use of Technology	School Head I emphasized, “Offer incentives/recognition to motivate learners and even parents...” Teacher 2 stated, “Video lessons should also be provided.” Teacher 1 emphasized, “Improvements must focus on sustainability, teacher welfare and deeper community integration.”

As shown in Table 15, six themes emerged as the recommendations by the school heads to

strengthen the ARAL Program implementation. These comprised of (1) Provision of Instructional Materials and Resources, (2) Human Resource Support (Additional Tutors) (3) Strengthening Parent and Stakeholder Engagement, (4) Time Allocation and Workload Management, (5) Program Implementation and Instructional Strategies and (6) Program Sustainability, Motivation, and Use of Technology.

The first theme was *Provision of Instructional Materials and Resources*. It is supported by School Head E when she emphasized, "Provide the needs of the teachers and learners to intensify the implementation of ARAL program."

The second theme developed was *Human Resource Support (Additional Tutors)*. It is supported by Teacher 8 when she requested, "Please provide other ARAL Tutors."

The third theme that emerged was *Strengthening Parent and Stakeholder Engagement*. This was supported when School Head D suggested, "Strengthening parent engagement and ensuring continuous monitoring"

On the other hand, the fourth theme was *Time Allocation and Workload Management*. As what Teacher 7 stated, "ARAL Program should be included in our teaching loads"

The fifth theme was *Program Implementation and Instructional Strategies*. This was supported by the quote of School Head C when he stated, "It will be more effective if ARAL activities be part of the regular class program."

The sixth theme was *Program Sustainability, Motivation, and Use of Technology*. This was supported by the quote of Teacher 1 when she emphasized, "Improvements must focus on sustainability, teacher welfare and deeper community integration."

Therefore, respondents emphasized the importance of adequate and standardized learning materials, the provision of dedicated tutors, and stronger parent engagement to support learner progress. Additionally, the need to allocate sufficient time and integrate ARAL into regular teaching loads highlights concerns on teacher workload. Improvements in instructional strategies, such as learner grouping, and the integration of motivational and technological supports further indicate a push toward more responsive and sustainable program delivery.

These findings suggest that DepEd should prioritize resource allocation, institutionalize the hiring or deployment of tutors, strengthen parent and stakeholder partnerships, provide clear time provisions within teachers' workload, and promote sustainable and technology-supported interventions to enhance the overall effectiveness of the ARAL Program. As Abergos (2024) emphasized, collaboration among stakeholders can greatly improve the effectiveness of remedial reading programs. Teachers, in particular, should allocate sufficient time for learners, especially those with difficulties, to develop the essential skills required at their grade level. Extending the duration of interventions, supported by data-driven strategies and informed insights, may serve as an effective approach to enhancing learning outcomes.

Similarly, the findings of Panda (2023) also show that reading interventions developed and validated through research can be effectively implemented within the school system. Strong partnerships between researchers and schools may therefore play a crucial role in bridging the gap between research and classroom practice. Similarly, Lucas (2021) recommended that interventions should be contextualized and tailored to learners' experiences in both school and community settings, rather than applying a one-size-fits-all approach.

Moreover, Pocaan et al. (2022) reiterated that assessing students' current abilities helps in creating effective intervention materials. The study recommended that school leaders and program specialists develop support programs for both teachers and students to strengthen learners' literacy.

Likewise, the study conducted by Paguyan (2022) revealed that among the factors presented, vocabulary knowledge, background knowledge, teacher and parental involvement best predict the reading performance of Grade 3 pupils.

Conclusion

In view of the findings of the study, the following conclusions were drawn:

The ARAL Program in selected Key Stage 1 classrooms in the Division of San Pablo City is “Very Highly Implemented”, particularly in terms of teaching strategies, instructional materials, teacher training, and parental involvement.

The results further reveal that learners demonstrated “Very Great Improvement” in foundational literacy skills, specifically in phonemic awareness, vocabulary, and reading comprehension, while writing skills showed “Great Improvement”.

In terms of literacy levels, there was a notable decrease in the number of emerging readers in both English and Filipino from BOSY to EOSY.

