

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume– IV Issue -II (March - April) 2026

Frequency: Bimonthly



READINESS AND CHALLENGES OF TEACHERS AND LEARNERS ON ARAL READING PROGRAM IMPLEMENTATION

DOMINADOR Q. MORRIS JR.

Cagayan State University-Aparri Campus, Aparri, Cagayan

| Received: 15.04.2026 | Accepted: 20.04.2025 | Published: 25.04.2026

*Corresponding author: DOMINADOR Q. MORRIS JR.

Abstract

The ARAL Reading Program (Academic Recovery and Accessible Learning), implemented under DepEd Order No. 18, s. 2025, aims to improve learners' reading proficiency in response to low PISA literacy performance by providing structured, learner-centered remediation. This study examined the readiness and challenges of teachers and learners in the ARAL Reading Program at Aparri East National High School for SY 2025–2026 using a sequential explanatory mixed-method design involving five teachers and 61 learners, supported by FGDs, interviews, and observations. Findings revealed that teachers are highly ready in content knowledge, pedagogy, and ICT skills, while learners are somewhat ready in phonemic awareness, phonics, fluency, comprehension, motivation, and digital skills. Both groups experienced challenges such as inappropriate reading materials, low engagement, behavioral issues, limited parental support, and time constraints. Teachers additionally reported heavy workload and readiness gaps. These findings highlight the need for differentiated instruction, scaffolded remediation, engaging strategies, and stronger institutional and parental support systems.

Keywords: Readiness, Challenges, ARAL Reading Program Implementation, Reading Program Enhancement

INTRODUCTION

Reading is a fundamental macro skill essential for learners' academic success, serving as the foundation for understanding concepts and constructing meaning. However, it is a complex process that extends beyond decoding written symbols, as it requires comprehension, fluency, vocabulary development, and phonemic awareness cultivated through structured instruction in the early grades. Reading is also an interactive process involving the reader, the text, prior knowledge (schema), and context, which highlights its importance in literacy development.

Despite numerous reading interventions and policies in the Philippines, including the National Reading Program (NRP) and Catch-up Fridays, learners' reading performance remains low in international assessments. The 2018 and 2022 PISA results revealed that the Philippines ranked among the lowest in reading literacy, mathematics, and science, reflecting weak foundational and higher-order thinking skills. This is further supported by the World Bank report indicating 91% learning poverty, where most Filipino children struggle to read and understand simple texts by

age 10. These persistent issues indicate the need for stronger interventions, as reading performance continues to decline despite reforms (Servallos, 2023).

In response, the Department of Education implemented the ARAL Reading Program under DepEd Order No. 18, s. 2025, to institutionalize structured, learner-centered remediation through ARAL Basic and ARAL Plus. This program aims to help learners catch up with expected competencies through targeted, responsive interventions (Panontongan, 2025). This study examines teachers' and learners' readiness and challenges in implementing the ARAL Reading Program, focusing on teachers' pedagogical, motivational, and technological competencies, as well as learners' foundational reading skills, motivation, and digital literacy.

The study is anchored on SDG 4, SDG 10, and SDG 17, emphasizing equitable quality education, reduced inequalities, and strengthened partnerships. It is also supported by Republic Act No. 10533, DepEd Order No. 45, s. 2002, DepEd Order No. 13, s. 2023, and Republic Act No. 12028, all of which emphasize literacy development, learning recovery, and structured intervention programs. The study is further supported by DepEd Order No. 10, s. 2024 (Matatag Curriculum), which strengthens foundational literacy skills. Ultimately, this research seeks to identify gaps and improve ARAL implementation for better reading outcomes (Neri & Mamonong, 2024; Chang, 2023).

Statement of the Problem

This study generally aimed to determine the extent of readiness and challenges of the ARAL learners and ARAL tutors in Aparri East National High School (AENHS) towards the implementation of the ARAL Reading Program initiated by the Department of Education for the academic year 2025-2026.

Specifically, it sought to find answers to the following questions:

1. What is the respondent's profile in terms of:

I. Teachers

A. Socio-Demographic Profile

- a.1 Age
- a.2 Sex

B. Professional Profile

- b.1 Educational Background
- b.2 Teaching Position
- b.3 Number of Reading Program-related Seminars, Trainings, and Conferences Attended for the Past 3 Years
- b.4 Length of Service

II. Learners

A. Socio-Demographic Profile

- a.1 Age
- a.2 Sex
- a.3 Parents' Educational Attainment
- a.4 Parents' Occupation
- a.5 Language Spoken at Home
- a.6 Reading Resources at Home
- a.7 Devices Used at Home

2. What is the level of readiness of the respondents towards the implementation of the ARAL Reading Program in terms of:

I. Teachers

- a.1 Content Knowledge
- a.2 Pedagogical Strategies

- a.3 Technological Skills

II. Learners

- b.1 Reading Proficiency (*Phonemic Awareness, Phonics and Word Recognition, Reading Fluency, Reading Comprehension*)
- b.2 Reading Motivation and Interest
- b.3 Technological Skills

3. Is there a significant difference in the level of readiness of teachers and learners in ARAL Reading Program implementation when grouped according to their profile?
4. Is there a significant difference in the level of readiness between teachers and learners in ARAL Reading Program implementation?
5. What are the challenges encountered by the respondents in the implementation of the ARAL Reading Program?
6. What recommendations for policy development or reading intervention plan to effectively implement the ARAL reading program is proposed based on the findings of the study?

METHODOLOGY

This chapter stipulates the procedures for conducting the study, which include the research design that was utilized, involved respondents, sampling technique, data gathering methods and instrument, locale of the study, and data analysis procedures.

Research Design

This study used a sequential explanatory mixed-method design, where quantitative data on respondents' readiness were first analyzed to generate initial insights, followed by qualitative data from FGDs with ARAL tutors and tutees to explain the results. Triangulation through interviews with school officials and coordinators further validated findings, ensuring comprehensive understanding of ARAL implementation readiness and challenges.

Locale of the Study

The study was conducted at Aparri East National High School (AENHS). Along with the other prestigious schools in Aparri, this secondary school is known for its excellence and has learning facilities that can deliver quality education to junior and senior high school learners. This school is located at Rizal St., Maura, Aparri, Cagayan.

Respondents/Participants and Sampling Technique

The study participants were five ARAL tutors (English teachers) and 61 ARAL learners from Aparri East National High School for SY 2025–2026, selected through total enumeration. Learners were classified as ARAL Basic and ARAL Plus from Grades 7–10 under Phil-IRI frustration and instructional levels. Participation was limited due to time and financial constraints.

Research Instruments

The study used a researcher-made survey questionnaire based on DepEd Order No. 18, s. 2025, with separate instruments for teachers and learners. It was validated, piloted, and checked by thesis consultants. Data triangulation through observation and interviews ensured validity. The questionnaire included consent, profile, readiness (4-point Likert scale), and challenges.

Data Gathering Procedure

The study began with obtaining ethics clearance from the Cagayan State University Ethics Committee, followed by approval from the PSDS of Aparri East and coordination with the school principal and ARAL coordinators. Data collection started in February 2026

and followed a two-phase sequential design. In the quantitative phase, surveys were administered to teachers and learners with informed consent, confidentiality, and voluntary participation strictly observed. Respondents used coded identities for anonymity. In the qualitative phase, FGDs and interviews were conducted with coordinators, tutors, and learners, and data were analyzed using thematic analysis to support quantitative findings.

Data Analysis

The study employed both quantitative and qualitative data analysis. Quantitatively, descriptive statistics (frequency counts and percentage distribution) were used to describe respondents' profiles, while weighted mean based on a 4-point Likert scale (Likert, 1932) measured readiness levels, eliminating neutral responses. Inferential statistics, including Pearson correlation (r), t -test, and ANOVA, were used to determine relationships and differences among variables. Qualitative data were analyzed through thematic analysis of FGD responses to identify patterns on challenges encountered. Finally, both datasets were integrated to explain findings more comprehensively and strengthen the validity of results in addressing ARAL Reading Program implementation issues.

Ethical Consideration

This study underwent review and approval by the Cagayan State University Ethics Review Board prior to data collection. After approval, permissions were secured from the PSDS and school principal. Informed consent was obtained from respondents, emphasizing voluntary participation, confidentiality, and the right to withdraw without consequences. Ethical safeguards included anonymity through coded identities, secure storage of printed and digital data, and restricted access to the researcher and statistician. Potential risks such as emotional discomfort were mitigated by clarifying the non-evaluative nature of the study. Findings were reported objectively for academic and program improvement purposes only.

RESULTS AND DISCUSSION

This section presents the explanation of results of the study. This includes the analysis and interpretation of specific outcomes of collected data and are organized chronologically according to the order of the statement of the problem.

Profile of the Respondents Teachers

Table 1a. Distribution of the Teacher Respondents in terms of their Profile

Variables	Frequency (n=5)	Percentage
Age		
30 or below	1	20.0
31 to 40	3	60.0
40 or above	1	20.0
<i>Mean= 37.00 years old</i>		<i>SD= 5.61</i>
Sex		
Male	1	20.0
Female	4	80.0
Educational attainment		
With units in a Masteral	3	60.0

program		
Masteral graduate	1	20.0
With units in a Doctorate program	1	20.0
Teaching Position		
Teacher I	1	20.0
Teacher III	3	60.0
Master Teacher I	1	20.0
Length of service		
10 or below	4	80.0
11 or above	1	20.0
<i>Mean= 12.20 years</i>		<i>SD= 6.10</i>
Seminars and trainings attended (multiple response)		
Local	2	40.0
Division	3	60.0
Regional	1	20.0
National	1	20.0
International	1	20.0

Table 1a presents the profile of teacher respondents in terms of age, sex, educational attainment, position, length of service, seminars attended, and organizational affiliation. Results show that most respondents are 37 years old (60%), indicating a mid-career stage, and are predominantly female, consistent with the school's personnel distribution. In terms of educational attainment, 60% have master's units, 20% are master's graduates, and 20% have doctoral units, reflecting strong academic preparation and commitment to professional growth. Most are Teacher III (60%), with 80% having 10 years or below in service, suggesting relatively early to mid-career experience. Seminar participation is mainly at the division level (60%), followed by local trainings (40%), while none are affiliated with reading organizations. This implies limited exposure to specialized reading program networks, supported by interview data indicating minimal school-based reading training.

