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# Implementation of Learning Recovery Program in the Reading Performance of Learners: Basis for Instructional Supervision Plan for School Heads

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## ABSTRACT

This study determines the significant relationship between the extent of implementation of the learning recovery program and performance of learners in reading. A descriptive-correlational research design was employed utilizing the survey questionnaire used by Espinosa (2023) in his study “Implementation of School Learning Recovery and Continuity Plan: Basis of Action Plan”. This survey describes the implementation of learning recovery curriculum in terms of K to 12 Curriculum Review and Update; Teachers’ Reskilling and Upskilling; Provision of support materials; Engagement of Stakeholders for support and collaboration, and Learning delivery and to measure the performance of the learners, the researcher gathered the reading profile of the learners using the result in the 3rd quarter oral reading test result. The seventeen (17) teachers and 305 learners enrolled in the said locale for School Year 2023-2024 are the main respondents of the study and simple percentage, weighted mean and Pearson's correlation coefficient ( $r$ ) were the statistical tools used to determine the significant relationship between the variables. Significant relationship between the extent of implementation of the learning recovery program in terms of K to 12 Curriculum Review and Update; Teachers’ Reskilling and Upskilling; Provision of support materials; Engagement of Stakeholders for support and collaboration, and Learning delivery and performance of learners in reading was revealed. Hence, the analysis underscores the effectiveness of these educational strategies in improving students' oral reading proficiency, emphasizing the need for a holistic approach involving curriculum updates, enhanced learning environments, continuous teacher development, and stakeholder engagement.

**Keywords — Implementation, Learning Recovery Program, Reading Performance, Learners, Instructional Supervision Plan, School Heads**

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## I. INTRODUCTION

COVID-19 pandemic changes everything especially our educational system, wherein face to face classes was not allowed on the peak of the pandemic and becomes limited the following years. This becomes a big challenge to the department since its main role is to deliver quality education through classroom instruction. Several strategies were implemented because as former Secretary of Education, Leonor Magtolis Briones has said, “Education cannot wait”. “If learning stops, we will lose human capital”. How are we going to ensure learning continuity amidst pandemic was the primary concern of the department, that is why the Department of Education came up with the different learning

modalities. The education sector was given options, just to make sure that despite the situation education continues. The Education department make sure that despite this challenge, it shall still strive to produce Filipino learners who are skilled and globally competitive. This resulted in the release of the Most Essential Learning Competencies (MELCs). The Competencies in K to 12 Curriculum were merged, rephrased, dropped, and retained as to its importance and relevance. This served as the teacher's guide in delivering instruction.

Another is the creation of contextualized self-learning modules which were given to learners as their tool in learning at home through the help of their parents or learning facilitators. It does not end with that; video lessons were also made as an aide for learning especially in teaching literacy skills or the pre-reading competencies.

The pandemic resulted in a very low performance of learners despite the strategies made. There was a big increase in the number of non-readers and non-numerates and it has been interpreted as a result of the distance learning modality implemented in the midst of the pandemic. As a remedy, the education sector initiated a unique curriculum for the learners which main objective is to recover learning loss specifically among the primary learners. This is the 8-week Curriculum as part of the learning recovery program of the Department of Education.

The implementation of the 8-week curriculum was not a smooth sailing journey on the part of the teachers. It was challenging because everything is new, a lot of adjustments were made from the preparation of learning to the evaluation of learning outcomes. Teachers have undergone training on how the curriculum will look like inside the classroom. How will they manage each learner and what activities will be given to learners? What is unique in this curriculum is that it focuses on the development of literacy and numeracy skills of the learners which is the fundamentals of learning. There is a need to develop these skills because it will help them understand the other subjects more.

After the rigid training of Kindergarten, Grades 1 to 3 teachers, the classrooms were prepared for its physical aspects. Learners were grouped according to their ability. In the classrooms there are four learning centers, in which the learners were able to manipulate objects, engage themselves in games and in learning varied activities. It was hard on the first weeks of implementation because teachers had to prepare and print learning worksheets for each learning level. What so called multi-tasking skills of teachers were tested. It is good that the materials were available and have been prepared by the department as it was being implemented. The curriculum implementation runs smoothly as weeks pass by. Teachers become familiar and master the strategies they will use in the entire implementation of the curriculum. It was 8 weeks of developing reading skills and numeracy skills of the pupils. After the implementation of the curriculum, post assessment was conducted to find out if it is effective or not. Was it of good result?