Moreover, the paired-samples t-test results confirmed that there is a significant difference between the BOSY and EOSY literacy assessment results in both English and Filipino. This leads to the rejection of the null hypothesis, thereby affirming that the ARAL Program had a significant effect on learners’ literacy outcomes.

Despite these positive results, several challenges were identified, including learner absenteeism, limited instructional time, increased teacher workload, insufficient materials, and low parental support. However, enabling factors such as strong teacher commitment, support systems, and the use of varied instructional strategies helped sustain the program’s implementation.

Therefore, the ARAL Program has proven to be an effective intervention in improving the foundational literacy skills of Key Stage 1 learners. Strengthening support mechanisms, addressing implementation challenges, and sustaining best practices are essential to further enhance its impact and ensure continuous learner progress.

Recommendations

On the basis of the findings and the conclusions of the study, the following recommendations are hereby offered:

1. To address learner absenteeism, schools could implement a "Star Reader" attendance program or collaborate with local Barangay officials to monitor and encourage consistent school attendance.
2. To address the "insufficient materials" challenge, the division should develop and distribute standardized, contextualized and localized kits (aligned with ARAL strategies) to reduce the burden on teachers to create additional materials.
3. Since "increased teacher workload" was a primary challenge, school heads should review the ancillary tasks of Key Stage 1 teachers. Implementing "protected instruction time" or providing teacher aides/volunteers during ARAL sessions could help maintain high-quality delivery.
4. While teacher training is currently "Very Highly Implemented," future sessions should move toward specialized workshops on Writing Instruction, as writing showed "Great Improvement" compared to the "Very Great Improvement" in reading.
5. To counter "low parental support," schools should launch a community-based literacy campaign. This could include "Parent Literacy Primers", which are simple, easy-to-follow guides that empower parents (regardless of their own literacy level) to support their children at home.
6. Continue the targeted tracking of learners who remain at the "Emerging" level by the EOSY. Personalized Intervention Plans (PIPs) should be developed for these specific students to ensure no child is left behind as they transition to Key Stage 2.
7. Conduct a "Success Story" documentation of the teachers who demonstrated the highest commitment to identify specific "enabling factors" that can be replicated in struggling districts.
8. Conduct a follow-up study to track these specific learners as they move into Grade 4 to determine the long-term retention of the literacy gains achieved through the ARAL Program.

Acknowledgements

The researcher humbly expresses her deepest gratitude to Almighty God for His boundless grace, wisdom, strength, and guidance throughout the completion of this study. His divine presence provided her with perseverance, hope, and determination, especially during the most challenging times. All glory and honor are offered to the Lord Jesus Christ, who made this achievement possible.

The researcher extends her sincere appreciation to the following individuals whose support and contributions were invaluable:

Prof. Jennifer Rigoris, LPT, Director of the Research Development Center and Planning, for her exemplary leadership and steadfast commitment to advancing research. Her passion and dedication have greatly inspired the researcher and strengthened the foundation of this study.

Dr. Jay-Ann Consignado-Octoman, Dean of the College of Teacher Education and the researcher's adviser, for her unwavering encouragement, insightful suggestions, and scholarly expertise. Her constant guidance, remarkable patience, and enduring support throughout every stage of the research process were instrumental in the successful completion of this study.

Mr. Albert T. Saul, the researcher's statistician, for his invaluable assistance in the statistical treatment of data. His expertise, thoughtful guidance, and willingness to share his knowledge significantly contributed to the accuracy and credibility of this research.

Gerlie M. Ilagan, CESO VI, Schools Division Superintendent of San Pablo City, for her exemplary leadership and for granting permission to conduct this study. Her support enabled the researcher to gather the necessary data from the schools, which was essential to the success of this research.

To **all the respondents**, the researcher extends her heartfelt appreciation for their time, cooperation, and willingness to participate in this study. Their valuable responses made this research possible. Finally, the researcher expresses her deepest gratitude to everyone who, in one way or another, contributed to the completion of this study.