Learners

Table 1b. Distribution of the Learner-Respondents in terms of their Profile

Variables	Frequency (n=61)	Percentage
Age		
12 to 13	7	11.5
14 to 15	36	59.0
16 to 17	16	26.2
18 or above	2	3.3
<i>Mean= 14.92 years old</i>		<i>SD= 1.38</i>
Sex		
Male	44	72.1

Female	17	27.9
Father's educational attainment		
Elementary level	12	19.7
Elementary graduate	11	18.0
High school level	11	18.0
High school graduate	16	26.2
College level	5	8.2
College graduate	6	9.8
Mothers' educational attainment		
Elementary level	15	24.6
Elementary graduate	12	19.7
High school level	11	18.0
High school graduate	10	16.4
College level	4	6.6
College graduate	9	14.8
Fathers' occupation		
Police/military	1	1.6
Businessman/entrepreneur	11	18.0
Farmer/forestry/fisherman	19	31.1
Barangay official	3	4.9
Government employee	5	8.2
Unemployed	22	36.1
Mothers' occupation		
Police/Military	1	1.6
Businessman/Entrepreneur	6	9.8
Farmer/Forestry/Fisherman	26	42.6
Driver	18	29.5
Barangay Official	3	4.9
Government Employee	3	4.9
Unemployed	4	6.6
Language spoken at home		
Ybanag	33	54.1
Ilocano	25	41.0
Itawes	3	4.9
Reading resources at home (multiple response)		
Books	46	75.4
Story	16	26.2
Journals	4	6.6
E-books	3	4.9

Devices used at home	(multiple response)	
Mobile phones	42	68.9
Laptop	13	21.3
Tablet	6	9.8
Television	34	55.7

Table 1b presents the profile of learner respondents in terms of age, sex, parents' educational attainment and occupation, language spoken, reading resources, and devices at home. Most learners are 14–15 years old (59%), predominantly Grade 10, consistent with Phil-IRI and ARAL records, indicating expected Key Stage 3 reading levels. The sample is male-dominated (72.1%), aligning with OECD (2019) findings that females generally outperform males in reading assessments.

In terms of parents' education, most fathers are high school graduates (26.2%) and most mothers are at elementary level (24.6%), with only few reaching college. This suggests limited home literacy support, as noted by Moisi et al. (2026) and Alikan & Oco (2025). Occupationally, many fathers are unemployed (36.1%) while mothers are mainly in agriculture (42.6%), indicating low-income, labor-intensive work that may limit parental involvement in reading support (Alikan & Oco, 2025). Most learners speak Ybanag and Ilocano (54.1% and 41%), reflecting the local context. Reading resources are mainly books (75.4%), while digital devices are limited and often used for non-academic purposes.

Level of Readiness of the Teachers in the Implementation of the ARAL Reading Program

Content Knowledge on Phonemic Awareness

Table 2a. Weighted Means and Level of Readiness of the Teachers in Implementing the ARAL Reading Program along Content Knowledge on Phonemic Awareness

Statements	Weighted Mean	Descriptive Value
1. Allowing my learners to hear and identify the different sounds of words easily through an activity such as repeating after me and listening to an audio recording.	3.80	Highly ready
2. Conducting pre-reading activities to my learners through segmenting onset and rimes, blending games, word building, word sorts, highlighting words using flash cards and the like.	3.60	Highly ready
3. For my learners to read more fluently, I present blending sounds activities to form words.	3.80	Highly ready
4. Before the actual reading, I encourage my learners to identify and highlight the unfamiliar words they	4.00	Highly ready

encounter from the texts and teach them the proper pronunciation and spelling.		
5. Providing my learners with different activities that focus on complex sound manipulation, wordplay and blending and rhyming of words.	3.40	Highly ready
Dimension Mean	3.72	Highly ready

Table 2a shows teachers' readiness in phonemic awareness, with a high overall weighted mean of 3.72. They are highly ready in identifying unfamiliar words (4.00), conducting pre-reading phonemic activities (3.60), and applying sound manipulation tasks. This indicates strong preparedness in foundational reading instruction. This supports Washburn & Pierce (2025), noting experienced teachers demonstrate stronger reading instruction competence.

Content Knowledge on Phonics and Word Recognition

Table 2b. Weighted Means and Level of Readiness of the Teachers in Implementing the ARAL Reading Program along Content knowledge on Phonics and Word Recognition

Statements	Weighted Mean	Descriptive Value
1. Presenting activities to form words such as word puzzle, jumbled letters before the actual reading to help my learners easily understand the texts.	3.40	Highly ready
2. Preparing my learners to read with confidence by presenting vocabulary words from the texts and let them identify its sound and meaning through context clues and finding synonyms.	3.80	Highly ready
3. Allowing my learners to read difficult words by breaking down longer words into smaller parts.	3.80	Highly ready
4. Instructing my learners to recognize word patterns like -ing or -ed which makes reading smoothly.	3.60	Highly ready
5. Incorporating games and other fun activities to help my learners recognize words easily like singing songs or chants related to the poem or story to be used in the actual reading.	3.20	Ready
Dimension Mean	3.56	Highly ready

Table 2b presents teachers' readiness in phonics and word recognition with an overall weighted mean of 3.56, indicating high readiness. Teachers often use vocabulary development, context

clues, and word segmentation (3.80), but less frequently apply games and interactive activities (3.20) due to limited one-hour ARAL sessions. This supports Banzon & Elan (2025), noting time constraints limit interactive reading strategies.

Content Knowledge on Reading Fluency

Table 2c. Weighted Means and level of readiness of the teachers in implementing the ARAL-Reading Program along content knowledge on reading Fluency

Statements	Weighted Mean	Descriptive Value
1. Encouraging my learners to work with small group or by partner to help improve their reading skills by assisting them as they read text at their level of difficulty.	3.60	Highly ready
2. Establishing activities to my learners that are relevant to their reading needs such as reading aloud, choral reading, partner reading, echo reading, and such.	4.00	Highly ready
3. Independent and take turns story reading are encouraged during the actual reading to develop the expression and natural reading of the learners.	3.60	Highly ready
4. Allowing my learners to read certain part of the texts to visualize scenes, characters and situations.	4.00	Highly ready
5. Assisting my learners to understand stories and poems better by reading sentences and asking questions that present main idea and supporting details.	3.80	Highly ready
Dimension Mean	3.80	Highly ready

Table 2c shows teachers' readiness in reading fluency with a high overall weighted mean of 3.80. Teachers are highly ready in promoting visualization activities (4.00) and guided reading strategies such as reading aloud and choral reading (4.00), while moderately using group/partner reading (3.60). This supports Andaya & Tepacia (2025), highlighting scaffolding improves reading skills and learner engagement.

Content Knowledge on Reading Comprehension

Table 2d. Weighted Means and Level of Readiness of the Teachers in Implementing the ARAL Reading Program along Content Knowledge on Reading Comprehension

Statements	Weighted Mean	Descriptive Value
1. Encouraging my learners to relate their personal life experiences based on the material read.	4.00	Highly ready

2. Encouraging my learners to share feedback on the material they have read (Group Sharing)	4.00	Highly ready
3. Making connections on the ideas presented through reflective thinking activities and structured values activities	4.00	Highly ready
4. Conducting activities like predicting outcomes, supporting claims and evidence from the text, retelling stories in other words are some of my ways to give my learners the room to express their ideas in the class after reading	3.60	Highly ready
5. Giving the opportunity to my learners to identify their favorite part of the story and let them to recreate scenes based on their kind of presentation such as crafting artworks, writing essays and reflections.	4.00	Highly ready
6. Integrating my learners' perceived knowledge on the material read to other subjects such as relating the moral of the story in the context of Peace Education.	3.80	Highly ready
Dimension Mean	3.90	Highly ready

Table 2d presents teachers' readiness in reading comprehension with the highest overall weighted mean of 3.90, indicating very high competence. Teachers effectively promote text-to-life connections, prediction, inference, evidence-based responses, and retelling. This suggests strong capability in developing learners' comprehension skills. This supports Alzahrani & Almalki (2025), emphasizing teachers' pedagogical knowledge enhances comprehension instruction and scaffolding effectiveness.

Pedagogical Strategies

Table 2e. *Weighted Means and Level of Readiness of the Teachers in Implementing the ARAL Reading Program in terms of Pedagogical Strategies*

Statements	Weighted Mean	Descriptive Value
1. Providing my learners the opportunity to do differentiated activities in reading to cater their varied needs.	3.80	Highly ready
2. Incorporating engaging activities such as games, interactive worksheets, and real-life examples to make learning fun and relatable to easily catch the attention of my learners as they go through the reading process.	3.60	Highly ready

3. Giving positive feedback to my learners' reading achievement on, during and after the reading instructions.	3.80	Highly ready
4. Conducting profiling of learners to determine their strengths and weaknesses in reading to decide the appropriate reading interventions.	3.80	Highly ready
5. I can adjust my reading instruction based on learners' progress and assessment results aside from what is stated on the teacher's guide.	3.60	Highly ready
6. Providing structured guidance at the start and gradually reduce support as the learner gains independence and confidence	3.60	Highly ready
7. Concluding a positive reinforcement message to my learners and motivating them to carry the values and knowledge forward beyond ARAL reading sessions	4.00	Highly ready
8. Celebrating small wins of the learners to boost motivation and confidence.	3.80	Highly ready
9. Capable of providing remediation and enrichment activities to follow up their reading progress.	3.80	Highly ready
10. Involving parents or guardians by sharing progress and suggesting at-home activities	3.60	Highly ready
Dimension Mean	3.74	Highly ready

Table 2e presents teachers' readiness in pedagogical strategies with a high overall weighted mean of 3.74, indicating strong competence. Teachers demonstrate effective use of positive reinforcement, feedback, profiling, interactive, and differentiated instruction, showing flexibility in addressing learners' needs. This supports Washburn and Pierce (2025), noting that teaching experience enhances instructional strategy effectiveness in reading.

Technological Skills

Table 2f. *Weighted Means and Level of Readiness of the Teachers in Implementing the ARAL Reading Program in terms of Technological Skills*

Statements	Weighted Mean	Descriptive Value
1. Allowing my learners to listen an audio recording or to watch a video clip about the story or poem either before, during or after the reading process.	3.40	Highly ready

2. Encouraging my learners to read texts on presentations or slides	3.60	Highly ready
3. Utilizing text-to-speech functionality to support struggling readers by providing auditory reinforcement while reading	3.60	Highly ready
4. Incorporating features such as highlighted text, embedded audio clips and visual aids within digital text to enhance the reading comprehension of my learners	3.40	Highly ready
5. Instructing my learners to read digital passages on E-book or other multimedia reading resources.	3.20	Ready
6. Documenting learners' reading progress using digital platforms or tools.	3.40	Highly ready
7. Conducting online reading instruction using digital software such as Google Classroom to have continuity of learning by my learners.	2.20	Somewhat ready
Dimension Mean	3.26	Highly ready

Table shows teachers' technological readiness with an overall mean of 3.26, indicating high readiness in technology-integrated reading instruction. Teachers are prepared in using basic digital tools and e-books but show lower readiness in online platforms like Google Classroom. Findings suggest reliance on printed materials, supported by coordinators' statements indicating minimal ICT integration in ARAL sessions.

Summary of Teachers' Readiness

Table 2g. Overall Mean and Level of Readiness of the Teachers in Implementing the ARAL Reading Program

Dimensions	Mean	Descriptive Value
1. Content knowledge on phonemic awareness	3.72	Highly ready
2. Content knowledge on phonics and word recognition	3.56	Highly ready
3. Content knowledge on reading fluency	3.80	Highly ready
4. Content knowledge on reading comprehension	3.90	Highly ready
5. Pedagogical strategies	3.74	Highly ready
6. Technological skills	3.26	Highly ready
Overall Mean	3.66	Highly ready

Table 2g shows teachers' overall readiness in implementing the ARAL Reading Program with a general weighted mean of 3.66,

interpreted as highly ready. This indicates that teachers possess strong knowledge, skills, and strategies across all dimensions. However, implementation is influenced by external factors such as time constraints, workload, and Child Protection Policy enforcement. As reflected in Participant 1's statement, classroom discipline during reading sessions is affected by learners' behavioral responses under CPP guidelines. This supports Mag-Atas and Carmona (2023), noting that CPP influences classroom management and instructional effectiveness in reading activities.

