

The Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in the Public Elementary Schools in Sagñay District, Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Strategies Academic Recovery and Accessible Learning (ARAL) Program Public Elementary Schools Sagñay District Division of Camarines Sur	This study assessed the strategies employed in implementing the Academic Recovery and Accessible Learning (ARAL) Program and their effectiveness in developing Grade 3 learners' literacy skills in public elementary schools in Sagñay District, Division of Camarines Sur, during School Year 2025–2026. Using a descriptive-inferential research design, data were analyzed through frequency count, percentage, weighted mean, rank, and Kendall's Coefficient of Concordance (W). The strategies were rated Much Employed, including remedial and enrichment activities (3.95), teacher facilitation and support (3.95), learning materials and resources (3.94), individualized instruction (3.89), and monitoring and assessment (3.82). No significant agreement was found among the rank orders of the five strategy dimensions ($p > 0.05$). Literacy outcomes were rated Much Effective, particularly reading fluency (4.24), writing skills (4.19), vocabulary development (3.99), reading comprehension (3.89), and listening comprehension (3.50). Significant agreement was found for vocabulary development, reading comprehension, and listening comprehension, but not for writing skills and reading fluency. The study recommended standardized comprehension activity banks developed by reading coordinators and mentoring by master teachers on differentiated reading activities and individualized interventions. It concluded that ARAL strategies were generally much employed and effective in developing literacy skills. Grade 3 teachers should sustain effective strategies, Public Schools District Supervisors should standardize implementation, and the Schools Division Office should provide additional support for writing and reading fluency. The proposed policy recommendations should be adopted. Future research should include other grade levels and replicate the study in other districts, divisions, or regions to validate and compare the findings.

1. Introduction

Education is universally recognized as a fundamental human right and a vital instrument for national development, social transformation, and individual empowerment. It equips learners with the knowledge, skills, values, and competencies necessary to participate meaningfully in society. Through education, individuals develop critical thinking, communication, and decision-making skills that contribute to personal growth and the social, economic, and cultural advancement of their communities. Among the essential competencies developed through education, literacy serves as the foundation for lifelong learning and academic success. Globally, the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, emphasize inclusive, equitable, and quality education for all. Similarly, the Education for All (EFA) movement promotes access to education and the acquisition of essential learning competencies, especially foundational literacy. These international commitments call on education systems to address learning gaps, promote equitable learning opportunities, and ensure that no learner is left behind.

In the Philippines, education is a constitutional responsibility of the State. Article XIV, Section 2 of the 1987 Philippine Constitution mandates the establishment and support of a complete, adequate, and integrated education system, including free public elementary and secondary education and assistance to disadvantaged learners. This provision underscores the importance of making education accessible, relevant, and responsive to learners' needs. Developing literacy among young learners is therefore both an educational priority and a means of fulfilling the country's commitment to quality education.

Several laws and educational reforms support this mandate. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Program to strengthen curriculum relevance and learner competencies. Meanwhile, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, established a governance framework that empowers schools and local stakeholders through school-based management. These reforms complement the Basic Education Sector Reform Agenda (BESRA), which promotes improved learning outcomes, accountability, continuous improvement, and community participation.

The need to strengthen foundational literacy has become increasingly urgent following disruptions to education and concerns raised by international assessments, including the Programme for International Student Assessment (PISA), in which Filipino learners have

demonstrated difficulties in reading literacy. These concerns have prompted the Department of Education (DepEd) to intensify learning recovery initiatives. Through DepEd Order No. 013, s. 2023, the National Learning Recovery Program (NLRP) was established to address learning gaps, particularly in literacy and numeracy among early-grade learners.

Another major reform is the MATATAG Curriculum, which enhances the K to 12 curriculum by decongesting learning areas and prioritizing foundational literacy, numeracy, and essential life skills. This reform is particularly relevant to Grade 3 learners, who are expected to strengthen their ability to read with comprehension and use reading as a tool for acquiring knowledge across learning areas. Ensuring that learners develop these competencies requires appropriate teaching strategies, sufficient learning resources, and continuous assessment.

Further strengthening learning recovery is Republic Act No. 12028, which institutionalized the Academic Recovery and Accessible Learning (ARAL) Program. The program provides structured interventions to address learning gaps through remedial instruction, differentiated teaching strategies, and accessible learning opportunities. It complements existing initiatives such as the Every Child A Reader Program (ECARP) and uses assessment tools, including the Comprehensive Rapid Literacy Assessment (CRLA), to identify learners who require additional support and monitor their progress. Effective implementation is essential to ensuring that struggling readers receive appropriate and timely interventions.

At the regional level, DepEd Region V, or the Bicol Region, supports literacy and numeracy development through initiatives such as 6B's: Bawat Batang Bicolano, Bihasang Bumasa at Bumilang. This initiative reinforces the goal of developing foundational reading and numeracy skills among young learners. Regional remediation efforts, including those associated with DepEd Order No. 10, s. 2025, further support learning recovery. These initiatives align with national education priorities, including the 10-Point Basic Education Agenda, the Eight-Point Socioeconomic Agenda, and DepEd's policy commitments to access, quality, and equity.

In Sagñay District, Division of Camarines Sur, public elementary schools have demonstrated accomplishments in academic, co-curricular, and sports activities. Schools have pursued improvements in learner performance through remediation, enrichment, and innovative teaching practices aligned with the K to 12 and MATATAG curricula. Teachers participate in professional development and employ learner-centered approaches to strengthen critical thinking and problem-solving. The district has also gained recognition through learners' participation in division and regional sports competitions, including Palarong Bicol, as well as journalism, cultural performances, school organizations, and skills competitions. These accomplishments demonstrate the schools' continuing commitment to holistic learner development.

Despite these achievements, literacy challenges among Grade 3 learners remain a concern, as reflected in assessment results and classroom observations. Although national and regional policies provide guidance for learning recovery, differences in the implementation of ARAL strategies may affect their effectiveness. Teacher facilitation, learner readiness, the availability of learning materials, individualized instruction, and monitoring and assessment are important factors in determining whether interventions adequately address learners' literacy needs.

Related studies emphasize the importance of systematic and responsive literacy interventions. Garcia (2022) reported that structured reading remediation improved learners' word recognition and basic comprehension. Similarly, Dela Peña (2023) emphasized the value of targeted interventions based on diagnostic assessments in addressing Grade 3 learners' reading difficulties. These findings highlight the need to identify learners' specific weaknesses and provide appropriate instructional support.

Villanueva (2023) found that learner-centered strategies and small-group instruction enhanced reading fluency and oral reading accuracy among struggling readers. Santos and Cruz (2024) likewise emphasized that continuous monitoring through standardized reading assessment tools enabled teachers to adjust their instructional approaches and improve literacy outcomes. These studies suggest that effective teaching strategies, appropriate assessment, and responsive instructional adjustments are essential to literacy development.

Furthermore, Reyes (2024) highlighted the value of contextualized literacy interventions incorporating parental involvement and school-based remediation, reporting a decrease in non-readers and frustration-level readers. This finding emphasizes that literacy improvement requires collaboration among teachers, families, and schools, particularly in addressing the needs of struggling learners.

In view of these considerations, the present study determines the extent of the strategies employed in implementing the Academic Recovery and Accessible Learning (ARAL) Program and their effectiveness in developing the literacy skills of Grade 3 learners in public elementary schools in Sagñay District, Division of Camarines Sur, during School Year 2025–2026. Specifically, it examines remedial and enrichment activities, individualized instruction, learning materials and resources, teacher facilitation and support, and monitoring and assessment strategies, alongside literacy outcomes in reading fluency, writing, vocabulary development, reading comprehension, and listening comprehension.

The findings are expected to provide evidence-based recommendations for strengthening ARAL implementation. These may guide teachers, school leaders, and education policymakers in improving instructional strategies, addressing literacy gaps, and supporting the development of competent readers. Ultimately, the study seeks to contribute to the goal of ensuring that every Grade 3 learner receives meaningful learning support and develops the foundational literacy skills necessary for continued academic success.

1.1 Statement of the Problem

This study determined the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in the public elementary schools in Sagñay District, Division of Camarines Sur for School Year 2025–2026. Specifically, it sought answers to the following questions:

1. To what extent were the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along:
 - 1.1 Remedial and Enrichment Activities,
 - 1.2 Individualized Instruction,
 - 1.3 Use of Learning Materials and Resources,
 - 1.4 Teacher Facilitation and Support, and
 - 1.5 Monitoring and Assessment Strategies?