References

- Abergos, Leonard Ivan B. et al. (2024), "Effectiveness of Remedial Reading to Struggling Readers of Grade 7 Students", electronic copy from https://www.shs-conferences.org/articles/shsconf/pdf/2024/02/shsconf_access2024_01_004.pdf Retrieved on November 26, 2025
- Alipio, Junaliza P. (2025), "Parental Involvement and Teachers' Support on the Reading Proficiency of Grade 1 Learners of Selected Schools of South Butuan District", electronic copy from <https://pantaojournal.com/wp-content/uploads/2025/05/81-Alipio.pdf> Retrieved on March 20, 2025
- Aminuriyah, Siti et al. (2023), "A Case Study of differentiated Instruction at Elementary School", electronic copy from https://www.researchgate.net/publication/377103175_A_Case_Study_of_Differentiated_Instruction_at_Elementary_School Retrieved on April 17, 2025
- Anku, Francis K. (2024), "The Impact of Phonemic Awareness and Phonics Instruction on the Reading Skills of Learners with Reading Difficulties", electronic copy from <https://rsisinternational.org/journals/ijrsi/articles/the-impact-of-phonemic-awareness-and-phonics-instructions-on-the-reading-skills-of-learners-with-reading-difficulties/> Retrieved on March 20, 2026
- Annan, Kofi (1997), electronic copy from <https://press.un.org/en/1997/19970904.sgsm6316.html> Retrieved on September 30, 2025

- Arundel, Kara (2025), "These 6 Guidelines can Improve Equity in Literacy, Report says", electronic copy from <https://www.k12dive.com/news/6-literacy-policy-improvements-science-of-reading-EdTrust/756335/> Retrieved on October 6, 2025
- Asim, Faiqa (2024), "Examining the Impact of Teacher's Training Programs on the Role of Teachers in the Implementation and Development of Curriculum", electronic copy from <https://files.eric.ed.gov/fulltext/EJ1457014.pdf> Retrieved on March 20, 2025
- Ayana, Haimanot et al. (2024), "Effect of Vocabulary Learning Strategies on Students' Vocabulary Knowledge Achievement and Motivation: the Case of Grade 11 High School Students", electronic copy from <https://www.frontiersin.org/journals/education/articles/10.3389/educ.2024.1399350/full> Retrieved on March 21, 2026
- Bete, Richelle P. (2025), "Bridging Reading Gaps: Analyzing the Impact of the National Reading Program on Grade 1 to e Learners in Kiliog Elementary School", electronic copy from <https://rsisinternational.org/journals/ijriss/articles/bridging-reading-gaps-analyzing-the-impact-of-the-national-reading-program-on-grade-1- to-3-learners-in-kiliog-elementary-school/> Retrieved on March 21, 2026
- Caabay, Ma. Thessa R. (2024), "Intervention to Enhance Reading Comprehension Skills of Grade 7 Students through Background Knowledge Activation, Repeated Readings, Reading Aloud and Asking Questions", electronic copy from <https://jurnal.yayasannulrulyakin.sch.id> Retrieved on April 16, 2026
- Campila, Marinel E. et al. (2024), "Reading Literacy of Grade 7 Learners", electronic copy from [https://etcor.org/storage/iJOINED/Vol.%20III\(2\).%20319-334.pdf](https://etcor.org/storage/iJOINED/Vol.%20III(2).%20319-334.pdf) Retrieved on April 16, 2026