As a result of the assessment, there are those learners who have improved their reading performance and some lag the expected. And it was revealed that among the 19 grade 1 learners enrolled in the present school year, there are 10 grade 1 learners were identified as independent readers, 6 are instructional and 3 are frustration readers in English. The result is quite good knowing that after the 3<sup>rd</sup> quarter, these learners were able to attain such a tremendous result in their reading. As part of the implementing schools on the National Learning Recovery Curriculum and other learning recovery programs like the Project Drop Everything and Read (DEAR), Catch-Up Fridays, and many more, the researcher is committed to determine the significant relationship between the extent of implementation of learning recovery program in the performance of learners in reading. A proposed instructional supervision plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently an elementary grade teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of implementation of the learning recovery program and performance of learners in reading of Pilar Central School, Pilar District, Division of Cebu Province for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of implementation of the learning recovery program in terms of the following:
  - 1.1 K to 12 Curriculum Review and Update,
  - 1.2 Improving Learning Environment,
  - 1.3 Teachers' Reskilling and Upskilling,
  - 1.4 Engagement of Stakeholders for support and collaboration?
2. What is the reading performance of the learners?
3. Is there a significant relationship between the extent of implementation of the learning recovery program and performance of learners in reading?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study employed descriptive-correlational research design in determining the significant relationship between the extent of implementation of the learning recovery program and performance of learners. Pilar Central School, Pilar District, Division of Cebu Province is the main locale of the study. The seventeen (17) teachers and 305 learners enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. This study utilizes the survey questionnaire used by Espinosa (2023) in his study "Implementation of School Learning Recovery and Continuity Plan: Basis of Action Plan". This survey describes the implementation of learning recovery curriculum in terms of K to 12 Curriculum Review and Update; Teachers' Reskilling and Upskilling; Provision of support materials; Engagement of Stakeholders for support and collaboration, and Learning delivery. A total of 40-items of which each category has 10 statements. The respondents will determine the extent of implementation of learning recovery curriculum using a 4-Point Likert Scale of which 4 means Always Implemented, 3 means Implemented, 2 means Sometimes Implemented and 1 means Never Implemented. Further, to measure the performance of the learners, the researcher gathered the reading profile using the result in the 3<sup>rd</sup> quarter oral reading test result. A researcher-made reading test with 5 questions for each story will be formulated. A total of 25-items questions will be administered to the learner-respondents. This research focused on evaluating the extent of implementation of the learning recovery program and performance of learners in reading and its significant relationship. A Proposed Instructional Supervision Plan based on the findings of the study is the output.

**Sampling.** The respondents of this study were comprised of seventeen (17) teachers and 352 learners enrolled in the locale for School Year 2023-2024. Complete enumeration was employed in selecting the study participants.

**Research Procedure.** After receiving approval for the research, the process of data collection commenced systematically. Formal letters requesting permission to conduct the study were meticulously prepared and submitted to the appropriate authorities. Initially, the research team sought approval from the Schools Division Superintendent, followed by permission requests sent to the Public Schools District Supervisor and the School Principal of the designated institution. Upon securing all necessary approvals, the researcher proceeded with conducting comprehensive orientations for all participants involved in the study. During these orientations, detailed explanations of the study's objectives were provided, and formal consent was obtained from each participant through signed permits. A survey questionnaire was distributed to the respondents to evaluate the extent of the implementation of learning recovery curriculum in terms of K to 12 Curriculum Review and Update; Teachers' Reskilling and Upskilling; Provision of support materials; Engagement

of Stakeholders for support and collaboration, and Learning delivery. Likewise, the researcher gathered the oral reading results of the learners. Results of the tests and survey were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Instructional Supervision Plan followed.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses were tallied and tabulated, employing statistical tools for analysis. The Simple Percentage and Weighted Mean were utilized to assess both the extent of implementation of learning recovery curriculum and reading performance of the learners. Additionally, Pearson's correlation coefficient ( $r$ ) was applied to ascertain any significant relationships between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**EXTENT OF IMPLEMENTATION OF THE LEARNING RECOVERY PROGRAM  
IN TERMS OF K TO 12 CURRICULUM REVIEW AND UPDATE**