Level of Readiness of the Learners in the Implementation of the ARAL Reading Program

Reading Proficiency on Phonemic Awareness

Table 3a. Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program in terms of Phonemic Awareness

Statements	Weighted Mean	Descriptive Value
1. I can easily hear and identify different sounds in words through activities like repeating words and listening to audio recordings.	2.05	Somewhat ready
2. I can break words into individual sounds, especially multi-syllable words.	1.70	Almost not ready
3. I can blend sounds together to form words when reading.	1.75	Somewhat ready
4. I can pronounce and spell words on my own because I know their sounds.	1.98	Somewhat ready
5. I can read words correctly by matching sounds to letters and recognizing rhyming words.	2.03	Somewhat ready
Dimension Mean	1.90	Somewhat ready

The table above shows the learners' level of readiness in the implementation of the ARAL Reading Program on phonemic awareness. The table emphasized that learners are struggling on breaking words into individual sounds acquiring the lowest weighted mean which is 1.70 as well as in blending sounds together to form words when reading. They also ready to some extent in pronouncing and spelling words on their own because they know their sounds. It is evident also that the learners are slightly ready on hearing and identifying sound of words through activities like repeating words and listening to audio recordings (2.05). This merely indicates that the learners experienced lack of reading foundation particularly on blending sounds and segmentation which are vital in developing the other skills of reading such as reading fluency and comprehension. This further implies that the learners need continuous guided reading instruction to enhance their emerging phonemic skills.

Reading Proficiency on Phonics and Word Recognition

Table 3b. Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program in terms of Phonics and Word recognition

Statements	Weighted Mean	Descriptive Value
1. Reading becomes easier and faster for me because I can recognize common words quickly.	2.13	Somewhat ready
2. I can read new words confidently by identifying their sounds and meanings.	1.89	Somewhat ready
3. I can read difficult words by breaking long words into smaller parts.	1.93	Somewhat ready
4. I can recognize word patterns like -ing or -ed, which helps me read smoothly.	2.31	Somewhat ready
5. I can read simple sentences easily because I recognize words well.	2.07	Somewhat ready
Dimension Mean	2.07	Somewhat ready

Table 3b presents the level of readiness of the learners in the implementation of the ARAL Reading Program on phonics and word recognition. It can be figured out from the table that learners slightly recognize word patterns (2.31), read difficult words through segmentation (1.93) and read new words confidently through sound recognition and make-meaning (1.89). Yielding an overall weighted mean of 2.07, this suggests that the learners to some extents are ready in terms of phonics and word recognition. This further implies the need to strengthen the skills of learners towards phonics and word recognition in a systematic manner.

Reading Proficiency on Reading Fluency

Table 3c. *Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program in terms of Reading Fluency*

Statements	Weighted Mean	Descriptive Value
1. I can read smoothly with fewer pauses through activities like choral reading, partner reading, and echo reading.	1.98	Somewhat ready
2. I understand stories and poems better because I can read sentences faster.	1.93	Somewhat ready
3. I can read aloud with proper expression and sound natural.	1.59	Almost not ready
4. Reading more books with different themes which helps to develop reading habit	2.03	Somewhat ready
5. I can read passages confidently during ARAL reading sessions.	1.92	Somewhat ready
Dimension Mean	1.89	Somewhat ready

Table 3c shows learners' reading fluency readiness with a low overall mean of 1.89, indicating limited development. Learners struggle with reading aloud expressively (1.59) but show slight ability in reading varied texts (2.03) and participating in guided reading activities (1.98). This supports Andaya & Tepacia (2025), emphasizing guided reading improves foundational fluency skills.

Reading Proficiency on Reading Comprehension

Table 3d. *Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program on Reading Proficiency in terms of Reading Comprehension*

Statements	Weighted Mean	Descriptive Value
1. I can relate my personal experiences to the stories or texts I read.	1.87	Somewhat ready
2. I can share my opinions and feedback about what I read.	1.87	Somewhat ready
3. I can connect ideas from the text by summarizing and discussing the story using graphic organizers or charts.	2.05	Somewhat ready
4. I enjoy activities such as predicting outcomes, giving evidence from the text, and retelling stories in my own words.	2.43	Somewhat ready
5. I can identify my favorite part of the story and recreate scenes after reading.	2.21	Somewhat ready
Dimension Mean	2.09	Somewhat ready

Table 3d shows learners' reading comprehension readiness as somewhat ready with a mean of 2.09, indicating limited understanding of texts. Learners struggle in relating experiences and giving feedback (1.87) and in summarizing using organizers (2.05). This suggests the need for stronger foundational support. As Temporal (2025) noted, comprehension depends on prior mastery of basic reading skills.

Reading Motivation and Interest

Table 3e. *Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL-Reading Program in terms of Reading Motivation and Interest*

Statements	Weighted Mean	Descriptive Value
1. I am given opportunities to participate in different reading activities that help improve my learning.	2.87	Ready
2. I can read various materials based on my interests and reading purpose.	2.13	Somewhat ready
3. I enjoy fun and game-based activities that help me	2.59	Ready

understand texts better.		
4. I feel motivated when my ARAL tutor praises or compliments my reading performance.	2.69	Ready
5. I participate in reading activities that help improve my reading weaknesses.	2.44	Somewhat ready
6. I can share my reading experiences with others.	1.82	Somewhat ready
7. I receive encouraging messages from my ARAL tutor that motivate me to keep learning.	2.25	Somewhat ready
8. I understand the importance of reading and am committed to improving my reading skills.	2.18	Somewhat ready
9. I am given at-home reading activities and can share my progress with my parents or guardians	1.97	Somewhat ready
Dimension Mean	2.33	Somewhat ready

Table 3e indicates learners' reading motivation and interest with a mean of 2.33, reflecting a moderate level. Learners show higher engagement in enjoyable and activity-based reading (2.87) and teacher praise (2.69), but lower readiness in sharing experiences (1.82) and home-based reading support (1.97). This suggests inconsistent motivation, aligning with Garcia-Lopez et al. (2023), who emphasized gamification enhances engagement and participation.

Technological Skills

Table 3f. Weighted Means and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program in terms of Technological Skills

Statements	Weighted Mean	Descriptive Value
1. I can use digital devices such as listening to audio recordings or watching videos related to the story or poem.	2.07	Somewhat ready
2. I can read texts and create simple presentations or slides using a computer.	1.89	Somewhat ready
3. I can use text-to-speech tools to help me learn correct pronunciation of words.	1.49	Almost not ready
4. I can use ICT resources like highlighted text, audio clips, and videos to better understand what I read.	2.03	Somewhat ready
5. I can read digital texts such as e-books and navigate online texts using search tools.	1.59	Almost not ready

Dimension Mean	1.81	Somewhat ready
-----------------------	-------------	-----------------------

Table 3f shows learners' technological readiness with a low overall mean of 1.81, indicating limited digital competence. Learners are nearly unprepared in using text-to-speech tools (1.49) and navigating e-books or online texts (1.59), though slightly able to use basic multimedia tools. This aligns with Table 1b findings and supports Pomarejos et al. (2025), emphasizing that limited digital access and skills hinder technology-integrated learning.

Summary of Learners' Readiness

Table 3g. Overall Mean and Level of Readiness of the Learners in the Implementation of the ARAL Reading Program

Dimensions	Mean	Descriptive Value
1. Reading proficiency on phonemic awareness	1.90	Somewhat ready
2. Reading proficiency on phonics and word recognition	2.07	Somewhat ready
3. Reading proficiency on reading fluency	1.89	Somewhat ready
4. Reading proficiency on reading comprehension	2.09	Somewhat ready
5. Reading motivation and interest	2.33	Somewhat ready
6. Technological skills	1.81	Somewhat ready
Overall Mean	2.01	Somewhat ready

Table 3g presents the overall readiness of learners in the ARAL Reading Program with a mean of 2.01, indicating they are fairly ready. Learners show limited proficiency, especially in phonemic awareness, requiring foundational skill development. Their technological readiness is also low (1.81), reflecting insufficient digital literacy and access. Despite gadget availability, academic use is limited. This aligns with Min and Seo (2024), noting frequent device use does not guarantee improved reading achievement.

Differences in the Level of Readiness and Challenges Encountered of Teachers and Learners on ARAL Reading Program Implementation by Profile

Table 5. Comparison Statistics of the Level of Readiness of Teachers and Learners on ARAL Reading Program Implementation when Grouped by Profile

Variables	Readiness		Inference
	F- or t-value	Probability	
Profile of Teachers			
Age	0.419	0.740	Not significant
Sex	-0.293	0.770	Not significant

Educational attainment	1.788	0.153	Not significant
Position	1.096	0.353	Not significant
Length of service	1.648	0.196	Not significant
Seminars and trainings attended	0.575	0.566	Not significant
Students			
Age	6.042	0.063	Not significant
Sex	1.516	0.201	Not significant
Father's educational attainment	4.276	0.087	Not significant
Mothers' educational attainment	1.239	0.293	Not significant
Fathers' occupation	1.456	0.237	Not

			significant
Mothers' occupation	4.928	0.097	Not significant
Language spoken at home	0.167	0.867	Not significant
Reading resources at home	2.051	0.442	Not significant
Devices used at home	6.042	0.298	Not significant

**tested at 0.05 level of significance*

Table 5 shows that all probability values exceeded 0.05, indicating no significant differences in readiness among teachers and learners when grouped according to profile variables. This means demographic and home-related factors do not influence readiness levels. Thus, the null hypothesis is accepted for both groups in ARAL Reading Program implementation.

Differences on the Level of Readiness between the Teachers and Learners on the Aral Reading Program Implementation

Table 6. Comparison Statistics of the Level of Readiness between Teachers and Learners across Variables on ARAL Reading Program Implementation

Group	Mean	SD	t-value	t-critical	Probability	Inference
Phonemic Awareness						
Teachers	3.72	0.05	14.61	2.78	0.00013	Significant
Learners	1.90	0.03				
Phonics and Word Recognition						
Teachers	3.56	0.07	9.10	2.78	0.00081	Significant
Learners	2.07	0.03				
Reading Fluency						
Teachers	3.80	0.04	24.23	2.78	0.00001	Significant
Learners	1.89	0.03				
Reading Comprehension						
Teachers	3.88	0.03	13.06	2.78	0.00020	Significant
Learners	2.09	0.06				
Pedagogical Skills vs. Reading Motivation and Interest						
Teachers	3.74	0.02	11.58	2.23	0.00000	Significant
Learners	2.32	0.12				
Technological Skills						
Teachers	3.07	0.05	8.77	2.30	0.00002	Significant
Learners	1.84	0.07				

**tested at 0.05 level of significance*

Table 6 reveals a significant difference between teachers' and learners' readiness in ARAL implementation, as all t-values exceeded the t-critical values with p-values below 0.05. Teachers

consistently demonstrate higher readiness across content, pedagogy, and technology, while learners show lower preparedness in reading skills, motivation, and digital literacy. Hence, the null

hypothesis is rejected, confirming a significant gap between the two groups. This aligns with Milne & Topping (2025), noting that high teacher readiness does not always translate to improved learner outcomes.