- Corpuz, Jhea Mae et a. (2024), "Students' Vocabulary Skills in Relation to their Reading Comprehension in Language Literature", electronic copy from <https://rsisinternational.org/journals/ijriss/articles/students-vocabulary-skills-in-relation-to-their-reading-comprehension-in-language-literature/> Retrieved on March 21, 2026
- Cubillas, Ariel (2021), "Assessment of the Reading Intervention Program Beginning Reading Para sa mga Tsikiting (BRPT)", electronic copy from https://www.researchgate.net/publication/357249853_Assessment_of_the_Reading_Intervention_Program_Beginning_Reading_Para_sa_mga_Tsikiting_BRPT_A_Focus_on_its_Progress_and_Challenges Retrieved on November 26, 2025
- Cudlay, Jeorcy G. (2025), "Engaging Learners in Vocabulary Development through Hands-on Word Building Activities", electronic copy from <https://cognizancejournal.com/vol5issue11/V5I1134.pdf> Retrieved on April 16, 2026
- DepEd Order No. 16, s. 2017, "Research Management Guidelines", electronic copy from https://www.deped.gov.ph/wp-content/uploads/2017/03/DO_s2017_016.pdf Retrieved on October 7, 2025.
- DepEd Order No. 13, s. 2023, "Adoption of the Learning Recovery Plan in the Department of Education", electronic copy from https://www.deped.gov.ph/wp-content/uploads/DO_s2023_013.pdf Retrieved on October 7, 2025
- DepEd Order No. 18, s. 2025, "Implementing Guidelines of the Academic Recovery and Accessible Learning Program", electronic copy from <https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/> Retrieved on October 7, 2025
- DepEd Memorandum No. 64, s. 2025, "Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3", electronic copy from <https://www.deped.gov.ph/2025/08/01/august-1-2025-dm-064-s-2025-implementing-guidelines-for-the-academic-recovery-and-accessible-learning-program-in-reading-for-key-stages-1-to-3/>
- Endo, Amy (2024), "Reading Intervention Strategies for Struggling Readers", electronic copy from https://www.hmhco.com/blog/reading-intervention-strategies-for-struggling-readers?srltid=AfmBOooDaxu6F9-T1_1FCVUI3GnaDYnC6yeeqCH4ejyLeZpax3XnsmMY Retrieved on November 26, 2025
- Erickson, Zachary Carl (2021), "The Role of Phonemic Awareness in Reading Development in the Primary Grades", electronic copy from <https://spark.bethel.edu/cgi/viewcontent.cgi?article=1714&context=etd> Retrieved on March 23, 2026
- Garganera, Japhet Mari (2025), "Teaching Phonemic Awareness to Filipino Students: Bridging Culture and Pedagogy: A Case Study", electronic copy from https://www.researchgate.net/publication/395986384_Teaching_Phonemic_Awareness_to_Filipino_Students_Bridging_Culture_and_Pedagogy_A_Case_Study Retrieved on April 16, 2026
- Faturromah, Ning Ira et al. (2023), "Analysis of Reading Comprehension Ability to Determine Main Ideas and Supporting Ideas", electronic copy from file:///C:/Users/pc1/Downloads/525+Ning+Ira+Faturrohmah_PGSD+ok++153-164.pdf Retrieved on March 21, 2026