2. How significant is the agreement on the rank orders of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along the aforementioned aspects?
3. To what extent is the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in terms of:
 - 3.1 Writing Skills,
 - 3.2 Vocabulary Development,
 - 3.3 Reading Comprehension,
 - 3.4 Fluency in Reading, and
 - 3.5 Listening Comprehension?
4. How significant is the agreement on the rank orders of extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners among the different groups of the respondents?
5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The study was anchored on the following assumptions:

1. The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Individualized Instruction, Remedial and Enrichment Activities, Use of Learning Materials and Resources, Monitoring and Assessment Strategies, and Teacher Facilitation and Support can be identified.
2. The extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in terms of Reading Comprehension, Vocabulary Development, Fluency in Reading, Writing Skills, Listening Comprehension, and Critical Thinking in Literacy can be assessed.
3. The policy recommendations can be formulated based from the findings of the study..

1.3 Hypotheses

This study tested these hypotheses:

1. There is a significant agreement on the rank orders of the extent of the strategies employed in the implementation of the ARAL Program (Academic Recovery and Accessible Learning).
2. There is a significant agreement on the rank orders of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners.

2. Literature Review

This chapter covers a review of related literature and studies that equipped the researcher with essential insights and information for conducting the research. Key topics explored included Strategies, Studies on Effectiveness, and Policy Recommendations. Additionally, inputs, similarities and differences were highlighted, along with the contributions of each source. The chapter also included the synthesis of the state-of-the-art, and the gap bridged by the study. Further, it presents the theoretical and conceptual frameworks, along with their respective paradigms..

2.1 Strategies

Pagatpat (2025) examined the literacy learning recovery strategies of Grades 1–3 teachers and the challenges they encountered in terms of teachers, learners, resources, parental support, and language. The findings emphasized the importance of differentiated instruction, engaging learning activities, and comprehensive interventions. Similar to the present study, it focuses on literacy recovery strategies; however, the present study specifically examines the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Felisilda et al. (2025) investigated the implementation of the ARAL Program in improving elementary learners' reading comprehension. Findings revealed that teachers frequently used guided reading, scaffolding, and peer-assisted learning, although limited materials, heavy workloads, and inconsistent parental involvement remained challenges. Both studies focus on the ARAL Program and literacy development, but differ in geographical setting and scope.

Hamoc (2023) explored teachers' experiences in addressing learning gaps after the pandemic. Teachers used remedial reading, pull-out sessions, differentiated instruction, and supplementary materials. However, resource limitations, insufficient professional development, lack of parental support, and learner absenteeism hindered implementation. Similar to the present study, it examines learning recovery strategies, but the present research specifically focuses on the ARAL Program and the development of multiple literacy skills among Grade 3 learners.

Judijanto and Parni (2025) reviewed innovative literacy improvement strategies, highlighting the importance of digital technologies, educational applications, and collaboration among teachers, parents, and communities. Their findings support the use of adaptive and technology-based approaches to improve literacy outcomes. Unlike their literature-based review, the present study empirically examines the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Hadianto et al. (2022) investigated the effectiveness of literacy instruction integrating local cultural discourse and practices in improving adults' reading skills in Indonesia. Findings showed that well-designed instruction enhanced reading abilities, knowledge sharing, and motivation. Both studies recognize the importance of effective literacy instructional strategies, but differ in their target participants and educational contexts.

2.2 Studies on Effectiveness

Hapsarini et al. (2023) examined strategies for improving literacy competence among junior high school learners in Indonesia, emphasizing collaboration among school teams and addressing challenges such as limited resources, linguistic diversity, and

socioeconomic disparities. Similar to the present study, it highlights the importance of structured literacy strategies, but differs in educational level, location, and focus on the ARAL Program for Grade 3 learners in Sagñay District.

William et al. (2025) explored the contributions of parental involvement, community literacy programs, libraries, and partnerships in improving children's reading and writing skills. The findings emphasized that collaboration among schools, families, and communities can address resource limitations and strengthen literacy development. Similarly, the present study recognizes the importance of stakeholder support, but specifically examines the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Lola et al. (2025) investigated reading interventions in Philippine elementary schools, including guided reading, phonics-based instruction, and digital literacy tools. Findings highlighted the effectiveness of structured and culturally relevant interventions, while identifying teacher training, resources, and community involvement as important factors. Similar to the present study, it focuses on improving elementary learners' literacy, but the present research specifically examines the implementation of the ARAL Program.

Dami et al. (2025) examined the role of teacher competence, professional development, and instructional strategies in improving literacy proficiency in Philippine public schools. The findings emphasized the need for continuous teacher training and appropriate teaching approaches. Both studies recognize the importance of effective instruction in literacy development, but the present study focuses specifically on the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Cultura et al. (2026) investigated the effectiveness of the PLAY Strategy integrated with Information and Communication Technology (ICT) in improving Grade 1 pupils' English word recognition skills. The findings showed improved reading performance following the intervention, highlighting the potential of play-based and technology-supported instruction. Similar to the present study, it emphasizes structured literacy interventions for young learners, but differs in its use of the PLAY Strategy rather than the ARAL Program.

2.3 Policy Recommendations

William et al. (2025) examined the relationship between teacher competence, instructional strategies, and literacy development among Filipino elementary learners. The findings emphasized the importance of teacher training and evidence-based teaching practices in improving reading, writing, and comprehension skills. Similar to the present study, it highlights effective instructional strategies, but the present research specifically focuses on the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Dinoro et al. (2023) investigated teachers' reading strategies and learners' reading performance in Iligan City and Lanao del Norte using PHIL-IRI results from 2017 to 2020. Findings showed that learners experienced difficulties in vocabulary, fluency, and comprehension, while guided reading and phonics were commonly employed. Both studies emphasize reading interventions, but the present study specifically examines the implementation of the ARAL Program in Sagñay District.

Esteban et al. (2024) reviewed studies on reading instruction and digital technology integration, highlighting the need for further research on technology-supported reading instruction in the Philippines. The authors emphasized curriculum adaptation, teacher training, empirical research, and community engagement. Similar to the present study, it seeks to strengthen literacy instruction, but the present research empirically examines the implementation of the ARAL Program among Grade 3 learners.

Pocaaan et al. (2023) assessed 30 struggling readers using word recognition, reading comprehension, reading speed, and PHIL-IRI assessment tools. The results showed improvement from frustration to instructional and independent reading levels after the use of strategic intervention materials. Both studies emphasize the importance of targeted reading interventions, but the present study focuses on the broader implementation of the ARAL Program for Grade 3 learners in Sagñay District.

Favour et al. (2025) explored community-based literacy programs and their contributions to improving reading, writing, and comprehension among Filipino elementary learners. Findings highlighted the importance of culturally relevant interventions, stakeholder participation, adequate resources, and sustainable community support. Similar to the present study, it recognizes the role of collaboration in literacy development, but the present research specifically investigates the implementation of the ARAL Program among Grade 3 learners in Sagñay District.

Overall synthesis. These studies emphasize the importance of teacher competence, evidence-based instructional strategies, appropriate reading materials, targeted interventions, and stakeholder collaboration in improving learners' literacy skills. They provide a foundation for examining the implementation of the ARAL Program among Grade 3 learners in Sagñay District, Division of Camarines Sur, particularly in identifying effective practices, implementation challenges, and opportunities to strengthen literacy outcomes.

2.4 Synthesis of the State-of-the-Art

The review of related studies and literature will lead to the formulation of significant insights and policy recommendations.

The studies on Strategies were those of: Pagatpat, S. M. M. (2025) assessed the strategies used by Grades 1-3 teachers in the implementation of learning recovery program in literacy; Felisilda, E. I. et. al. (2025) examined how the Academic Recovery and Accessible Learning (ARAL) Program supports the improvement of reading comprehension among elementary learners in selected public schools in the District of Valencia City, Bukidnon; Hamoc, J. (2023) explored the teachers' experiences in addressing the learning gaps during the resumption of in-person classes post-pandemic; Judijanto, L., and Parni, P. (2025) identified and analyzed the evolving strategies in improving literacy through a comprehensive literature review; and, Hadianito, D., S. et. al. (2022) investigated the effectiveness of literacy teaching design integrating local culture discourse and practice to enhance the reading skills of adults in Indonesia.

Studies on Effectiveness were analyzed by: Hapsarini, D. R. et. al. (2023) delved into the intricate realm of enhancing literacy competence at the junior high school level among school teams operating at the district and city levels in Indonesia; Willaim, B. et. al. (2025) explored the influence of community-driven initiatives, including parental involvement, local literacy programs, and public-private partnerships, in fostering reading and writing proficiency among young learners; Lola, D. et. al. (2025) investigated the impact of reading interventions and programs on literacy rates in Philippine elementary schools; Dami, F. et. al. (2025) explored the critical role of teacher competence and training in enhancing literacy proficiency within Philippine public schools; and, Cultura, J. F. et. al. (2026) examined the effectiveness of the PLAY (Participate, Learn, Apply, Yield) Strategy integrated with Information and Communication Technology (ICT) in enhancing English word recognition skills among Grade 1 pupils in the Philippines.