Challenges Encountered by Teachers on the ARAL Reading Program Implementation

The ARAL teachers are the prime movers of teaching reading among students inside the four corners of the classroom. They ensure that no learners are left behind especially on reading proficiency. In school where the ARAL Reading Program had been implemented, it is essential to identify the challenges that the teachers encountered which would serve as baseline on the effective implementation of the ARAL Reading Program. Improving the effectiveness of a reading program can increase the chance of receiving high quality reading output from the learners, thus, through determining the factors that may hinder the implementation of the ARAL Reading Program experienced by teachers, this will pave a way for administrators and higher education authorities to focus on areas of enhancement for its better outcome.

Hereunder are the common challenges encountered by teachers during the conduct of the ARAL Reading Program. These were identified during the focus group discussion (FGD) conducted by the researcher at Aparri East National High School, after permission has been sought from authorities.

The teachers' responses are thematized and there are five (5) challenges that emerged:

1. Manpower Inadequacy and Time Management

1.1 Heavy Workload and Time Constraints

Based on the qualitative responses from the participants, the major challenges experienced by the teachers are heavy workload and time constraints in conducting the ARAL Reading Program in the school. Both participants 1 and 2 underscored that, the reading program was just an additional workload to them.

“Nadagdag lang siya sa workload namin.” (It was just added to our workload.)-Participant 1

“As a teacher, implementing the ARAL Reading Program really an additional workload for us. Overload na yun. (As a teacher, implementing the ARAL Reading Program really an additional workload for us. It is already an overload.) - Participant 2

It was also emphasized by one participant that the conduct of the ARAL Reading Program serves as an additional workload to them with no compensation, suggesting to hire additional manpower.

“Up until now wala pa kaming balita if paid ba yun or thank you na lang. So if that is the problem, the school must hire additional manpower.” (Up until now, there was no update yet if it is paid or it just thank you then. So, if that is the problem, the school must hire additional manpower.)-Participant 2

This is because regular teachers have classes and they could not focus teaching the learners one-on-one and even the preparation of the ARAL Reading materials, emphasizing to hire an expert teacher who are well-trained with no other workload except teaching reading to the ARAL learners to avoid disruptions during reading sessions and thus, to achieve learning retention among learners.

They should really hire an expert- yung expert talaga. Dapat yung trained and wala ng ibang workload. Yun lang ang gagawin niya para makapag-focus. Kasi pag mga regular teachers like us, may klase pa kami, tapos additional load pa sa preparation ng ARAL materials. So hindi ka talaga makakapagfocus. Another thing, pag yung regular teacher kasi kapag may mga meeting, syempre hindi mo naman mami-meet yung mga ARAL tutees. So mahi-hinder na naman o ma-distract na naman sila. Yung napag-aralan namin ngayon makakalimutan na naman nila kasi hindi naman continuous yung instruction talaga. Walang retention. Dapat is one on one not as a group. Para may matutunan yung mga bata. Saka dapat eh talagang tutor, reading tutor talaga.” *(They should really hire an expert-that really an expert one. The one who is well-trained and does not have any other workload. That is the only thing that he/she will do for him/her to focus. This is because, if we, as regular teachers, we have classes and it will be an additional load in the preparation of the ARAL Reading materials; hence, you could not really be able to focus.*

Another thing, if those regular teachers, and then they will have a meeting; of course, they could not be able to meet their ARAL tutees. So, it may hinder or distract the reading instruction with learners. The things that they learned will not be retained somehow, because the instruction is not continuous. There is no retention. It must be one-on-one not as a group for the learners to learn. And also, it should really be a tutor-a reading tutor supposed to be.) -Participant 2

Moreover, it was also emphasized by an ARAL tutor that there are time constraints in the conduct of the ARAL Reading Program. This participant stressed out that the one-hour time allotment for reading is not enough to ensure the mastery of learners on their reading activities since, their retention is very low. There are external factors that may interrupt the reading session such as reading materials preparation and other responsibilities of teacher, aside from being an ARAL tutor.

“Actually, yung isang oras for the ARAL Reading is not enough, since mahina ang retention ng mga bata. Hindi ma-achieve ung mastery dun sa binabasa nila lalo pa’t ung isang oras hindi naman agad-agad magpapabasa ang gagawin, madami pang mga interruptions. Kailangan pang mag-print ng reading materials at iba pa.” (Actually, that one hour for the ARAL Reading is not enough, since the retention of the children are weak. The mastery on what they read wMaill not be achieved most specially if that one hour, we do the reading right beforehand, there might be other interruptions. We still need to print out reading materials and such.) -Participant 5

This is further elaborated by another ARAL tutor that the one-hour time allotted for reading session is hard to balance, since the learners are instructed in a mixed or heterogeneous classroom setting (as a group). Teachers need to balance the time in teaching learners based on their varied needs and reading levels in which this could affect the mastery of each learner towards reading. This also shows the critical need to have sufficient time on guided reading instruction to improve the foundation skills of the learners.

“Ang pag conduct kasi namin ng ARAL Reading Program sa mga bata is classroom settings kasi ang nangyari. So, na-mix na 'yung mga struggling readers, at yung mga zero level talaga, 'yung non-readers. So, ang hirap i-balance 'yun lalo na one hour lang.” (The way we conducted our ARAL Reading

Program for the children is through classroom settings, so the struggling as well as the zero level or the non-readers were mixed together. Therefore, it was very difficult to balance most specially that it is only one hour.) -Participant 3

In general, time allocation and workload management contribute to the reading progress of learners. As Galardo (2025) stated that, allocating adequate time for reading instruction in school helps learners make stronger progress in reading skills, thereby narrowing the gap between fluent and struggling readers. Moreover, the study of Haniff et al. (2024) emphasized that excessive teacher workloads can reduce teaching quality due to stress and burnout, compromising their focus on learners' learning, which includes engaging learners in meaningful instruction. As the workload of teachers increases, their focus on delivering reading instruction to learners also decreases which can impact the quality of reading literacy in general. This only means that having appropriate workload of teachers can help them boost their professional self-efficacy in teaching reading among learners which includes proper planning and delivering reading lessons, assessing and monitoring learners' reading proficiency and engaging learners on reading instructions.

2. Students' Engagement

2.1 Irregular Attendance and Inconsistent Participation

Another notable challenges that arise that teachers encountered are the irregular attendance and inconsistency of participation by the ARAL tutees in the reading program. The participants reported the frequent absenteeism of the ARAL learners as well as their ways on anticipating the reading program which includes shyness and misbehaviors which appeared to be a factor why the one-hour period allocated for the ARAL reading sessions are hard to meet. This challenges the teachers' capacity on how they engage their learners into the ARAL Reading Program.

"One of the challenges ay yung iilan lang ang pumupunta, ang pumapasok sa time namin ng ARAL Reading Program. Tapos yung ilan sa kanila pag nakita namin niyayaya namin na mag-join. Yung iba nahihiya sila na umattend. So kailangan na naman namin silang i-encourage para mag-join." (One of the challenges is that, there were only few who are attending the time of our ARAL Reading Program. Then, when we see some of them, we invite them to join. There were also some who feel shy to attend, that is why, we need to encourage them to join.) - Participant 2

"Napakahirap talaga. Napakahirap magturo kapag yung sa attendance may mga hindi pa pumapasok. Meron pito ganyan lang yung papasok tapos yung iba pa dun eh pasaway. Meron na din ang nag-dropped out na isa naming ARAL tutees" (It is really hard. It is really hard to teach when there is no complete attendance of the ARAL tutees. There were seven like that who are attending and then some of them are naughty. There was also one who dropped out from our ARAL tutees.) - Participant 3

"Marami pa rin yung nahihiyang pumunta. Ipatawag pa namin, eh waste of time yun. Ipatawag namin o kaya hahanapin pa namin yung ARAL tutees namin. Kung sino pa kasi yung mga ARAL tutees, sila pa 'yung tamad pumasok. Eh dapat sila yung mga target namin na mapag-reading." (There were many who feel shy to attend. We still need to call them out and that will be a waste of time. We still have to call or look for our ARAL tutees. The ones who are ARAL tutees, they

are the ones who are often reluctant to attend. Supposedly, they are our target to make them able to read.) -Participant 4

"One of the problems for me in the ARAL Reading Program implementation is the absenteeism of the ARAL tutees, they are not participating completely. They just come if they want. Kailangan pa naming na sunduin sila sa klase para mag-participate sa reading session." (One of the problems for me in the ARAL Reading Program implementation is the absenteeism of the ARAL tutees, they are not participating completely. They just come if they want. We still need them to fetch from their classrooms just to participate in the reading sessions.) -Participant 5

3. Inappropriate Reading Materials

3.1 Higher Level Reading Content

Problems when it comes to the content of the standardized reading materials issued by the higher education authorities were also identified as significant challenge in the implementation of the ARAL Reading Program. The participants shared their experiences on using the reading resources to their learners and found out that the level of difficulty of texts do not match to the reading level of learners which can hinder their mastery and reading development.

"Unang-unang naging problem namin is the content also of the ARAL workbook. Kasi masyado po siyang mataas. So, ibig sabihin 'nun, kahit ARAL Basic ang nakalagay, parang doon pa lang sa unang page nila, hindi na nila kayang basahin kasi nasa phonics pa lang sila. Nasa letter recognition pa lang, hirap na hirap na sila. Tapos ang problema pa, ARAL Basic sila pero hindi sila pare-pareho ng level. Yung iba kaya ng mag pantig or syllabication. Yung iba naman kailangan pa doon sa letter recognition, sounds and phonics. So, doon ako nahirapan." (The first problem that we experienced is the content also of the ARAL workbook because it is too high for their level. So, meaning, even if it is labeled as ARAL Basic, it is like, in the first page, they could read because they were still on the phonics stage-they were still on letter recognition by which they found it too difficult. And another problem is, they were on the ARAL Basic, but they were in different levels. Some of them know how to syllabicate and there were also some that they need to stick on letter recognition, sounds and phonics. So, I feel difficulty on that part the most.) - Participant 1

"Some of the materials are not congruent with the reading skills of the learners or reading level, so the ARAL tutees find it very difficult to cope with the materials."-Participant 3

"So pagdating sa ARAL Plus, uh yung pinakaunang lesson, nahirapan sila. Kasi context clues kaagad, ganun. Eh 'di ba nahihirapan pa silang magbasa tapos context clues na kaagad? So sa totoo lang, ang ano, ini-skip ko muna yun. Ini-skip muna namin yung part ng context clues. Uh, ung una tinuro namin pero hindi talaga nila ma-get. Hirap na hirap talaga sila. So ini-stop namin. Kinat namin, pinaltan namin na lang naming ng ibang word ung simple para ma-gets nila ung meaning." (So, in terms of the ARAL Plus, uh, on the very first lesson, they found it difficult. This is because, it is all about context clues, like that. Isn't it that they found difficult in reading and then immediately it is all about context clues? So, to be honest, I skipped that part for the meantime. We were skipping that part of context clues. Uh, at first, we taught them but unfortunately, they could not be able to get it. They were

really struggling. So, we stopped and changed instead into another word, a simple word so that, they could get the meaning.) -Participant 5

According to Niazifar & Shakibaei (2019), when a learner receives input that is not relevant for his or her current level in reading, it can have a significant impact on his or her reading motivation and comprehension ability. Given this, it could be one of the reasons why ARAL tutees lose interest or do not cooperate in reading sessions. This suggests the importance of implementing contextual-based reading program rather than standard-based reading program. In the perspective of the ARAL Reading Program coordinator of Aparri East National, she emphasized that *“Before the implementation of the ARAL Reading Program among schools, it underwent a series of research. It is a product of research conducted, however, the respondents on that research were not the same compared to the students in our school, that is why there is a content mismatched in the reading materials used in the ARAL Reading Program.”*

4. Implementation Preparedness Gap

4.1 Inadequate Program Orientation

Based on the responses of the teacher participants during the Focus Group Discussion (FGD), there is also a knowledge gap when it comes to the proper implementation of the guidelines of the ARAL Reading Program. It was found out that majority of the teachers were not fully oriented since the reading program was mandatedly and abruptly implemented.