- Fatyela, Vuyokazi et al. (2021), "Improving Higher-order Comprehension Skills of Grade 3 Learners in a Second Language at Quintile 2 School, in Cape Town, South Africa", electronic copy from <https://rw.org.za/index.php/rw/article/view/312/749> Retrieved on March 21, 2026
- Gildore, Phyll Jhann E. (2025), "Effective Reading Intervention strategies for Primary Grade Students in Indonesia: A Systematic Review", electronic copy from <https://www.tandfonline.com/doi/full/10.1080/2331186X.2025.2482470> Retrieved on November 25, 2025
- Goran, Elisabeth N. (2025), "improving Reading Comprehension Skills of Students with Learning Difficulties through the Problem-Based Learning Model in Grade 5 Primary School", electronic copy from https://www.researchgate.net/publication/395108957_Improving_Reading_Comprehension_Skills_of_Students_with_Learning_Difficulties_through_the_Problem-Based_Learning_Model_in_Grade_5_Primary_School Retrieved on April 17, 2026
- Graham, Marien A. (2024), "Parental Involvement Predicts Grade 4 Learners Reading Literacy: An Analysis of PIRLS data for Students in Mpumalanga, South Africa", electronic copy from <https://www.tandfonline.com/doi/full/10.1080/00131911.2024.2379416#abstract> Retrieved on April 18, 2025
- Guio, Jennifer E. et al. (2024), "Best Practices in the Implementation of the Remedial Reading Program", electronic copy from <https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-41-54.pdf> Retrieved on April 15, 2026
- Hegueria, Alyssa V., "Comprehension Concerns: Signs and Signals for Improving School-Based Reading Intervention", electronic copy from <file:///C:/Users/pc1/Downloads/Comprehension+Concerns+Signs+and+Signals+for+Improving+a+School-based+Reading+Intervention.pdf> Retrieved on November 26, 2025
- <https://www.deped.gov.ph/2025/08/01/august-1-2025-dm-064-s-2025-implementing-guidelines-for-the-academic-recovery-and-accessible-learning-program-in-reading-for-key-stages-1-to-3/> Retrieved on October 7, 2025
- Kabonga, Itai (2020), "Principles and Practice of Monitoring and Evaluation: A Paraphernalia for Effective Development", electronic copy from <file:///C:/Users/pc1/Downloads/harcoam,+3086-27657-2-LE.pdf> Retrieved on March 20, 2026
- Levlin, Maria et al. (2025), writing development from Grade 3 to 6 in Students with a History of Reading Difficulties", electronic copy from <https://www.mdpi.com/2227-7102/15/11/1558> Retrieved on March 23, 2026
- Li Li (2024), "The Utilization of Instructional Materials in Teaching-Reading of Primary Education Children in Selected Government Schools", electronic copy from https://www.researchgate.net/publication/383490024_The_Utilization_of_Instructional_Materials_in_Teaching-Reading_of_Primary_Education_Children_in_Selected_Government_Schools Retrieved on March 18, 2025
- Lucas, Rochelle Irene G. et al. (2021), "Addressing the Poor Reading Performance of Filipino Learners: Beyond Curricular and Instructional Interventions" electronic copy from https://animorepository.dlsu.edu.ph/cgi/viewcontent.cgi?params=/context/res_aki/article/1099/&path_info=Addressing_the_poor_reading_performance_of_Filipino_learners.pdf Retrieved on April 18, 2025
- Lumo, Rachel A. (2025), "Motivational Orientation and Reading Comprehension Skill of Junior High School Learners", electronic copy from https://www.ijprems.com/uploadedfiles/paper/issue_5_may_2025/41616/final/fin_ijprems1749491929.pdf Retrieved on March 20, 2026
- Minosse Stephanie D. (2020), "Direct Instruction in Blending and Segmenting Phonemes", electronic copy from <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3752&context=etd> Retrieved on March 21, 2026
- Nagodavithana Sunimali et al. (2021), "A Study of Vocabulary Learning Strategies and their Effect on Vocabulary Development", electronic copy from https://www.researchgate.net/publication/368011455_A_Study_of_Vocabulary_Learning_Strategies_and_their_Effect_on_Vocabulary_Development Retrieved on March 21, 2026
- Pada, Judee Rose S. (2024), "Impact of Parental Involvement on Students' Reading Proficiency", electronic copy from file:///C:/Users/pc1/Downloads/Impact+of+Parental+Involvement+on+Students_+Reading+Proficiency.pdf Retrieved on March 20, 2026
- Paguyan, Princess Carl Rowelyn et al. (2022), "Factors Affecting Reading Performance Among Grade 3 Pupils in Boston, Davao Oriental, Philippines", electronic copy from <https://davaoresearchjournal.ph>main>download> Retrieved on April 18, 2026
- Panda, Erin J. (2023), "Empowering Schools to Implement Effective Research-Based Reading Remediation Delivers Long-Lasting Improvements to Children's Reading Trajectories", electronic copy from <https://journals.sagepub.com/doi/abs/10.1177/00222194231215016> Retrieved on November 26, 2025
- Pickren, Sage E. (2021), "The Contribution of Text Characteristics to Reading Comprehension: Investigating the Influence of Text Emotionality," electronic copy from <https://pmc.ncbi.nlm.nih.gov/articles/PMC9049824/> Retrieved on November 27, 2025
- Pocan, Jordan M. et al. (2022), "Strategic Intervention for Left-Behind Learners in the Philippines", electronic copy from https://www.researchgate.net/publication/363787049_STRATEGIC_READING_INTERVENTION_FOR_LEFT-BEHIND_LEARNERS_IN_THE_PHILIPPINES Retrieved on November 25, 2025