While studies on Policy Recommendations were those of: William, B. et. al. (2025) examined the interplay between teacher competence and instructional strategies in shaping literacy development among Filipino elementary students; Dinoro, A. et. al. (2023) examined the reading strategies implemented in the public schools of Iligan City and Lanao del Norte in terms of how teachers perceived it and based on the performance of students in the Philippine – Informal Reading Inventory (PHIL-IRI) for the last three years of the school year 2017-2020; Esteban, A. J. et. al. (2024) examined eight articles related to reading instruction research in the Philippines and seven articles on digital technology integration for reading instruction; Pocaan, J. M. et. al. (2023) determined the reading ability of 30 struggling readers in terms of word recognition, reading comprehension, and reading speed using reading stories, Dolch's basic sight words and the Phil-IRI Manual 2018; and, Favour, K. et. al. (2025) examined the impact of community-based programs on the literacy skills of elementary learners in the Philippines.

2.5 Gap Bridged by the Study

While numerous studies have examined literacy interventions, teacher strategies, and learning recovery programs in Philippine elementary schools, no previous study was found to focus specifically on the implementation of the ARAL Program for Grade 3 learners in the public elementary schools of Sagñay District, Division of Camarines Sur. Although similarities were observed in the reviewed literature—such as the focus on improving reading comprehension, enhancing teacher competence, employing remedial and enrichment strategies, and involving community or parental support—these studies did not replicate the exact context, scope, and structured program implementation of the present research. The reviewed studies either focused on broader grade levels, other literacy programs, district- or city-wide initiatives, adult learners, or were literature reviews, leaving a clear research gap regarding the effectiveness of the ARAL Program's strategies in developing multiple literacy skills, including reading comprehension, vocabulary, fluency, writing, listening, and critical thinking, among Grade 3 learners in Sagñay District. This study thus seeks to address this gap by empirically investigating the specific strategies employed, their effectiveness, and the constraints faced in implementing the ARAL Program, providing context-specific insights for educational improvement.

2.6 Theoretical Framework of the Study

This study was anchored on Epstein's Theory of Overlapping Spheres of Influence, (Epstein, 1995); Ecological Systems Theory, (Bronfenbrenner, 1979); Sociocultural Theory, (Vygotsky, 1978); Constructivist Learning Theory, (Piaget, 1972); and Social Learning Theory, (Bandura, 1977).

Epstein's Theory of Overlapping Spheres of Influence, (Epstein, 1995). This theory highlights how the combined efforts of families, schools, and communities can positively influence a child's education. It emphasizes six types of parental involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—which collectively contribute to enhancing learners' academic performance. In this study, Epstein's theory guided the understanding of how parental and community support in the ARAL Program can reinforce literacy development among Grade 3 learners.

Ecological Systems Theory, (Bronfenbrenner, 1979). Bronfenbrenner's theory explains that a child's development is influenced by multiple interacting systems, including microsystems (family, school), mesosystems (connections between microsystems), exosystems (community services, local policies), and macrosystems (societal norms and educational policies). This study applied the theory to explore how the interactions between teachers, parents, program coordinators, and school environments affect the successful implementation of ARAL strategies in improving literacy skills.

Sociocultural Theory, (Vygotsky, 1978). Vygotsky's theory asserts that learning occurs through social interaction and scaffolding, where more knowledgeable others guide learners in acquiring skills and knowledge. This study utilized the theory to emphasize the role of teacher facilitation, peer learning, and volunteer support in scaffolding literacy skills, enabling Grade 3 learners to achieve reading comprehension, vocabulary development, and other essential literacy competencies.

Constructivist Learning Theory, (Piaget, 1972). Piaget's theory posits that learners actively construct knowledge through experience and engagement with their environment, progressing through stages of cognitive development. In the context of this study, constructivism informs the design of ARAL strategies that promote active participation, individualized instruction, and hands-on activities to help learners internalize literacy concepts and apply them meaningfully.

Social Learning Theory, (Bandura, 1977). Bandura's theory emphasizes learning through observation, modeling, and reinforcement. It underscores the importance of role models, guided practice, and feedback in skill acquisition. This study drew on Social Learning Theory to support teacher-facilitated demonstrations, peer-assisted reading, and community involvement in the ARAL Program, promoting learners' literacy proficiency through observation and practice.

Researchers' Theory. Thus, the researcher came up with his theory that analyzing the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners will lead to the formulations of policy recommendations towards quality education.

3. Methodology

This chapter gives a clear and detailed look at the research methods used in the study. It covers the research design, the sampling methods, and describes the respondents. Additionally, it explains the data-gathering tools, outlines the steps taken throughout the study, and discusses the statistical techniques used to analyze the collected data.

3.1 Research Design

This study utilized the descriptive-evaluative-correlational method. The descriptive method was used in identifying the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Individualized Instruction, Remedial and Enrichment Activities, Use of Learning Materials and Resources, Monitoring and Assessment Strategies, and Teacher Facilitation and Support and assessing the extent of the effectiveness of the strategies in the

implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in terms of Reading Comprehension, Vocabulary Development, Fluency in Reading, Writing Skills, Listening Comprehension, and Critical Thinking in Literacy.

On the other hand, the correlational method was used in testing the significant agreement on the rank orders of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program and measuring the significant agreement on the rank orders of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners among the different groups of the respondents.

3.2 Sampling Technique

The purposive sampling was used in the choice of public elementary schools in Sagñay District, Division of Camarines Sur for School Year 2025-2026. As to the research respondents, there was no sampling technique used because the researcher utilized all the Grade 3 teachers in the public elementary schools in Sagñay District, Division of Camarines Sur. This complete enumeration ensured that all qualified respondents were included in the study, thereby providing comprehensive and representative data for the district.

3.3 Respondents of the Study

the respondents of the study. A total of 45 Grade 3 teachers from the public elementary schools in Sagñay District, Division of Camarines Sur participated in the study. Among the respondents, 17 teachers (38%) came from small schools, 15 teachers (33%) were from medium schools, and 13 teachers (29%) were from big schools. Specifically, among the big schools, Sagñay Central School had the highest number of respondents with 8 teachers (18%), followed by Nato Elementary School with 5 teachers (11%). For the medium schools, Mabca Elementary School, Turague Elementary School, and Quilomaon Elementary School each contributed 3 teachers (7%), while Minadongjol Elementary School and Sibaguan Elementary School each had 3 teachers (6%) after rounding. Among the small schools, Bongalon Elementary School contributed the highest number with 3 teachers (7%), while Atulayan Integrated School, Patitinan Elementary School, Aniog Elementary School, Sto. Niño Elementary School, Kilantao Elementary School, Bolo Elementary School, and Catalotoan Elementary School each contributed 2 teachers, representing approximately 4% to 5% of the total respondents.

3.4 Research Instruments

This study utilized a researcher-made survey questionnaire in determining the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in the public elementary schools in Sagñay District, Division of Camarines Sur for School Year 2025-2026.

3.5 Statistical Tools

In the interpretation and analysis of data, the following statistical tools were utilized: Frequency Count, Weighted Mean, Percentage, Rank, and Kendall's Coefficient of Concordance W were employed.

In identifying the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Individualized Instruction, Remedial and Enrichment Activities, Use of Learning Materials and Resources, Monitoring and Assessment Strategies, and Teacher Facilitation and Support and assessing the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in terms of Reading Comprehension, Vocabulary Development, Fluency in Reading, Writing Skills, Listening Comprehension, and Critical Thinking in Literacy, the weighted mean, frequency count, and rank were used.

To test the significant agreement on the rank orders of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program and measure the significant agreement on the rank orders of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners among the different groups of the respondents, Kendall's Coefficient of Concordance W was utilized with the following formula (Siegel, 1988).

4. Findings

This chapter presents, analyzes, and interprets the data gathered in the study entitled: The Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in the Public Elementary Schools in Sagñay District, Division of Camarines.

4.1 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

4.1.1 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Remedial and Enrichment Activities

The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Remedial and Enrichment Activities. Based on the data, all the eight (8) indicators were rated Much Employed. The weighted mean ranges from 3.77 to 4.10.

The indicators rated Much Employed were: Additional reading exercises are provided to learners needing improvement, (4.10); Learners are given extra practice in identifying unfamiliar words, (4.03); Reading games and interactive tasks are used to reinforce literacy skills, (4.01); Story retelling activities are used to improve understanding of texts, (3.95); Learners participate in guided reading sessions during ARAL sessions, (3.95); Uses reading drills to strengthen decoding and fluency skills, (3.93); Short comprehension activities are given after reading tasks, (3.82); and Enrichment activities are given to learners who already perform well in reading, (3.77). The highest-ranked indicator was "Additional reading exercises are provided to learners needing improvement" with a weighted mean of 4.10, interpreted as Much Employed. This finding suggests that teachers place considerable

emphasis on providing supplemental reading activities to learners who experience difficulties in literacy. The primary objective of the ARAL Program is to address learning gaps through targeted interventions; thus, teachers prioritize additional reading exercises to reinforce foundational reading skills, improve comprehension, and develop reading fluency. By providing individualized and repeated practice, teachers enable struggling learners to progress at their own pace, making this strategy one of the most frequently employed in the implementation of the program.