“Yung orientation mismo ng ARAL Reading Program. Isang beses pa lang nag-orientation ang mga ARAL tutors tapos hindi pa clear lahat ng guidelines. Tapos sumabak na kami agad sa implementation. So, hinihingi sana namin ng another orientation ulit para ma-clear yung mga guidelines talaga niya.” (With regards to the orientation of the ARAL Reading Program, there was only one orientation being conducted, the ARAL Tutors were only oriented once and the guidelines were not clear. Then, we immediately drive into the implementation. So, we are asking that there would be another orientation to clear out the guidelines.)-Participant 1

“We were just oriented once. Once lang. And that's a big factor why we were not really prepared for the ARAL program.”-Participant 2

“Minsan lang nag-conduct ng orientation and there are lots of questions pa na di nasasagot. May mga question marks pa sa mga ARAL Tutors na mag iimplement ng ARAL Reading Program kasi kahit sila di nila masagot. Biglaan ang pag-implement.” (There was only one orientation conducted and there are lots of questions that were not answered. There are question marks from the ARAL Tutors who will implement the ARAL Reading Program because even them they cannot answer it by themselves. The implementation was done abruptly.) -Participant 3

By these sentiments of the teacher participants, conducting proper and sufficient orientation are vital towards the successful implementation of the reading program, since teachers are the executers of the reading literacy development of learners. This can be attributed to the fact that by orienting the basic approaches and applications of the reading program to teachers can rid off improper implementation. This further supported in the study of Tomas et al. (2021) that lack of orientation and training prior to the start of reading instruction is one great factor to the challenges or

poor execution of the reading program. This is also congruent to the study of (Rosano & Conjusta, 2025) that inadequacy of teacher orientation and training can lead to weak reading program implementation.

5. Limited Parental Support

5.1 Negative Stakeholder Perception

Evident challenge also for teachers in the ARAL Reading Program is the support of parents. Some parents tend not to participate on the orientation of the reading program in the school. They are not open when it comes to the positive impact of this reading intervention to their children.

“Doon naman sa part ng parents, although, may dumating naman nung orientation ng ARAL Reading Program pero yung iba napansin naming na parang negative ang dating sa kanila nung ARAL Tutor o, ARAL Reading Program.” (In terms of the part of parents, although there were some who attended the ARAL Reading Program orientation, We noticed however, that some of them seems like skeptical when it comes to the ARAL tutor or the ARAL Reading Program.)-Participant 1

5.2 Lack of Monitoring on Student's Reading Progress at Home

Another problem that is prevalent on the part of parents is the lack of monitoring on students' progress at home. Some parents do not express concerns or do not have time checking the reading progress of their children at home.

“Sa parental supports sa ARAL program naman, yung iba supportive pero wala din silang time to to follow up about dun sa improvement ng anak nila sa pagbabasa.” (In the part of parental support towards the ARAL Program, some of them were supportive however, they do not have time to follow up their children's reading progress.)-Participant 2

These findings commensurate to the study of Someketa et al. (2017) that parents' negative perceptions and limited home involvement reduce opportunities to monitor reading progress and collaborate for teachers affecting the implementation and success of the reading program.

Challenges Encountered by Learners on the Implementation of the ARAL Reading Program

The target recipients of the ARAL Reading Program are the learners; therefore, it is vital to determine the challenges they encountered. By knowing the challenges of every learner, teachers can design or formulate steps to effectively the implement reading program.

Below are the notable challenges taken during the Focus Group Discussion (FGD) of the researcher with the learner respondents.

1. Inappropriate Reading Materials

1.1 Higher Level of Reading Content

As cited on the table, it clearly shows that the major challenge encountered by learners is the content of the reading resources used during the ARAL Reading sessions. The learner participants stressed out that they are struggling in pronouncing and understanding the meaning of words and answering the activities in the workbook as they need more support from their ARAL tutees to cope with these difficulties.

“Uhm, sir nahihirapan po akong answeran ung mga tanong sa workbook namin.” (*Uhm, sir, I am struggling on answering the questions in our workbook*)-**Participant 2**

“Kailangan pa akong tulungan ng aking guro para mabigkas yung mga salita na nasa libro. Di ko rin masyadong maintindihan ung essay na pinapabasa sir.” (*My teacher needs to help me just to pronounce the words on the book. I could not be able to understand also the essay that they are requiring us to read.*)-**Participant 3**

“Ahm sir, mahirap ko basahin yung mga salita na nasa libro sir, di ko rin maintindihan ung story.” (*Ahm sir, I found it difficult to read the words on the book sir, and I could not be able to understand also the story.*)-**Participant 4**

“Sa pagbabasa rin po sir is may mga activity na sinasagutan namin na mahirap.” (*In our reading session, sir is there were activities that we could hardly to answer.*)-**Participant 5**

“Mahirap yung kwan sir yung ibang words sa libro di ko masyadong maintindihan.” (*There were some words in the book which I could not fully understand*)-**Participant 7**

With these sentiments of the participants, it is notably that there is inappropriateness of reading content with the reading capability of the learners. This is in lined to the challenges that were also experienced by the ARAL tutors that their learners often struggle on reading because the level of difficulty of the texts are too high which does not commensurate to the current reading ability of the learners.

In the response of the ARAL Reading Program Coordinator of Aparri East National High School, “Ang mga workbook at reading materials na binibigay ng head office ay na-undergo muna ng mga study at pilot testing bago ito naibigay sa mga eskwelahan nationwide, pero, kung iisipin natin, ang isang rason kung bakit nagkakaroon ng hindi akmang reading materials dun sa lebel ng abilidad ng mga studyante sa pagbabasa ay dahil ang lebel ng reading proficiency ng mga respondents dun sa study at pilot testing ay hindi pareho sa lebel ng abilidad sa pagbabasa ng mga studyante sa ibang lugar, gaya sa ating mga studyante dito sa Aparri East National High School.” (*The workbook and reading materials provided by the head office underwent with a series of study and pilot testing before these were distributed among schools nationwide, however, if we try to think, one of the reasons why there is an inappropriateness on the reading materials with the level of reading proficiency of the learners is that , the level of reading proficiency of respondents being catered during the study and pilot testing were not the same on the level of reading ability of learners in other place, just like our students in Aparri East National High School.*) This emphasized the critical need to evaluate the relevance of the reading materials provided by the head office that instead of “standardized” it should be “contextualized” to attain the objectives of the reading program.

According to Santuya (2025), contextualizing reading materials can significantly increase not only the reading interest of the learners but also their reading proficiency. This further underscores the idea that learners are already struggling in reading, and they were exposed to texts which go beyond their reading level, this can reduce their reading motivation and interest towards improving their reading literacy. Instead of learning, their chance to improve their reading ability is deteriorating.

According to Sun (2020), if the learners failed to understand the word in the material they are reading, they could lose their interest and engagement resulting to failure on reading literacy improvement. This is also supported in the study of Jayanti, (2019), that if the learners could not understand text during reading interventions, in effect, they only read just to fulfill a task. They viewed reading sessions merely an activity that is required to be accomplished than of activity that is enjoyable and worth for their own growth in the long run.

2. Low Reading Proficiency

2.1 Lack of Foundation Skills

Another challenge that existed was the lack of foundation skills by the learners, which became hindrance, why they could not be at par on the reading difficulty level of text in the reading materials provided to them. The participants emphasized that they lack the basic or preparatory skills such as pronouncing words, vocabulary skill and reading fluency which are essential to achieve reading comprehension. Thus, this limits them to catch up with the texts and reading activities found in the reading materials.

“Minsan nahihirapan akong magbigkas ng mga salita at mabagal din akong magbasa.” (*Sometimes, I found it difficult to pronounce words and also, I read slowly.*)-**Participant 1**

“Ahm sir, mahirap ko basahin yung mga salita na nasa libro. Sir, di ko rin maintindihan ung story.tapos eh nahihirapan akong intindihin ung mga meaning ng salita.” (*Ahm sir, it is hard for me to read the words found in the book. Sir, I could not also understand the story...then I could hardly understand the meaning of words*)-**Participant 4**

Furthermore, physical condition is also a reason that hinders the reading development of participants. One participant stated that she has small tongue that limits her to pronounce words well which also hinders her to develop phonological awareness.

“Medyo nahihirapan po akong mag-pronounce ng salita,sir kasi maliit po itong dila ko. Kailangan pa akong tulungan ng aking guro para mabigkas yung mga salita na nasa libro.” (*I quite experienced difficulty to pronounce words, sir because my tongue is small. I just need the help of my teacher in order for me to pronounce the words that were in the book.*)-**Participant 3**

The result of the responses commensurate in the study of Anku (2024) that those learners who lack strong phonemic awareness and decoding skills may struggle to understand words and attain higher-level reading comprehension in the text.

3. Students' Engagement

3.1 Absenteeism

Another prominent problem that emerged is the absenteeism of the learners during ARAL reading sessions. Learners have their own reason of why they were getting absent every time there is the conduct of the reading program. This includes family-related concerns and difficulty of the reading activities.

“Minsan nag-aabsent ako kasi tinutulungan ko yung tatay ko sa pagtatrabaho, sir.” (*Sometimes, I get absent because I am helping my father to his work.*)-**Participant 5**

“Absent po ako minsan sir kasi mahirap po ung activity.” (*I am absent sometimes because the activity is difficult.*)-**Participant 6**

3.2 Lack of Participation

One learner participants also expressed concerns about lack of participation of other ARAL learners which can affect the effective implementation of the ARAL Reading Program. This situation shows that some learners were not fully-committed to develop their reading proficiency.

“Yung iba ko pong kasama sa ARAL sir eh di po sila sumasama kapag nagtatawag po yung teacher namin para magbabasa.” (*Some of my co-ARAL learners sir is, they do not join when our ARAL teacher called us to read.*) -Participant 7

By these responses of the participants, it shows the critical need to encourage and motivate more the learners towards reading development interventions. This problem is also highlighted on the challenges of the teacher participants e.i irregular attendance and inconsistent participation which further implies to improve more their instructional strategies particularly on maximizing the learner’s involvement in the ARAL Reading Program.