- Rafael, Shermaine D. et al. (2022), "Effectiveness of Localized English Reading Materials in Enhancing the Reading Skills of the Grade Two Pupils", electronic copy from https://www.researchgate.net/publication/364072657_Effectiveness_of_Localized_English_Reading_Materials_in_Enhancing_the_Reading_Skills_of_the_Grade_two_Pupils Retrieved on April 18, 2026
- Republic Act No. 12028 (2024), "An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Program and Appropriating Funds Therefor", electronic copy from https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html Retrieved on October 7, 2025
- Sayson, Richel J. (2022), Improving Reading and Writing of Grade 1 Through Self-Made Reading Module", electronic copy from https://www.researchgate.net/publication/359203034_Improving_Reading_and_Writing_of_Grade-1_Through_Self-Made_Filipino_Reading_Module Retrieved on April 18, 2025
- Sedita, Joan (2024), "Developing Phonemic Awareness Using Letters", electronic copy from <https://keystoliteracy.com/blog/developing-phonemic-awareness-using-letters/> Retrieved on March 20, 2026
- Shahi, Min B. et al. (2024), Exploring Feedback Mechanisms in Higher Educational Governance: Learning from a Case Study", electronic copy from https://www.researchgate.net/publication/386270182_Exploring_Feedback_Mechanisms_in_Higher_Educational_Governance_Learning_from_a_Case_Study Retrieved on March 20, 2026
- Silverman, Amber (2024), "Research-Based Reading Interventions for Elementary Students," electronic copy from https://www.hmhco.com/blog/research-based-reading-interventions-for-elementary-students?srsltid=AfmBOoqjIDyz_1Oc6T1KmEoJuJyKbprXa9S0MPOvqYJU_r1QOo7eORPo6 Retrieved on November 26, 2025
- Siwagan, Arnold R. (2025), "Issues and Challenges in Teaching Remedial Reading Among Teachers in Select Districts of Misamis Oriental", electronic copy from <https://www.ijmra.in/v8i11/Doc/73.pdf> Retrieved on March 20, 2026
- Smith, Reid (2021), The Role of Background Knowledge in Reading Comprehension: A Critical Review," electronic copy from <https://www.tandfonline.com/doi/full/10.1080/02702711.2021.1888348#abstract> Retrieved on November 27, 2025
- Snead, William R. et al. (2023), "The Effects of Pre-Reading Assignments on Academic Performance", electronic copy from <https://files.eric.ed.gov/fulltext/ED629606.pdf> Retrieved on April 17, 2023
- Sunethra, K.A et al. (2023), "The Impact of the Reading Habit on the Writing Skills of Primary Students", electronic copy from https://www.researchgate.net/publication/373639213_The_Impact_of_the_Reading_Habit_on_the_Writing_Skills_of_Primary_Students Retrieved on April 18, 2026
- Tagorita, Mary Ann et al. (2025), "Parent-Teacher Learning Program and the Reading Performance of Grade 3 Pupils", electronic copy from <https://journalajess.com/index.php/AJESS/article/view/1811> Retrieved on April 16, 2026
- Tolentino, Charlyn (2023), "Implementation and Challenges of Reading Intervention Programs in Face to Face Classes", electronic copy from <https://ejournals.ph/article.php?id=22053> Retrieved on November 26, 2025
- UNESCO (2025), "What You Need to Know About Literacy?", electronic copy from <https://www.unesco.org/en/literacy/need-know> Retrieved on October 6, 2025
- Utami, Andi Rachma F. et al. (2023), "Improving Students' Reading Comprehension Thorough Question-and-Answer Relationship (QAR) at MAN 2 Kota Makassar", electronic copy from <https://eprints.unm.ac.id/29168/1/25.%20QAR-2023.pdf> Retrieved on April 16, 2026
- Walberg Theory of Educational Productivity (1981), electronic copy from <http://www.iapsych.com/acmccewok/Walberg'stheoryofeducationalproductivity.html> Retrieved on September 18, 2025
- Weijden, Fae A. et al. (2023), Implementation Takes Time: Reduction of Literacy Problems in Schools Implementing an Early-Literacy Intervention," electronic copy from <https://www.tandfonline.com/doi/full/10.1080/19345747.2024.2384365#abstract> Retrieved on November 26, 2025
- Yani, Ida et al. (2025), "Correlation Between Reading Comprehension and Writing Coherence in Junior High EFL Learners", electronic copy from <file:///C:/Users/pc1/Downloads/678-4128-1-PB.pdf> Retrieved on March 21, 2025
- Young-Suk Grace Kim (2025), "What Explains the Relations Between Reading Comprehension and Written Composition? Findings from a Longitudinal Study", electronic copy from <https://www.tandfonline.com/doi/full/10.1080/10888438.2025.2582620>