The lowest-ranked indicator was "Enrichment activities are given to learners who already perform well in reading" with a weighted mean of 3.77, which was likewise interpreted as Much Employed. Although enrichment activities were regularly implemented, they received the lowest rating because the ARAL Program primarily focuses on learners who require academic recovery rather than those who have already attained proficiency. Consequently, teachers devote more time and instructional resources to remediation activities intended to bridge learning gaps. Nonetheless, the result indicates that enrichment opportunities for advanced readers are still provided, although not as extensively as intervention activities for struggling learners.

The findings imply that the implementation of the ARAL Program is strongly aligned with its goal of promoting academic recovery by prioritizing learners who need additional instructional support. The consistent use of reading remediation strategies demonstrates teachers' commitment to improving learners' literacy competencies through differentiated instruction and targeted interventions. However, the relatively lower emphasis on enrichment activities suggests the need for a more balanced approach that addresses the learning needs of both struggling and advanced readers. According to Pagatpat, S. M. M. (2025), strengthening enrichment programs alongside remediation efforts can further enhance reading achievement, sustain learner motivation, and promote continuous literacy development for all learners.

4.1.2 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Individualized Instruction

The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Individualized Instruction. Based on the data, all the nine (9) indicators were rated Much Employed. The weighted mean ranges from 3.74 to 3.95. The indicators rated Much Employed were: Different reading activities are prepared for fast and slow learners, (3.95); Identifies learners who need additional support in reading and writing, (3.95); Gives specific feedback to help learners improve their literacy skills, (3.94); Learners are given tasks suited to their individual learning pace, (3.93); Allows learners extra time to complete literacy tasks when needed, (3.93); Adjusts activities according to the learners' reading levels, (3.87); Monitors learners' reading progress regularly and adjusts instruction, (3.82); Provides one-on-one guidance to struggling readers, (3.80); and Learners receive personalized practice in reading difficult words or passages, (3.74).

The highest-ranked indicators were "Different reading activities are prepared for fast and slow learners" and "Identifies learners who need additional support in reading and writing", both with a weighted mean of 3.95, interpreted as Much Employed. These findings indicate that teachers recognize the diverse learning needs of learners and consistently employ differentiated instruction to ensure that literacy activities are appropriate for varying levels of reading ability. Likewise, identifying learners who require additional support enables teachers to provide timely interventions and individualized assistance, which are essential objectives of the ARAL Program in addressing learning gaps and improving literacy outcomes.

The lowest-ranked indicator was "Learners receive personalized practice in reading difficult words or passages" with a weighted mean of 3.74, which was likewise interpreted as Much Employed. Although this strategy was regularly implemented, its relatively lower rating may suggest that providing individualized reading practice requires additional instructional time and teacher attention, making it more challenging to administer consistently during regular ARAL sessions. Nevertheless, the finding shows that teachers continue to provide personalized support whenever possible to help learners overcome specific reading difficulties.

The findings imply that teachers effectively employ differentiated instructional strategies and continuously identify learners requiring additional intervention, demonstrating the ARAL Program's commitment to inclusive and learner-centered instruction. The consistent implementation of these strategies indicates that teachers are responsive to learners' varying literacy needs and adjust their instruction accordingly. As cited by Felisilda, E. I. (2025), the relatively lower emphasis on personalized reading practice suggests the need to provide teachers with additional resources, instructional time, and intervention materials that will enable them to deliver more individualized literacy support and further strengthen learners' reading development.

4.1.3 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Use of Learning Materials and Resources

The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Use of Learning Materials and Resources. Based on the data, all the eight (8) indicators were rated Much Employed. The weighted mean ranges from 3.74 to 4.09.

The indicators rated Much Employed were: Printed reading materials are provided during ARAL sessions, (4.09); The teacher prepares worksheets to practice literacy skills, (4.04); Supplementary reading materials appropriate to learners' reading levels are regularly utilized to strengthen literacy skills, (4.02); The teacher utilizes contextualized materials related to learners' experiences, (3.93); Learners are encouraged to use available reading materials in the classroom, (3.92); Charts and word walls are displayed to support reading development, (3.91); Flashcards and visual aids are used to introduce new vocabulary, (3.85); and Digital or multimedia resources are used when available, (3.74).

The highest-ranked indicator was "Printed reading materials are provided during ARAL sessions" with a weighted mean of 4.09, interpreted as Much Employed. This finding indicates that printed instructional materials remain the primary resources used during ARAL implementation because they are readily available, accessible, and aligned with the literacy objectives of the program. Printed reading materials allow teachers to provide structured reading activities, guided practice, and independent exercises regardless of learners' access to digital technology. The high rating also reflects teachers' consistent use of worksheets, reading passages, and other printed resources to support literacy development and address learners' reading needs.

The lowest-ranked indicator was "Digital or multimedia resources are used when available" with a weighted mean of 3.74, which was likewise interpreted as Much Employed. Although digital and multimedia resources were regularly utilized, they received the lowest rating, possibly because of limited availability of technological facilities, internet connectivity, or digital devices in some public secondary schools. Teachers may also rely more heavily on printed materials because they are more practical and accessible during ARAL sessions. Nevertheless, the result suggests that teachers continue to integrate digital resources whenever circumstances permit to enrich literacy instruction and learner engagement.

The findings imply that the implementation of the ARAL Program is strongly supported by the effective use of instructional materials, particularly printed and contextualized resources that are appropriate to learners' reading levels. According to Hamoc, J. (2023), the consistent utilization of various literacy materials demonstrates teachers' commitment to providing meaningful and accessible learning experiences. However, the comparatively lower use of digital and multimedia resources highlights the need to strengthen technological support, improve access to digital learning tools, and provide additional training for teachers in integrating technology into literacy instruction to further enhance the effectiveness of the ARAL Program.

4.1.4 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Teacher Facilitation and Support

The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Teacher Facilitation and Support. Based on the data, all the nine (9) indicators were rated Much Employed. The weighted mean ranges from 3.75 to 4.13.

The indicators rated Much Employed were: Clearly explains literacy tasks to learners, (4.13); Encourages learners to participate in literacy exercises, (4.07); Demonstrates correct reading during guided practice, (4.06); Positive reinforcement is given to motivate learners, (4.00); Maintains a supportive learning environment during ARAL sessions, (3.97); Provides support when learners encounter reading difficulties, (3.95); Learners are encouraged to express their understanding of the text, (3.92); Guides learners during reading activities, (3.84); and Monitors learners' progress throughout the session and provides timely assistance whenever needed, (3.75).

The highest-ranked indicator was "Clearly explains literacy tasks to learners" with a weighted mean of 4.13, interpreted as Much Employed. This finding indicates that teachers consistently provide clear and understandable instructions before learners perform literacy activities. Clear explanations help learners understand task expectations, minimize confusion, and enable them to actively participate in reading exercises. This practice reflects the teachers' commitment to creating meaningful learning experiences that support learners in achieving the objectives of the ARAL Program.

The lowest-ranked indicator was "Monitors learners' progress throughout the session and provides timely assistance whenever needed" with a weighted mean of 3.75, which was likewise interpreted as Much Employed. Although this practice was regularly implemented, its relatively lower rating may be attributed to the large number of learners requiring assistance and the limited time available during ARAL sessions. As cited by Judijanto, L., & Parni, P. (2025), continuously monitoring each learner's progress while providing immediate feedback can be demanding, especially when teachers simultaneously facilitate group activities and individualized instruction. Nevertheless, the result indicates that teachers remain committed to providing timely support despite these challenges.

The findings imply that teachers effectively perform their facilitative role by providing clear instructions, motivating learners, demonstrating correct reading practices, and maintaining a supportive learning environment throughout the ARAL sessions. These instructional practices contribute to learners' active participation and enhance the overall effectiveness of literacy interventions. However, the comparatively lower rating on monitoring learners' progress suggests the need to strengthen formative assessment practices by providing teachers with additional time, intervention tools, and monitoring strategies to ensure that every learner receives immediate and appropriate instructional support during the implementation of the ARAL Program.

4.1.5 The Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Monitoring and Assessment Strategies

The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program along Monitoring and Assessment Strategies. Based on the data, all the eight (8) indicators were rated Much Employed. The weighted mean ranges from 3.72 to 4.03.

The indicators rated Much Employed were: The teacher regularly checks learners' reading performance, (4.03); Reading errors are noted to guide further instruction, (3.89); Learners are given comprehension questions after reading tasks, (3.84); Short reading assessments are conducted to measure progress, (3.81); The teacher records the improvement of learners in literacy activities, (3.76); Oral reading is used to monitor learners' reading ability, (3.75); The teacher observes learners' participation during literacy sessions, (3.72); and Assessment results are used to plan appropriate follow-up literacy activities and interventions for learners, (3.72).