According to (Goza, 2023), regular class attendance in reading instruction especially in face-to-face learning environments is strongly linked to improve reading performance. This is because learners received consistent support, guidance, and opportunities for direct reading practice from their teachers. Absenteeism impedes reading development because direct instruction and interaction are reduced.

4. Behavioral Concern

4.1 Peer Teasing/Bullying

As part of the result of the FGD, the learners identified the problem in their colleagues in the ARAL Reading Program. The lack of discipline of some ARAL tutees during reading sessions were evident as they bully and make laugh of their colleagues who could not read which can directly affect their confidence, interest, and active participation towards the ARAL Reading Program.

“Minsan po sir, nahihiya po akong mag attend ng reading sessions, uhm kasi, binubully po ako kapag meron po akong di nababasa.” (*Sometimes sir, I feel shy to attend the reading sessions, uhm because, I got bullied when there is I could not be able to read.*)-Participant 1

“Nahihirapan akong intindihin ung mga meaning ng salita. Tapos sir eh kapag meron akong di mabasa sir eh tinatawanan ako ng mga kasama ko.” (*I am struggling understanding the meaning of words. And then, sir if there are words that I could not be able to read sir, my colleagues were laughing at me.*) - Participant 3

These results of responses shows the need of more strict classroom rules during reading sessions to avoid situations where the ARAL learners can feel demotivated, embarrassed or humiliated during reading sessions which can negatively impact their confidence and participation in reading instruction. According to Wardani (2025), having lack of confidence and participation in reading development activities can lead to intentional absenteeism. Learners who felt humiliated or nervous about reading avoided participation and even skipped remedial reading classes which in turn reinforced reading development gaps in such a way of missing out reading practice and corrective feedback by the learners.

5. Lack of Home Support

5.1 Limited Parental Support

Problems in terms of parental support was also identified in the FGD of the learner participants. These participants reported that sometimes or even no monitoring of their reading development were evident from their parents or guardians at home.

“Sa bahay naman sir eh minsan lang tinanong ng lola ko kung kumusta ung pagbabasa ko sa school” (*At home sir, my grandmother only sometimes asking me if how my reading performance in school is.*) -Participant 1

“Dun sa bahay sir eh di nila tinatanong kung okay na ung pagbabasa ko sir.” (*At home sir, they are not asking me if my reading is now going well, sir.*) -Participant 5

These results of responses from the learner participants are relevant to the challenges encountered by the teacher participants that there was no follow up monitoring of the learners’ reading development at home.

According to Jimenez et al. (2025), children exhibit less developed reading literacy skills when parents do not actively supervise their reading progress at home This suggests that the absence of parental support at home can delay reading development.

6. Time Constraints

6.1 Lack of Time for Reading Sessions

The time allotted for the ARAL Reading sessions was also one problem that the learners experienced, since it is not only pure reading activities that the learners do during the session but also, they are required to work on activities that can enhance their basic skills in reading such as word syllabication and context clues drills. Also, for the ARAL tutors, the one-hour time for the reading session is not sufficient in a way that there are other school activities that they need to prioritize.

“Ahm. kulang yung oras sir uh. kasi minsan po eh di pa tapos mapabasa ung mga iba kong kasama sa ARAL reading, lalo na sir kapag sumasagot kami sa activity. Minsan sir eh di kami pinupuntahan ni teacher kasi may program sa school.” (*Ahm..the time is not enough, sir uh... because sometimes my colleagues in the ARAL reading were not yet done reading especially when we were answering activities. Sometimes sir, our teacher also was not able to attend us because of the school’s program.*) -Participant 8

It can be inferred from the response of the learner that there is a need an additional time for the ARAL Reading sessions. This supports by the statement of one of the teacher participants of this study, “Another thing, pag yung regular teacher kasi kapag may mga meeting, syempre hindi mo naman mami-meet yung mga ARAL tutees. So mahi-hinder na naman o ma-distract na naman sila. Yung napag-aralan namin ngayon makakalimutan na naman nila kasi hindi naman continuous yung instruction talaga.”

Integration of Findings in the Level of Readiness and Challenges Encountered by Teachers and Learners on ARAL Reading Program Implementation

Teachers and Learners’ Readiness

The quantitative results show that teachers are highly ready in implementing the ARAL Reading Program (M=3.66), demonstrating strong content knowledge, pedagogical strategies, and technological skills, while learners are only somewhat ready (M=2.01), indicating limited reading proficiency, motivation, and digital literacy. Qualitative findings highlight key challenges such as heavy workload, time constraints, inappropriate reading

materials, low student engagement, lack of foundational skills, absenteeism, and bullying during sessions. Teachers also noted limitations in classroom management due to Child Protection Policy implementation. Integration of findings suggests that high teacher readiness alone is insufficient, as systemic and learner-related factors significantly affect program effectiveness and engagement outcomes.

Challenges Encountered in ARAL Reading Program Implementation

In the overall responses of the teacher participants, the most prevailing challenges they encountered are time constraints, students' engagements, inappropriate reading materials and lack of parental support which are similar to the learners' experienced challenges during the ARAL Reading Program implementation. Other challenges encountered by teachers include heavy workload and implementation preparedness gap while the learners are behavioral concerns and low reading proficiency.

OUTPUT OF THE STUDY

A PROPOSED READING INTERVENTION PLAN FOR THE ARAL READING PROGRAM

In the conduct of the study entitled "Readiness and Challenges of Teachers and Learners on ARAL Reading Program Implementation," it was out found that there are prevailing challenges encountered by both teachers and learners that may hinder its effective implementation. This includes inappropriate reading materials, students' engagement issues, behavioral concerns, time constraints, limited parental involvement, and lack of foundation skills. Other challenges encountered by teachers also include heavy workload and inadequate preparation time in the conduct of reading sessions.

To address the abovementioned challenges, a reading intervention plan is proposed called SPATRES (which stands for Strategic Program for Addressing Targeted Reading Enhancement and Support) designed to provide a structured and responsive and sustainable approach that directly addresses the issues while improving the learners' reading interest and proficiency.

The primary objective of this intervention is to enhance the reading literacy of learners while providing actionable remediations to address the instructional and environmental challenges in the implementation of the ARAL Reading Program. The target beneficiaries of this intervention plan are the teachers and the learners with weak foundation skills in reading.


Specific objectives include the following:

1. Strengthen the foundational reading skills of learners (phonemic awareness, phonics, word recognition, reading fluency, and comprehension).
2. Provide appropriate reading materials for learners based on their capability.
3. Increase learners' participation and involvement during ARAL reading sessions.
4. Encourage parental involvement in reading development.
5. Enhanced the access and utilization of technology in the ARAL reading session.
6. Deliver structured and interactive reading activities to address motivational and behavioral-related concerns among ARAL learners.

Strategy	Program	Activities	Tasks	Resources			Evaluation	Sustainability
				Manpower	Materials	Financial (Estimated Budget)		
1. Strengthen the foundational reading skills of learners (phonemic awareness, phonics, and word recognition)	Pundasyon Angat Reading Project -a reading project intended for learners who are struggling to identify sounds of letters and words <i>(Intended for ARAL Basic)</i>	-Prepare the list of letter sound mimicking and for word echoing -Prepare video presentations and audio recordings of letter sounds and word pronunciation. -Prepare flashcards and non-digital leveled worksheets	-Enhancing the phonemic awareness of learners through imitating the sound of letters presented in video presentation, e.g., /o/ and /e/ sounds; and familiarizing themselves with the correct pronunciation of words that they commonly heard at home, then pronouncing them by themselves. - Reinforcement of phonemic awareness through one-on-one phonics instruction	-ARAL Reading tutors -Phil-IRI Program Coordinator -ARAL Reading Program Coordinator	-Audio recordings and videos of letter sounds and words <i>(downloadable)</i> -Non-digital leveled worksheets -Flashcards (letters, words, pictures) -Computer Desktop/TV projector <i>(provided by school)</i>	-2,000php	-Phonemic Awareness Pretest and Posttest -Oral recitation of letter sounds -Sound Mastering (beginning/middle/ending) -Teacher observation checklist -Weekly reading progress monitoring	-Regular integration of phonic drills in class routines -Reproduction of low-cost materials (letter and word flashcards, charts) -Continuous teacher training on phonics instruction

			with the teacher					
	Letter Master Spelling Project -Intended for learners who are struggling in spelling and word recognition (<i>Intended for ARAL Basic</i>)	-Prepare spelling word list, particularly on commonly misspelled words	-Mastering the spelling ability of learners through: a. reading of words aloud with correct pronunciation b. practice spelling the words through the look-say-cover-write-check strategy. c. Identify and correct words from the given exercises. d. Use words in simple sentence to enhance word recognition. e. Engage in spelling drills and spelling digital activities	-ARAL Reading tutors -ARAL Reading Program Coordinator	-Spelling Wordlist -Learner's workbook -Word chart and visual aids -Digital spelling tools (<i>downloadable</i>) -Computer Desktop/TV (<i>provided by school</i>)	-2000php	-Weekly spelling test -Dictation Exercises -Word Recognition Activities -Commonly misspelled words error analysis	-Spelling practice before the start of the lesson (word for today) -Group spelling activities -Updating word lists based on learner needs
2. Contextualized Reading Materials focusing on enhancing the	Project ARAL Context-Based	-Collect local stories, folktales, and	Improve the reading fluency, comprehensio	-ARAL Reading tutors	-Local stories, folktales, and community narratives	-3,500php	-Oral reading fluency (<i>speed, accuracy, and expression</i>)	-Annual updating of localized reading materials
reading fluency, comprehension, and interest of learners	Reading (Localized Reading Materials Development Program intended for ARAL Plus)	community experiences. -Translate materials into the mother tongue or familiar language. -Develop leveled reading booklets -Validate materials through teacher review	n, and interest of learners through: a. reading local stories and translating words into their mother tongue or the Filipino language for better understanding of texts. b. executing read-a-thon or choral reading. c. answering questions in reading booklets.	-Phil-IRI Program Coordinator -ARAL Reading Program Coordinator	-Translated or leveled reader booklets -Printing materials and supplies -Teacher validation tool		-Comprehension questions in every part of the passage -Read-a-thon/choral reading performance -Learner reflection and response sheets	-Community involvement (story contributors) -Sharing resources across grade levels -Collaborate with the LGU to collect local stories from the municipal library.
	Project Picstory (intended for ARAL Plus)	-Prepare local photos for learners to interpret details (characters, settings, action) -Craft guided picture description and picture	-Reinforce the reading comprehension of learners through picture analysis: a. describes and interpret the local pictures presented to them.	-ARAL Reading tutors -ARAL Reading Program Coordinator	-Local pictures or photos -Visual aids and story prompts -Writing worksheets (<i>formal theme</i>)	-2000php	Rubrics for story writing (<i>content, coherence, and grammar</i>) -Oral description of pictures -Creativity and comprehension check	-Continuous collection of local images (<i>history, current issues, personalities</i>) -Integration in reading and writing activities -Display of outputs in classroom reading corners

		writing worksheets	<ul style="list-style-type: none"> - b. Construct ideas based on the details presented by the pictures. c. Write short passages based on the pictures. 					
3. Maximize Parental Involvement in Reading Development of Learners	MA-PA BASA Project <i>(Home-Based Contextual Learning)</i>	<ul style="list-style-type: none"> -Conduct orientation to parents/guardians about the reading procedures Provide take-home reading kits. -Provide family-related stories and situations -Train parents/guardians on guided reading strategies -Use reading logs for monitoring 	<ul style="list-style-type: none"> -Establish Home Reading Reinforcement through: <ul style="list-style-type: none"> a. reading the assigned reading materials at home with the guidance of their parents/guardians. c. accomplishing weekly reading logs signed by parents/guardians. d. Sharing reading experiences at home in the class for 	<ul style="list-style-type: none"> -School Head -ARAL Reading tutors -ARAL Reading Program Coordinator - Parents/Guardians 	<ul style="list-style-type: none"> -Take-home reader kits -Reading logs, monitoring sheets, and parent's feedback forms -Printed communication tools 	-2,500php	<ul style="list-style-type: none"> -Review of reading logs signed by parents -Parent's feedback forms -Monitoring learners' reading improvement -Participation rate of parents 	<ul style="list-style-type: none"> -Strengthen home-school partnership -Quarterly parent orientation/training -Continuous provision of home reading materials

		<ul style="list-style-type: none"> focusing on improving their reading skills -Games and videos demonstrating letter sounds -Animated phonics lessons -Songs and chants for sound recognition Interactive Presentations -PowerPoint with embedded audio -Clickable phonics activities -Digital flashcards 	<ul style="list-style-type: none"> instruction to increase learners' motivation and interests, technological skills and to eliminate behavioral concerns during ARAL Reading sessions e.g. bullying, teasing through: <ul style="list-style-type: none"> a. listening to audio and identify beginning, middle, or ending sounds of words. b. using digital flashcards with sound playback. c. Phoneme Blending -learners hear segmented sounds and combine them to form words 	<ul style="list-style-type: none"> -ARAL Reading Program Coordinator -Phil-IRI Coordinator -School's ICT Coordinator 	<ul style="list-style-type: none"> -Projector/TV -Audio-visual phonics and story materials - Headphones/microphones <p style="text-align: center;">  <i>(Provided by schools)</i> </p>		<ul style="list-style-type: none"> -Pretest and posttest comparison 	<ul style="list-style-type: none"> -Teacher training on reading digital instruction -Integration in the blended learning system
--	--	--	---	---	---	--	--	---

		<p>Online Platforms</p> <ul style="list-style-type: none"> -Google Classroom for task distribution -YouTube videos for phonics instruction -Interactive quizzes <p>Speech and Audio Tools</p> <ul style="list-style-type: none"> -Voice recording for pronunciation practice -Text-to-speech tools -Listening and repetition exercises 	<p>e.g., /c/ /a/ /t/ → "cat"</p> <p>d. Phoneme Segmentation</p> <ul style="list-style-type: none"> -Learners break words into individual sounds using interactive tools <p>e. Phoneme Manipulation</p> <ul style="list-style-type: none"> -Substituting, adding, or deleting sounds using guided digital exercises <p>f. Gamified Learning</p> <ul style="list-style-type: none"> -Integration of quizzes, games, and challenges -Imposing reward systems to motivate learners 				
--	--	--	--	--	--	--	--

IMPLEMENTATION PLAN

<ul style="list-style-type: none"> • Week before the start of school year 	<ul style="list-style-type: none"> -The school head assigns qualified reading teachers for ARAL Basic and ARAL Plus -ARAL teachers collect, contextualize the non-digital reading materials and worksheets -ICT coordinator lay out and edit digital visual aids and audio recordings to be used in multimedia instruction and assigned for the printing of reading materials
<ul style="list-style-type: none"> • Start of the school year (WEEK 1) 	<ul style="list-style-type: none"> -The Phil-IRI coordinator conducts Phil-IRI assessment and identifies learners' reading level to group themselves according to their reading ability
<ul style="list-style-type: none"> • Week 2 	<ul style="list-style-type: none"> -The school head together with the ARAL Reading Program and Phil-IRI coordinator conduct parents and students' orientation about the reading instruction. -The ARAL Reading Coordinator prepares reading evaluation and monitoring sheets, reading logs, parent feedback forms, parents' participation rate forms etc. -The school head together with the ARAL Reading Program coordinator set 7:30-8:30 as desired and appropriate time schedule for ARAL Reading sessions. The conduct of the reading sessions comes in three ways: Session 1: ARAL Reading instruction using printed reading materials. Session 2: ARAL Reading in multimedia instruction Session 3: ARAL Reading in multimedia instruction Session 4: One-on-one reading instruction Session 5: Reading Progress Monitoring Daily: Reinforcement of Reading instruction at home with parent/guardian support.
<ul style="list-style-type: none"> • Week 3-7 	<ul style="list-style-type: none"> -The ARAL teachers conduct daily reading intervention sessions during the best time of learners to acquire reading skills, recommended time is 7:30-8:30 AM.
<ul style="list-style-type: none"> • Weekly (every Friday) 	<ul style="list-style-type: none"> -The ARAL teachers and Phil-IRI coordinator monitor learners' progress through formative assessments
<ul style="list-style-type: none"> • Quarterly 	<ul style="list-style-type: none"> -The Phil-IRI coordinator conducts reading posttest and evaluate results (the last quarter is the Phil-IRI) -Teacher-parent conference about the reading progress of each learner

EXPECTED OUTCOMES:

- Strengthened the reading skills of learners in all areas (phonemic awareness, phonic, word recognition, reading fluency and comprehension)

- Appropriate reading materials for learners based on their capability are provided.
- Improved engagement and interest in reading sessions, eliminating motivational and behavioral issues e.g. bullying.

- Maximized the utilization and accessed of technology in reading sessions.
- Increased understanding on reading texts
- Increased the number of independent readers.
- Increased delivering structured and interactive reading activities.
- Support teachers with parental support and structured reading instruction.
- Improved classroom management and strategic competence in reading instruction
- Greater application of technology in reading sessions

GENERAL EVALUATION AND MONITORING:

- Comparison of Phil-IRI pretest and posttest results
- Weekly and quarterly reading progress monitoring reports
- Teacher observation and documentation
- Learners' participation and engagement records
- Feedback/participation of parents on reading activities

Conclusion

The study concludes that teachers are highly ready in implementing the ARAL Reading Program in terms of content knowledge, pedagogical strategies, and technological skills, while learners are only somewhat ready in reading proficiency, motivation, interest, and technological skills. Both groups share challenges such as inappropriate reading materials, low engagement, behavioral issues, limited parental support, and time constraints. Teachers also face heavy workload and implementation gaps, while learners struggle with foundational reading skills. These findings imply the need for differentiated and scaffolded instruction, learner-centered strategies, improved materials, and strengthened remedial programs, alongside enhanced collaboration among stakeholders to support effective ARAL implementation.

Recommendations

The study recommends strengthening ARAL implementation through trained tutors, contextualized materials, targeted interventions, ICT training, improved learning spaces, enhanced learner motivation strategies, and further research with larger samples.

Declaration of no Conflict of Interest

The author hereby declares no conflict of interest in the conduct of this study. This article is truly his original work.

REFERENCES

1. **Abeberese, A. B., Kmler, T. J., & Linden, L. L. (2013).** Improving Reading Skills by Encouraging Children to Read in School: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines. 19.
2. **Abril, J. G., Acerbo, C. T., & Abocejo, F. T. (2022).** The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis. *Bdapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 1. Retrieved from <https://doi.org/10.33258/birle.v5i4.7270>
3. **Adriano, M. I. (2023).** Evaluation of the Implementation and Effectiveness of Every Child a Reader Program (ECARP) in a Bican Pblc Elementary School. 42.
4. **Alali, R., & Wardat, Y. (2024).** Low PISA Performance Students: Factors, Perceptions, and Improvement Strategies. *International Journal of Religion*, 9, 1, 347. doi: <https://doi.org/10.61707/nve8gj33>
5. **Alihan, A. O., & Oco, R. M. (2025, July).** Parental Participation and Reading Skills of Learners. *International Journal of Multidisciplinary Research and Analysis*, 8(7), 4267-4268.
6. **Alzahrani M.A & Almalki S.M (2025)** An exploration of teaching reading practice and pedagogical knowledge in secondary schools. *Front. Educ.* 10:1483754. doi: 10.3389/feduc.2025.1483754
7. **Andaya, A. D., & Tepacia, H. C. (2025).** Guided Reading Strategies for Struggling Learners. *GEO Academic Journal*, 6(1), 1-15. doi: <https://doi.org/10.56738/issn29603986.geo2025.6.111>
8. **Anku, F. K. (2024, January).** The Impact of Phonemic Awareness and Phonics Instructions on the Reading Skills of Learners with Reading Difficulties. *International Journal of Research and Scientific Innovation (IJRSI)*, 11(1), 88-104. doi: <https://doi.org/10.51244/IJRSI.2024.1101008>
9. **Aryandani, N. M., Mahadewi, L. P., & Wibawa, I. M. (2021).** Reading Interest and the Role of Parents During the COVID-19 Pandemic on Indonesian Language Reading Skills. *Mimbar PGSD undiksha*, 9(3).
10. **Avellano, G. & Avergonzado, R. (2025).** Elementary Teachers' Reading Instruction: Challenges and Approaches.
11. **Balais, Q. J. (2024).** Status, Impact, and Challenges Encountered in the Implementation of School-Based Brigada Pagbasa Programme: Basis for Enhanced Remedial Instruction. *International Journal of Research Publication*, 241. Retrieved from www.ijrp.org
12. **Baldevarona, S. B. (2020).** Behind the Reading Program: A Phenomenological Study on Teachers' Challenges and Strategic Reading Interventions to Help Struggling Readers. 51-56. doi:10.13140/RG.2.2.27846.80966
13. **Banzon, C. & Elan, H. (2025).** Teaching Reading in a Time-Constrained Environment: Challenges and Strategies for Effective Instruction. *Psychology and Education: A Multidisciplinary Journal*, 38(4), 378-392. <https://doi.org/10.70838/pemj.380406>
14. **Cabalo, J. P., & Cabalo, M. M. (2019).** Factors Affecting Pupils' Reading Proficiency in Multi-Grade Classes Among Rural Elementary Schools. *International Journal of Science and Management Studies (IJSMS)*, 2(2), 108-124. Retrieved from www.ijmsjournal.org
15. **Chorrojprasert, L. (2020).** Learner Readiness – Why and How Should They Be Ready? *LEARN Journal : Language Education and Acquisition Research Network Journal*, 13(1), 268.
16. **Cole, S. A. (2017).** The Impact of Parental Involvement on Academic Performance. *A Doctorate Dissertation*. Retrieved from <https://eric.ed.gov/?id=ED577825>
17. **De Ocampo, L. L. (2024).** Teachers' Reading Comprehension, Strategies, Approaches and Challenges.