The highest-ranked indicator was "The teacher regularly checks learners' reading performance" with a weighted mean of 4.03, interpreted as Much Employed. This finding indicates that teachers consistently monitor learners' reading abilities to determine their progress and identify areas requiring improvement. Regular assessment of reading performance enables teachers to provide timely feedback, evaluate the effectiveness of literacy interventions, and make appropriate instructional adjustments. This practice reflects the ARAL Program's emphasis on continuous monitoring as an essential component of academic recovery and literacy development.

The lowest-ranked indicators were "The teacher observes learners' participation during literacy sessions" and "Assessment results are used to plan appropriate follow-up literacy activities and interventions for learners", both with a weighted mean of 3.72, interpreted as Much Employed. Although these practices were regularly implemented, they received the lowest ratings, possibly because they require continuous observation, systematic documentation, and additional time to analyze assessment results before planning appropriate interventions. Teachers may also encounter constraints in balancing instructional delivery with detailed monitoring and individualized follow-up activities during ARAL sessions. Nevertheless, these findings indicate that such strategies remain integral components of the program's implementation.

The findings imply that teachers place strong emphasis on continuously assessing learners' reading performance as a basis for monitoring literacy development and improving instructional practices. The consistent implementation of various monitoring and evaluation strategies demonstrates the commitment of teachers to ensuring that learners receive appropriate support throughout the ARAL Program. According to Hapsarini, D. R. et. al. (2023), the relatively lower ratings on learner observation and the use of assessment results for intervention planning suggest the need to strengthen data-driven instructional decision-making by providing teachers with additional assessment tools, monitoring templates, and professional development on planning targeted follow-up literacy interventions based on assessment outcomes.

4.2 The Summary of the Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

The summary of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program The indicators rated Much Employed were: Remedial and Enrichment Activities, (3.95); Teacher Facilitation and Support, (3.95); Use of Learning Materials and Resources, (3.94); Individualized Instruction, (3.89); and Monitoring and Assessment Strategies, (3.82).

Indicators	Big Schools			Medium Schools			Small Schools			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. The teacher records the improvement of learners in literacy activities.	3.74	ME	5	3.79	ME	5	3.75	ME	6	3.76	ME	5
2. Short reading assessments are conducted to measure progress.	3.93	ME	3	3.57	ME	7	3.93	ME	4	3.81	ME	4
3. The teacher regularly checks learners' reading performance.	4.01	ME	1	4.06	ME	1	4.02	ME	2	4.03	ME	1
4. Oral reading is used to monitor learners' reading ability.	3.66	ME	6	3.91	ME	3	3.67	ME	7	3.75	ME	6
5. Learners are given comprehension questions after reading tasks.	3.81	ME	4	3.64	ME	6	4.07	ME	1	3.84	ME	3
6. The teacher observes learners' participation during literacy sessions.	3.57	ME	8	4.02	ME	2	3.58	ME	8	3.72	ME	7.5
7. Reading errors are noted to guide further instruction.	3.98	ME	2	3.83	ME	4	3.86	ME	5	3.89	ME	2
8. Assessment results are used to plan appropriate follow-up literacy activities and interventions for learners.	3.62	ME	7	3.54	ME	8	4.01	ME	3	3.72	ME	7.5
AVERAGE	3.79	ME		3.80	ME		3.86	ME		3.82	ME	

The highest-ranked indicators were "Remedial and Enrichment Activities" and "Teacher Facilitation and Support", both obtaining a weighted mean of 3.95, interpreted as Much Employed. These findings indicate that teachers place strong emphasis on providing appropriate literacy interventions while actively guiding and supporting learners throughout the implementation of the ARAL Program. The high ratings suggest that teachers consistently deliver remediation to struggling readers, provide enrichment opportunities when appropriate, and facilitate literacy activities through clear instruction, motivation, and continuous encouragement. Such practices are essential in addressing learning gaps and fostering learners' confidence and participation in literacy development.

The lowest-ranked indicator was "Monitoring and Assessment Strategies" with a weighted mean of 3.82, which was likewise interpreted as Much Employed. Although this dimension was regularly implemented, its relatively lower rating may indicate that continuous monitoring, documentation of learners' progress, and planning of follow-up interventions require considerable time, effort, and instructional resources. Teachers may experience challenges in conducting comprehensive assessments while simultaneously facilitating individualized and group learning activities. Nevertheless, the result demonstrates that monitoring and assessment remain integral components of the ARAL Program.

The findings imply that the strategies employed in implementing the ARAL Program are consistently practiced across all dimensions, reflecting teachers' commitment to promoting literacy recovery and improving learners' academic performance. The strong emphasis on remedial and enrichment activities, teacher facilitation and support, and the effective utilization of learning materials and resources indicates that teachers actively respond to learners' diverse literacy needs by providing appropriate interventions, meaningful learning experiences, and continuous instructional assistance. These practices demonstrate that the ARAL Program is being implemented in accordance with its objectives of addressing learning gaps, strengthening foundational literacy skills, and ensuring accessible and learner-centered instruction for all learners.

However, the comparatively lower rating obtained by monitoring and assessment strategies suggests that although teachers regularly conduct assessments and monitor learners' progress, there is still a need to further enhance systematic tracking and utilization of assessment results. Effective monitoring goes beyond recording learners' performance; it involves analyzing assessment data, identifying specific learning difficulties, and designing appropriate follow-up interventions based on learners' needs. This highlights the importance of strengthening teachers' capacity in data-driven decision-making, progress monitoring, and the development of targeted literacy interventions. As emphasized by Hadianito (2022), providing teachers with appropriate monitoring tools, intervention guides, and continuous professional development opportunities enables them to make informed instructional decisions based on learners' actual progress and assessment outcomes.

4.3 The Summary of the Extent of the Strategies Employed in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program

The summary of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program based on the data, all the five (5) indicators were rated Much Employed. The weighted mean ranges from 3.82 to 3.95.

The indicators rated Much Employed were: Remedial and Enrichment Activities, (3.95); Teacher Facilitation and Support, (3.95); Use of Learning Materials and Resources, (3.94); Individualized Instruction, (3.89); and Monitoring and Assessment Strategies, (3.82).

Indicators	Big Schools			Medium Schools			Small Schools			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Remedial and Enrichment Activities	3.95	ME	2	3.97	ME	1	3.92	ME	3	3.95	ME	1.5
2. Individualized Instruction	3.88	ME	4	3.88	ME	4	3.91	ME	4	3.89	ME	4
3. Use of Learning Materials and Resources	3.94	ME	1	3.92	ME	2	3.95	ME	2	3.94	ME	3
4. Teacher Facilitation and Support	3.91	ME	3	3.94	ME	3	3.98	ME	1	3.95	ME	1.5
5. Monitoring and Assessment Strategies	3.79	ME	5	3.80	ME	5	3.86	ME	5	3.82	ME	5
AVERAGE	3.89	ME		3.90	ME		3.92	ME		3.91	ME	

The highest-ranked indicators were "Remedial and Enrichment Activities" and "Teacher Facilitation and Support", both obtaining a weighted mean of 3.95, interpreted as Much Employed. These findings indicate that teachers place strong emphasis on providing appropriate literacy interventions while actively guiding and supporting learners throughout the implementation of the ARAL Program. The high ratings suggest that teachers consistently deliver remediation to struggling readers, provide enrichment opportunities when appropriate, and facilitate literacy activities through clear instruction, motivation, and continuous encouragement. Such practices are essential in addressing learning gaps and fostering learners' confidence and participation in literacy development.

The lowest-ranked indicator was "Monitoring and Assessment Strategies" with a weighted mean of 3.82, which was likewise interpreted as Much Employed. Although this dimension was regularly implemented, its relatively lower rating may indicate that continuous monitoring, documentation of learners' progress, and planning of follow-up interventions require considerable time, effort, and instructional resources. Teachers may experience challenges in conducting comprehensive assessments while simultaneously facilitating individualized and group learning activities. Nevertheless, the result demonstrates that monitoring and assessment remain integral components of the ARAL Program.

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However, the comparatively lower rating obtained by monitoring and assessment strategies suggests that although teachers regularly conduct assessments and monitor learners' progress, there is still a need to further enhance systematic tracking and utilization of assessment results. Effective monitoring goes beyond recording learners' performance; it involves analyzing assessment data, identifying specific learning difficulties, and designing appropriate follow-up interventions based on learners' needs. This highlights the importance of strengthening teachers' capacity in data-driven decision-making, progress monitoring, and the development of targeted literacy interventions. As emphasized by Hadiano (2022), providing teachers with appropriate monitoring tools, intervention guides, and continuous professional development opportunities enables them to make informed instructional decisions based on learners' actual progress and assessment outcomes.

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

The test of significant agreement on the rank orders of the extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. The Kendall Coefficient of Concordance (W) was utilized, and the corresponding Chi-Square (χ^2) values were computed to determine whether there was a significant agreement among the different groups of respondents.