- International Journal of Science and Management Studies*, 7(3), 154.
18. **Department of Education.** (n.d.). *DepEd Memorandum No. 01, s. of 2024 Implementation of Catch-p Fridays*. Retrieved from https://www.deped.gov.ph/wp-content/uploads/DM_s2024_001.pdf
 19. **Department of Education.** (n.d.). *DepEd Memorandum No. 064, s. 2023 Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program*. Retrieved from [deped.gov.ph: https://www.deped.gov.ph/wp-content/uploads/DM_s2023_064.pdf](https://www.deped.gov.ph/wp-content/uploads/DM_s2023_064.pdf)
 20. **Department of Education.** (n.d.). *DepEd MEMORANDUM No. 064, s. 2023 Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program*. Retrieved from https://www.deped.gov.ph/wp-content/uploads/DM_s2023_064.pdf
 21. **Department of Education.** (n.d.). *DepEd Order No. 014, s. 2018 "Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory*. Retrieved from https://www.deped.gov.ph/wp-content/uploads/2018/03/DO_s2018_014.pdf
 22. **Department of Education.** (2023, October 23). *DepEd Memorandum No. 064, s. 2023 Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program*. Retrieved from [www.deped.gov.ph: https://www.deped.gov.ph/2023/10/23/october-23-2023-dm-06-s-2023-screening-and-evaluation-tools-for-the-evaluation-and-selection-of-reading-resources-for-the-national-reading-program/](https://www.deped.gov.ph/2023/10/23/october-23-2023-dm-06-s-2023-screening-and-evaluation-tools-for-the-evaluation-and-selection-of-reading-resources-for-the-national-reading-program/)
 23. **Dison, M., & Shah, P. M. (2020).** Reading Strategies and Reading Motivation among Secondary Level of Students in Sarawak. *International Journal of New Technology and Research (IJNTR)*, 6(11), 12-13. Retrieved from <https://doi.org/10.31871/IJNTR.6.11.25>
 24. **Estrella, M. R. (2022, May).** Readiness of DepEd Teachers to Teach Reading. *International Journal of Research and Review*, 9(5), 152-165.
 25. **Goza, G. (2023, February).** Learners' Attendance and Reading Performance During Face-to-Face and Online Learning: Basis for Policy Enhancement. *AIDE Interdisciplinary Research Journal*, 4, 2945-4603. Retrieved from <https://orcid.org/0009-0009-2688-2922>
 26. **García-López, I. M., Acosta-Gonzaga, E., & Ruiz-Ledesma, E. F. (2023).** Investigating the Impact of Gamification on Student Motivation, Engagement, and Performance. *Education Sciences*, 13(8), 813. <https://doi.org/10.3390/educsci13080813>
 27. **Haniff, M., Abdullah, S., & Hassan, N. (2024, August 11).** Negative Implications of Workload among Teachers: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 13(3), 2515-2524. Retrieved from <http://dx.doi.org/10.6007/IJARPE/v13-i3/22193>
DOI:10.6007/IJARPE/v13-i3/22193
 28. **Huang, Y. C. (2015).** Why Don't They Do It? A Study on the Implementation of Extensive Reading in Taiwan. *Congent Education*, 1. doi: <https://dx.doi.org/10.1080/2331186X.2015.1099187>
 29. **Jayanti, F. G. (2019).** Students' Perspectives on the Implementation of Extensive Reading. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1), 242.
 30. **Jimenez, M. V., Heine, J.-H., Schiele, T., Mues, A., & Niklas, F. (2025).** The Role of Parental Attitudes, Home Literacy Environment, and Migration Background in Preschool Children's Emergent Literacy Skills. *Journal of Applied Developmental Psychology (JADP)*, 7-10.
 31. **Lagarto, R. A. (2021).** Reading Proficiency Level among Grade 7: Basis for Reading Intervention Program. *International Research Journal of advanced Engineering and Science*, 6(1), 233-236.
 32. **Ligudon, J. P., & Ilodefonso, L. D. (2022).** Reading Strategies Employed by Senior High School English Teachers in the Philippines. *Quantum Journal of Social Sciences and Humanities*, 3(2), 104. Retrieved from <https://doi.org/1055197/qjssh.v3i2.134>
 33. **Liu, H., Chen, X., & Liu, X. (2022).** Factors influencing secondary school students' reading literacy: An analysis based on XGBoost and SHAP methods. *Frontiers in Psychology*, 13, 948612. <https://doi.org/10.3389/fpsyg.2022.948612>
 34. **Mag-Atas, J. & Carmona, B. (2023).** Bridging Policy and Practice: An In-depth Exploration of How the DepEd Child Protection Policy Influences Teacher Discipline Strategies. *Cognizance Journal of Multidisciplinary Studies*, 3, 126-135. 10.47760/cognizance.2023.v03i09.008.
 35. **Martinez, J. S. (2022).** Reading Readiness, Brain Intelligence, Interest and Motivation as Predictors to the English Reading Level Among Elementary Learners: A Framework in Teaching Reading. *International Journal of Health Sciences*, 1467. Retrieved from <https://doi.org/10.53730/ijhs.v6nS2.8930>
 36. **Meniado, J. C. (2018).** Integrating Extensive Reading in a College Preparatory Year Program: Perceptions, Challenges, and Possibilities. *International Journal of English Language Education*, 6(2), 56. doi:10.5296/ijeled.v6i2.13624
 37. **Milne, J., & Topping, K. J. (2025).** Improving Student Teacher Preparedness in Reading Instruction. *Education Sciences*, 15(1), 97. <https://doi.org/10.3390/educsci15010097>
 38. **Min, J., & Seo, Y. S. (2024).** The use of digital devices for schoolwork at home and reading achievement: Multilevel analyses of the PIRLS 2016 U.S. results. *International Journal of Educational Research*, 127, 102418. <https://doi.org/10.1016/j.ijer.2024.102418>
 39. **Moisi, L., Clark, C., Stoumpou, K., & Picton, I. (2026).** Parents' Support for Young Children's Literacy at Home in 2025. *National Literacy Trust*, 19-21.
 40. **Neri, & Mamonong. (2024).** UNFOLDING BARRIERS: A MULTIPLE CASE STUDY OF. *EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal*, 10(6), 92.
 41. **Niazifar, A., & Shakibaei, G. (2019).** Effects of Different Text Difficulty Levels on Iranian EFL Learners' Foreign Language Reading Motivation and Reading Comprehension. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(7), 16-17.

- Retrieved from <https://doi.org/10.1186/s40862-019-0070-x>
42. **Nurhasanah, Rstan, E., & Mahmd, H. (2025).** Readiness Assessment for Literacy Program Implementation: A Case Study of Elementary Schools. *International Journal of Asian Education (IJAE)*, 6(1), 47. Retrieved from <https://doi.org/10.46966/ijae.v6i1.463>
 43. **Olabiyyi, W., Shaon, J., & Rebecca, G. (2025).** Investigating the Impact of National Reading Programs on Literacy Development in the Philippines. 7.
 44. **Pacia, A. B. (2016).** Readability of Selected Literary Texts in English and Level of Mastery in Comprehension Skills of Grade 7: Basis for an Enhanced Reading Program. *Procedia-Social and Behavioral Sciences*, 6.
 45. **Philippine Congress. (n.d.).** *Republic Act No. 10533 An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and for other purposes.* Retrieved from <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
 46. **M., Pomarejos, S., Balato, M., Jaromay, G., Lascano, N., Busa, L., Capon, O., Godino, N., Rodriguez, A., Echanis, D., Erazo, Dyan, Quiloña, & Epra, Trust. (2025).** Barriers and solutions for digital literacy integration in elementary education: Teachers' perspectives in Dolores, Eastern Samar. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 11(251–259). <https://doi.org/10.36713/epra20162>
 47. **Recamara, J. T. (2018).** Philippine Informal Reading Inventory Performances of Elementary Graders: Keystone for Innovative 21st Century Reading Intervention Program. *International Journal of Current Research*, 10(9), 73492-73497.
 48. **Rosano, D. A., & Conjusta, G. R. (2025, February).** Teaching Remedial Reading: Content Area Teachers' Difficulties and Needs. *International Journal of Learning, Teaching and Educational Research*, 153-169. doi: <https://doi.org/10.26803/ijlter.24.2.8>
 49. **Salutin, M.-A. J., & Maguate, G. S. (2023).** Values-Based Exercises for the Development of Reading Readiness Skills for Preschool Children. *International Journal of Scientific Research and Management (IJSRM)*, 11(8), 22. doi:10.18535/ijlter.v11i08.ee01
 50. **Santuya, G. B. (2025, May).** Learners' level of Reading Comprehension: Basis for Contextualized Reading Materials. *International Journal of the Humanities and Social Science (IJHS)*, 969-978.
 51. **Sazon, G. H., & Eslabon, R. T. (2024).** Learners' Reading Readiness of Grade 3 Full Refresher. *International Multidisciplinary Journal of Research for Innovation Sustainability and Excellence (IMJRIS)*, 1(11), 62. doi:10.5281/zenodo.14026505
 52. **Servallos, N. (2023, December 06).** Student Assessment: Philippines still in bottom 10. *The Philippine Star*. Retrieved from <https://www.google.com/amp/s/www.philstar.com/headlines/2023/12/06/2316752/student-assessment-philippines-still-bottom-10/amp/>
 53. **Someketa, A., Mathwasa, J., & Duku N. (2017).** Parents' Perceptions of their Involvement in their Children's Literacy Development in the Foundation Phase in King Williams Town. *Journal of Social Sciences*, 96-108.
 54. **Soria, S. E. (2024).** Reading Program in the National Learning Camp: Teachers' Assessment of its Implementation and Teaching Strategies. *International Journal of Research and Scientific Innovation (IJRSI)*, 11(3), 428-429. doi:10.51244/IJRSI
 55. **Sun, X. (2020).** An Exploration of Students' and Teachers' Perceptions of a Two-Year Extensive Reading Program in a Chinese Secondary School. *The Reading Matrix: An International Online Journal*, 20(1), 216.
 56. **Temporal, R. (2025).** Reading Comprehension Levels and Academic Performance in English of Grade 6 Learners: Foundations for an Enhanced Reading Comprehension Program. *International Journal of Education Humanities and Social Science*. 08. 194-213. 10.54922/IJEHSS.2025.0915.
 57. **Tomas, M. L., Villaros, E. T., & Galman, S. A. (2021).** The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. *Open Journal of Social Sciences*, 1. doi:10.4236/jss.2021.95009
 58. **Washburn, E. K., & Pierce, A. (2025).** Teaching Older Struggling Readers: Novice 4–12th General and Special Education Teachers' Knowledge of Foundational Reading Skills. *Education Sciences*, 15(6), 745. <https://doi.org/10.3390/educsci15060745>
 59. **Urrutia, M., Mariángel, S., Pino, E. J., Guevara, P., Torres-Ocampo, K., Troncoso-Seguel, M., Bustos, C., & Marrero, H. (2024).** Impact of Affective and Cognitive Variables on University Student Reading Comprehension. *Education Sciences*, 14(6), 554. <https://doi.org/10.3390/educsci14060554>
 60. **Valdez, S. P. (2021).** Proposed Intervention Material for Grade 7 Students. *International Journal of Advanced Multidisciplinary Studies*, 1(3), 36.
 61. **Zydziumaite, V., Kontrimiene, S., Ponomarenko, T., & Kaminskiene, L. (2020).** Challenges in Teacher Leadership: Workload, Time Allocation, and Self-Esteem. *European Journal of Contemporary Education*, 9(4), 960. doi:10.13187/ejced.2020.4.948