Based on the data, the Coefficient of Concordance (W) and the computed Chi-Square (χ^2) values yielded the following results: Remedial and Enrichment Activities, 0.15 and 3.15 ($p > 0.05$); Individualized Instruction, 0.14 and 3.36 ($p > 0.05$); Use of Learning Materials and Resources, 0.33 and 6.93 ($p > 0.05$); Teacher Facilitation and Support, 0.22 and 5.28 ($p > 0.05$); and Monitoring and Assessment Strategies, 0.41 and 8.61 ($p > 0.05$). Thus, the alternative hypothesis was rejected in all five dimensions.

INDICATORS	Remedial and Enrichment Activities	Individualized Instruction	Use of Learning Materials and Resources	Teacher Facilitation and Support	Monitoring and Assessment Strategies
Summation of the squared deviation from the mean	58.00	76.00	126.00	120.00	156.00
No. of groups	3	3	3	3	3
No. of items	8	9	8	9	8
Coefficient of Concordance W	0.15	0.14	0.33	0.22	0.41
Computed χ^2	3.15	3.36	6.93	5.28	8.61
Degree of Freedom	7	8	7	8	7
Tabular χ^2 value					
0.05	14.07	15.51	14.07	15.51	14.07
0.025	16.62	18.12	16.62	18.17	16.62
0.01	18.48	20.09	18.48	20.09	18.48
0.005	20.28	21.96	20.28	21.96	20.28
0.001	24.32	26.12	24.32	26.12	24.32
Decision on the Alternative Hypothesis (H_1)	Rejected	Rejected	Rejected	Rejected	Rejected
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

The alternative hypothesis was rejected because the computed Chi-Square (χ^2) values for Remedial and Enrichment Activities, Individualized Instruction, Use of Learning Materials and Resources, Teacher Facilitation and Support, and Monitoring and Assessment Strategies were all lower than their corresponding tabular values at the 0.05 level of significance. This indicates that there was no significant agreement on the rank orders of the respondents regarding the extent of the strategies employed in the implementation of the ARAL Program. The varying perceptions among the respondents may be attributed to differences in their experiences, responsibilities, observations, and involvement in implementing the literacy intervention strategies across the participating schools. The findings imply that although the strategies employed in the implementation of the ARAL Program were generally assessed as Much Employed, the respondents differed in their ranking of these strategies across the five dimensions. This variation suggests that the implementation of the program may not be entirely uniform across schools and may depend on factors such as the availability of instructional resources, teachers' instructional approaches, learner needs, and school support mechanisms. The absence of significant agreement highlights the need for strengthened program monitoring, standardized implementation guidelines, and continuous capacity-building activities.

4.5 The Extent of the Effectiveness of the Strategies in the Implementation of the ARAL Program (Academic Recovery and Accessible Learning) in Developing the Literacy Skills of the Grade 3 Learners

The implementation of the Academic Recovery and Accessible Learning (ARAL) Program highlights the efforts of the Philippine education system to address learning gaps and strengthen the foundational skills of learners, particularly in literacy development. For Grade 3 learners, the enhancement of reading proficiency, comprehension, and language skills is essential as these competencies serve as the foundation for success in higher grade levels. Evaluating the effectiveness of the strategies utilized in the ARAL Program provides an understanding of how well the intervention supports learners' academic recovery and improves their literacy outcomes.

4.5.1 The Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Writing Skills

The extent of the Effectiveness of the Strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Writing Skills based on the data, all the twelve (12) indicators were rated Much Effective. The weighted mean ranges from 4.07 to 4.27.

The indicators rated Much Effective were: Able to spell common words correctly, (4.27); Write legibly and neatly in writing tasks, (4.27); Write a short summary of the story read, (4.26); Use basic punctuation marks (period, comma, question mark) correctly, (4.24); Write simple sentences based on a given topic, (4.20); Show improvement in sentence construction, (4.20); Use correct capitalization in sentences, (4.19); Use appropriate words to express ideas clearly, (4.18); Follow writing instructions accurately based on the activity given, (4.17); Write short responses to reading activities, (4.10); Organize ideas clearly when writing short paragraphs, (4.09); and Complete writing tasks within the given time, (4.07).

The highest-ranked indicators were "Able to spell common words correctly" and "Write legibly and neatly in writing tasks", both obtaining a weighted mean of 4.27, interpreted as Much Effective. These findings indicate that the strategies employed under the ARAL Program have been highly effective in strengthening learners' foundational writing skills. Through consistent reading and writing exercises, guided instruction, and regular teacher feedback, learners have improved their spelling accuracy and handwriting. These fundamental writing skills are essential in helping learners communicate their ideas clearly and confidently while providing a strong foundation for the development of higher-order writing competencies.

The lowest-ranked indicator was "Complete writing tasks within the given time" with a weighted mean of 4.07, which was still interpreted as Much Effective. Although this strategy obtained the lowest rating among the writing skill indicators, it indicates that the ARAL Program strategies were effective in helping learners accomplish writing activities within the expected period. The relatively lower rating may be attributed to learners' varying levels of writing fluency, confidence, and ability to organize ideas while completing tasks. Some learners may require additional time to plan, compose, revise, and improve their written outputs, especially when they are still developing foundational writing skills.

The findings imply that the strategies implemented through the ARAL Program are much effective in enhancing learners' writing skills, particularly in areas such as spelling, handwriting, summarizing, punctuation, and sentence construction. The consistently high ratings across all indicators demonstrate that the literacy interventions have contributed to the improvement of learners' written communication skills and strengthened their foundational literacy competencies. However, the comparatively lower rating on completing writing tasks within the given time highlights the need to provide additional opportunities for guided writing practice, time-management strategies, and activities that develop writing fluency. As emphasized by William, B., et al. (2025), explicit writing instruction combined with continuous practice and timely feedback significantly enhances learners' writing proficiency and mastery of writing conventions.

4.5.2 The Extent of the Effectiveness of the Strategies in the Implementation of the Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Vocabulary Development

The extent of the Effectiveness of the Strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Vocabulary Development based on the data, out of ten (10) indicators, one (1) was rated Very Much Effective, and nine (9) were rated Much Effective. The weighted mean ranges from 3.51 to 4.58 which means Much Effective to Very Much Effective.

The indicator rated Very Much Effective was : Recognize and understand new words from reading materials, 4.51. While the indicators rated Much Effective were: Ask the meaning of unfamiliar words while reading, 4.33; Participate in vocabulary activities during ARAL sessions, 4.26; Identify the meaning of words through context clues, 4.24 ; Use newly learned words in simple sentences, 4.01; Match words with their correct meanings during activities, 3.99; Show confidence in using new words in oral discussions, 3.81; Use vocabulary words when answering comprehension questions, 3.61; Remember frequently used words from previous lessons, 3.60; and Apply newly learned vocabulary in both written and oral tasks, 3.58. The highest-ranked indicator was "Recognize and understand new words from reading materials" with a weighted mean of 4.51, interpreted as Very Much Effective. This finding indicates that the strategies implemented under the ARAL Program have been highly successful in enhancing learners' vocabulary acquisition through meaningful reading experiences. Regular exposure to reading materials, guided vocabulary instruction, and contextual learning activities enable learners to recognize unfamiliar words and understand their meanings with greater ease. A strong vocabulary foundation is essential for improving reading comprehension, oral communication, and overall literacy development, making this one of the most significant outcomes of the program.

The lowest-ranked indicator was "Apply newly learned vocabulary in both written and oral tasks" with a weighted mean of 3.58, interpreted as Much Effective. Although this strategy was still considered effective, it obtained the lowest rating among the vocabulary development indicators. This may be because applying newly acquired vocabulary in authentic speaking and writing situations requires higher-order language skills, confidence, and repeated opportunities for practice. Learners may first develop receptive vocabulary by recognizing and understanding new words before they are able to consistently use them appropriately in expressive language activities.

The findings imply that the strategies implemented through the ARAL Program are much effective in developing learners' vocabulary knowledge, particularly in helping them recognize, understand, and interpret unfamiliar words encountered in reading materials. The consistently high ratings across the indicators demonstrate that the literacy interventions have successfully strengthened learners' vocabulary, thereby contributing to improved reading comprehension and language proficiency. However, the comparatively lower rating on the application of newly learned vocabulary in written and oral tasks suggests the need to provide learners with more communicative, contextualized, and authentic language activities that encourage the practical use of newly acquired words. As emphasized by Lara, D., et. al. (2025), learners develop deeper and more lasting vocabulary knowledge when they are provided with multiple opportunities to actively use new words in meaningful speaking and writing situations.

4.5.3 The Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Reading Comprehension

The extent of the Effectiveness of the Strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Reading Comprehension based on the data, out of eleven (11) indicators, two (2) were rated Effective, and nine (9) were rated Much Effective. The weighted mean ranges from 3.37 to 4.46 which means Effective to Much Effective.

The indicators rated Much Effective were: Answer simple questions about what they read, (4.46); Able to identify the main idea of a short passage, (4.38); Able to recall important details from the story, (4.22); Retell the story in their own words, (4.18); Identify characters and events in a story, (3.92); Show better understanding of the text after guided reading, (3.86); Predict what may happen next in the story, (3.73); Distinguish between important and less important details in a text, (3.67); and Identify the setting (time and place) of the story, (3.60). While the indicators rated Effective were: Draw conclusions based on information from the text, (3.45); and Infer the meaning of unfamiliar words based on context, (3.37).

The highest-ranked indicator was "Answer simple questions about what they read" with a weighted mean of 4.46, interpreted as Much Effective. This finding indicates that the strategies implemented through the ARAL Program have been highly effective in strengthening learners' basic reading comprehension skills. Through guided reading sessions, teacher questioning, and comprehension activities, learners are able to understand and recall information from texts more effectively. The ability to answer

comprehension questions reflects learners' understanding of the text and demonstrates that the literacy interventions successfully support the development of foundational reading comprehension skills.

The lowest-ranked indicator was "Infer the meaning of unfamiliar words based on context" with a weighted mean of 3.37, interpreted as Effective. Although this strategy was considered effective, it obtained the lowest rating among the reading comprehension indicators. This may be because making inferences from context requires higher-order thinking skills, including analyzing textual clues, connecting prior knowledge with new information, and drawing logical conclusions. Such skills typically develop gradually and require continuous exposure to varied reading materials, explicit instruction, and repeated guided practice before learners can apply them independently. The findings imply that the strategies implemented through the ARAL Program are generally much effective in improving learners' reading comprehension, particularly in identifying main ideas, recalling details, answering comprehension questions, and retelling stories. These results demonstrate that the literacy interventions successfully enhance learners' understanding of texts and strengthen essential comprehension skills needed for academic success. However, the comparatively lower ratings on drawing conclusions and inferring the meaning of unfamiliar words suggest the need to incorporate more higher-order comprehension activities that develop learners' critical and inferential thinking skills. As emphasized by Dami, F., et. al. (2025), effective reading comprehension instruction should extend beyond literal understanding by engaging learners in inference-making, critical thinking, and strategic use of context clues to construct deeper meaning from texts.

4.5.4 The Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Fluency in Reading

The extent of the Effectiveness of the Strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Fluency in Reading based on the data, all the twelve (12) indicators were rated Much Effective. The weighted mean ranges from 4.13 to 4.30.

The indicators rated Much Effective were: Read simple texts with improved speed, (4.30); Follow punctuation marks while reading aloud, (4.29); Improve their accuracy in reading unfamiliar words, (4.29); Decode unfamiliar words using phonics strategies, (4.26); Show confidence when reading in front of the class, (4.25); Read sentences with correct pronunciation, (4.24); Show smoother reading with fewer pauses, (4.23); Read short passages with minimal teacher assistance, (4.22); Maintain consistent reading pace throughout the passage, (4.22); Demonstrate better expression while reading aloud, (4.21); Read with appropriate intonation based on sentence type, (4.21); and Self-correct errors while reading aloud, (4.13).

The highest-ranked indicator was "Read simple texts with improved speed" with a weighted mean of 4.30, interpreted as Much Effective. This finding indicates that the strategies implemented under the ARAL Program have been highly effective in enhancing learners' reading fluency, particularly in increasing their reading speed while maintaining comprehension. Through repeated oral reading, guided reading sessions, phonics instruction, and continuous teacher support, learners have developed greater automaticity in word recognition, allowing them to read texts more smoothly and efficiently. Improved reading speed is a key component of reading fluency because it enables learners to focus more on understanding the text rather than decoding individual words.

The lowest-ranked indicator was "Self-correct errors while reading aloud" with a weighted mean of 4.13, which was still interpreted as Much Effective. Although this strategy was considered highly effective, it obtained the lowest rating among the reading fluency indicators. This may be because self-correction requires learners to recognize their own reading mistakes, monitor their comprehension, and independently apply appropriate decoding or pronunciation strategies. Such metacognitive skills develop gradually and require consistent guided practice before learners become confident in identifying and correcting their own reading errors without teacher assistance. The findings imply that the strategies implemented through the ARAL Program are much effective in improving learners' reading fluency, particularly in enhancing reading speed, pronunciation, accuracy, expression, and confidence in oral reading. The consistently high ratings across all indicators demonstrate that the literacy interventions have successfully strengthened learners' fluency skills, enabling them to read with greater ease and effectiveness. However, the comparatively lower rating on self-correcting reading errors suggests the need to incorporate more metacognitive reading strategies, self-monitoring activities, and guided oral reading exercises that encourage learners to independently recognize and correct their mistakes. As emphasized by Cultura, J. F., et. al. (2026), effective fluency instruction combines repeated reading, teacher modeling, and opportunities for self-monitoring, enabling learners to develop accuracy, automaticity, and expressive reading that ultimately supports stronger reading comprehension.

4.5.5 The Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Listening Comprehension

The extent of the Effectiveness of the Strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners in terms of Listening Comprehension based on the data, out of ten (10) indicators, four (4) were rated Effective, and six (6) were rated Much Effective. The weighted mean ranges from 2.74 to 4.13 which means Effective to Much Effective.

The indicators rated Much Effective were: Identify the main idea of a story or passage after listening, (4.13); Listen attentively during storytelling activities, (4.11); Respond appropriately to oral questions, (3.95); Recall important details from stories read aloud, (3.87); Answer questions based on what they heard, (3.63); and Follow directions during literacy activities, (3.57). While the indicators rated Effective were: Demonstrate understanding of oral instructions, (3.15); Understand instructions given by the teacher, (3.14); Participate in discussions after listening activities, (2.74); and Predict what may happen next based on the story heard, (2.74). The highest-ranked indicator was "Identify the main idea of a story or passage after listening" with a weighted mean of 4.13, interpreted as Much Effective. This finding indicates that the strategies implemented through the ARAL Program have been highly effective in developing learners' listening comprehension, particularly in identifying the central idea of oral texts. Through storytelling, teacher-led discussions, and guided listening activities, learners are able to focus on essential information and

distinguish the main message of what they hear. This skill is fundamental to literacy development because it enables learners to comprehend spoken language and connect ideas presented during classroom instruction.

The lowest-ranked indicators were "Participate in discussions after listening activities" and "Predict what may happen next based on the story heard", both obtaining a weighted mean of 2.74, interpreted as Effective. Although these strategies were considered effective, they received the lowest ratings among the listening comprehension indicators. This may be because participating in discussions and making predictions require learners to apply higher-order thinking, verbal communication skills, and confidence in expressing their ideas. These competencies typically require sustained practice, meaningful interaction, and continuous teacher guidance before learners can actively engage in discussions and make logical predictions based on what they have heard.

The findings imply that the strategies implemented through the ARAL Program are generally much effective in improving learners' listening comprehension, particularly in identifying main ideas, listening attentively, recalling details, and responding appropriately to oral questions. These results demonstrate that the literacy interventions have successfully strengthened learners' ability to process and understand spoken language, which serves as a foundation for reading and overall language development. However, the comparatively lower ratings on discussion participation and prediction skills suggest the need to incorporate more collaborative learning activities, interactive storytelling, and higher-order listening tasks that encourage learners to think critically and communicate their ideas confidently. As emphasized by Esteban, A. J., et. al. (2024), effective listening instruction should engage learners in active participation, critical thinking, and meaningful interaction, enabling them to construct understanding and respond appropriately to oral language in authentic learning situations.

4.6 The Summary of the Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners

The summary of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners is reflected in Table 15 and Figure 17. Based on the data all the five (5) indicators were rated Much Effective. The weighted mean ranges from 3.50 to 4.24.

The indicators rated Much Effective were: Fluency in Reading, (4.24); Writing Skills, (4.19); Vocabulary Development, (3.99); Reading Comprehension, (3.89); and Listening Comprehension, (3.50).

Indicators	Big Schools			Medium Schools			Small Schools			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Writing Skills	4.19	ME	3	4.18	ME	2	4.19	ME	3	4.19	ME	2
2. Vocabulary Development	3.85	ME	4	3.79	ME	4	4.35	ME	1	3.99	ME	3
3. Reading Comprehension	4.26	ME	1	3.87	ME	3	3.71	ME	4	3.89	ME	4
4. Fluency in Reading	4.24	ME	2	4.23	ME	1	4.24	ME	2	4.24	ME	1
5. Listening Comprehension	3.70	ME	5	3.31	E	5	3.49	E	5	3.50	ME	5
AVERAGE	4.05	ME		3.88	ME		3.80	ME		3.96	ME	

The highest-ranked indicator was "Fluency in Reading" with a weighted mean of 4.24, interpreted as Much Effective. This finding indicates that the strategies implemented through the ARAL Program have been highly effective in improving learners' ability to read accurately, smoothly, and with appropriate speed and expression. The consistent use of guided reading, repeated oral reading, phonics-based instruction, and teacher support has enabled learners to develop greater confidence and automaticity in reading. Improved reading fluency allows learners to devote more attention to understanding the meaning of the text rather than focusing solely on decoding words, thereby enhancing overall literacy development.

The lowest-ranked indicator was "Listening Comprehension" with a weighted mean of 3.50, which was likewise interpreted as Much Effective. Although this area remained effective, it obtained the lowest rating among the literacy skill dimensions. This may be attributed to the fact that listening comprehension requires learners not only to understand spoken language but also to interpret information, make inferences, and respond appropriately to oral communication. These skills demand sustained attention, active listening, and higher-order thinking, which often require more time and varied instructional activities to develop fully.

The findings imply that the strategies implemented through the ARAL Program are much effective in enhancing learners' overall literacy skills, as evidenced by the consistently high ratings across all dimensions. The strong performance in reading fluency and writing skills demonstrates that the program successfully strengthens learners' foundational literacy competencies through structured interventions and learner-centered instructional practices. However, the comparatively lower rating in listening comprehension suggests the need to provide more interactive listening activities, storytelling sessions, collaborative discussions, and oral language exercises that foster active listening and critical thinking. As emphasized by Pocaan, J. M., et. al. (2022), literacy development is most effective when reading, writing, speaking, and listening are developed in an integrated manner, enabling learners to acquire comprehensive language skills that support academic achievement and lifelong learning.

4.7 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Strategies in the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Developing the Literacy Skills of the Grade 3 Learners

INDICATORS	Writing Skills	Vocabulary Development	Reading Comprehension	Fluency in Reading	Listening Comprehension
Summation of the squared deviation from the mean	477.00	668.50	916	401	666.25
No. of groups	3	3	3	3	3
No. of items	12	10	11	12	10
Coefficient of Concordance W	0.37	0.90	0.92	0.31	0.90
Computed χ^2	12.21	24.30	27.60	10.23	20.30
Degree of Freedom	11	9	10	11	9
Tabular χ^2 value					
0.05	19.68	16.92	18.31	19.68	16.92
0.025	22.62	19.02	20.48	22.62	19.02
0.01	24.73	21.67	23.21	24.73	21.67
0.005	26.76	23.59	25.19	26.76	23.59
0.001	31.26	27.88	29.59	31.26	27.88
Decision on the Alternative Hypothesis (H_1)	Rejected	Accepted	Accepted	Rejected	Accepted
Significance of Agreement	Not Significant	0.025	0.005	Not Significant	0.025

The test of significant agreement on the rank orders of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 learners is reflected. The Kendall Coefficient of Concordance (W) was utilized, and the corresponding Chi-Square (χ^2) values were computed to determine whether there was a significant agreement among the different groups of respondents.

Based on the data, the Coefficient of Concordance (W) and the computed Chi-Square (χ^2) values yielded the following results: Writing Skills, 0.37 and 12.21 ($p > 0.05$); Vocabulary Development, 0.90 and 24.30 ($p < 0.025$); Reading Comprehension, 0.92 and 27.60 ($p < 0.005$); Fluency in Reading, 0.31 and 10.23 ($p > 0.05$); and Listening Comprehension, 0.90 and 20.30 ($p < 0.025$). Thus, the alternative hypothesis was accepted except on Writing Skills and Fluency in Reading.

The alternative hypothesis was rejected in Writing Skills and Fluency in Reading because their computed Chi-Square (χ^2) values were lower than the corresponding tabular values at the 0.05 level of significance. This indicates that there was no significant agreement on the rank orders of the respondents regarding the effectiveness of the strategies employed in developing these literacy skills. The differing perceptions among the respondents may have resulted from variations in classroom implementation, instructional practices, and observations of learners' progress. Conversely, the alternative hypothesis was accepted in Vocabulary Development, Reading Comprehension, and Listening Comprehension because their computed Chi-Square (χ^2) values exceeded the critical values at the specified levels of significance, indicating a significant agreement among the respondents regarding the effectiveness of the strategies employed in developing these literacy skills.

The findings imply that while the ARAL Program is generally effective in developing the literacy skills of Grade 3 learners, the respondents demonstrated varying levels of agreement across the different literacy domains. The absence of significant agreement in Writing Skills and Fluency in Reading suggests that the effectiveness of the strategies in these areas may differ depending on classroom contexts, learner characteristics, and instructional approaches. On the other hand, the significant agreement observed in Vocabulary Development, Reading Comprehension, and Listening Comprehension indicates that the strategies employed in these domains are implemented more consistently and are similarly perceived by the respondents as contributing to learners' literacy development.

These results underscore the importance of strengthening the implementation of writing and reading fluency interventions while sustaining the effective practices used in vocabulary, reading comprehension, and listening comprehension to ensure balanced literacy development among Grade 3 learners.

4.8 Policy Recommendations

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

1. The teachers should consistently provide enrichment activities for learners who already perform well in reading.
2. The Reading Coordinators should develop standardized comprehension activity banks containing varied questioning techniques and reading exercises.
3. The Master Teachers should mentor teachers in designing differentiated reading activities and individualized intervention plans that address learners' specific reading challenges.
4. The PSDS should provide instructional leadership and technical support to schools by monitoring the implementation of individualized reading interventions.
5. The School heads should establish school-level policies that encourage the responsible use of digital and multimedia resources in literacy programs.
6. The Master Teachers should provide coaching and technical assistance to teachers in monitoring learner performance and delivering immediate instructional support.

7. The Parents should reinforce guided reading practices at home by encouraging regular reading activities and providing support during learners' reading practice.
8. The ARAL Program Volunteers should assist teachers in observing learners' participation by noting learner responses, engagement levels, and challenges during literacy activities.
9. The Teachers should utilize assessment results as a basis for designing appropriate follow-up literacy activities and interventions.
10. The DepEd Key Officials should strengthen policies and systems that support effective monitoring and assessment under the ARAL Program.
11. The Master Teachers should mentor teachers in developing effective writing instruction strategies that enhance learners' ability to complete tasks within the given time.
12. The Reading Coordinators should develop and promote school-wide vocabulary enhancement strategies aligned with the ARAL Program.
13. The LGU's should support vocabulary and reading comprehension programs by providing resources, reading materials, and community-based literacy initiatives.
14. Teachers should develop learners' ability to self-correct errors while reading aloud by providing guided oral reading activities, immediate but supportive feedback, and opportunities for repeated reading practice.
15. The DepEd Key Officials should strengthen literacy policies and resources that support the development of listening comprehension and critical thinking skills under the ARAL Program.

5. Conclusion and Recommendations

This Chapter presents a brief summary of the study, its findings, conclusion, and recommendation in determining the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in the Public Elementary Schools in Sagñay District, Division of Camarines Sur

5.1 The conclusions were summarized as follows:

1. The extent of the strategies employed in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program is Much Employed.
2. There is no significant agreement on the rank orders of the extent of the strategies employed in the implementation of the ARAL Program (Academic Recovery and Accessible Learning).
3. The extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners in is Much Effective.
4. There is a significant agreement on the rank orders of the extent of the effectiveness of the strategies in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in developing the literacy skills of the Grade 3 Learners among the different groups of the respondents except on Writing Skills and Fluency in Reading.
5. There are policy recommendations formulated based from the findings of the study.

5.2 Under the aforementioned conclusions, the following recommendations were given:

1. The Grade 3 teachers must sustain and further strengthen the implementation of the strategies employed under the ARAL Program to continuously improve learners' literacy skills.
2. The Public Schools District Supervisors (PSDS) should standardize the implementation of ARAL strategies across schools by providing regular monitoring, technical assistance, and learning action cell (LAC) sessions to promote greater consistency in program implementation.
3. The Master Teachers may continue utilizing effective and learner-centered ARAL strategies while integrating innovative reading and writing interventions to further enhance the literacy skills of Grade 3 learners.
4. The Schools Division Office must give additional support to the development of Writing Skills and Reading Fluency through targeted intervention programs, differentiated instruction, and continuous assessment since these areas showed variations in respondents' perceptions.
5. The policy recommendations formulated based from the findings of the study be adopted.

5.3 The following are the suggestions for future research:

1. Conduct a similar study involving Grade 1, Grade 2, and intermediate grade learners to determine whether the effectiveness of the ARAL Program strategies varies across grade levels.
2. Replicate the study in other school districts, divisions, or regions to validate the findings and compare the effectiveness of ARAL implementation in different educational contexts.
3. Employ a mixed-methods or qualitative research design to gain deeper insights into the experiences, challenges, and best practices of teachers, learners, parents, and ARAL Program implementers.
4. Investigate the influence of teacher competencies, instructional leadership, parental involvement, and learning resources on the effectiveness of the ARAL Program in developing learners' literacy skills.
5. Evaluate the long-term impact of the ARAL Program on learners' academic achievement, reading proficiency, writing ability, and overall learning outcomes.

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