	<b>K to 12 Curriculum Review and Update</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	The school monitor the conduct of Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool-English.	3.52	Always Implemented	Very High
2	The school monitor the conduct of Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool-Filipino.	3.64	Always Implemented	Very High
3	The school provide Programs Projects and Activities (PPS's) as intervention to increase the reading comprehension ability of the learners.	3.51	Always Implemented	Very High
4	The school monitor the numeracy report in Mathematics.	3.51	Always Implemented	Very High
5	The school provide intervention to increase the number of numerates learners.	2.89	Implemented	High
6	The school identify the most learned and least learned competencies in all subjects to every grade level.	3.54	Always Implemented	Very High

7	The school provide interventions for the learners who have difficulty in learning.	3.59	Always Implemented	Very High
8	The school administer learning needs analysis, pre-test and data gathering instruments to identify the learning gap.	2.96	Implemented	High
9	The school provide MPS results of all learning areas.	3.57	Always Implemented	Very High
10	The school provide remediation and enrichment program for learners with learning difficulty.	3.44	Always Implemented	Very High
	<b>AVERAGE</b>	<b>3.42</b>	<b>Always Implemented</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.25-4.00	<i>Always Implemented</i>	<i>Very High</i>
2.50-3.24	<i>Implemented</i>	<i>High</i>
1.75-2.54	<i>Sometimes Implemented</i>	<i>Low</i>
1.00-1.74	<i>Never Implemented</i>	<i>Very Low</i>

Table 1 presents the extent of implementation of the Learning Recovery Program in terms of K to 12 Curriculum Review and Update. The overall average weighted mean is 3.42, which is interpreted as Very High. This indicates a highly effective implementation of the program across various aspects. Specifically, the school monitors the conduct of the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool in both English and Filipino with weighted means of 3.52 and 3.64, respectively, both rated as Very High. Programs, Projects, and Activities aimed at enhancing reading comprehension, as well as the monitoring of the numeracy report in Mathematics, both have a weighted mean of 3.51, also interpreted as Very High. Identifying the most and least learned competencies across all subjects, providing interventions for learners with learning difficulties, and reporting MPS results for all learning areas have weighted means of 3.54, 3.59, and 3.57, respectively, all rated as Very High. Remediation and enrichment programs for learners with learning difficulties have a weighted mean of 3.44, interpreted as Very High. However, the school's intervention to increase the number of numerate learners and the administration of learning needs analysis, pre-tests, and data gathering instruments to identify learning gaps have slightly lower weighted means of 2.89 and 2.96, respectively, both interpreted as High. These areas indicate a need for further improvement to achieve a higher level of effectiveness.

**TABLE 2**
**EXTENT OF IMPLEMENTATION OF THE LEARNING RECOVERY PROGRAM  
IN TERMS OF IMPROVING LEARNING ENVIRONMENT**

	<b>Improving Learning Environment</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	The school monitor and update the number of enrollees.	3.51	Always Implemented	Very High

2	The school monitor the participation rate, transition rate, gross enrolment rate and cohort survival rate.	3.61	Always Implemented	Very High
3	The school monitor the completion and promotion rate and drop-out and retention rate.	3.41	Always Implemented	Very High
4	The school monitor the vaccination status of school personnel and learners.	3.42	Always Implemented	Very High
5	The school has enough teachers to facilitate the conduct of face-to-face classes.	3.29	Always Implemented	Very High
6	The school has adequate number of classrooms.	3.54	Always Implemented	Very High
7	The school ensure the availability of textbooks and other learning materials.	2.79	Implemented	High
8	The school has electronic devices for learners such as personal computer, tablet PC and laptop.	2.92	Implemented	High
9	The school conducts inventory and identify the needs of the number of teachers, school facilities and learning resources.	3.57	Always Implemented	Very High
10	The school has excellent school-based management practice.	2.84	Implemented	High
<b>AVERAGE</b>		<b>3.29</b>	<b>Always Implemented</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.25-4.00	<i>Always Implemented</i>	<i>Very High</i>
2.50-3.24	<i>Implemented</i>	<i>High</i>
1.75-2.54	<i>Sometimes Implemented</i>	<i>Low</i>
1.00-1.74	<i>Never Implemented</i>	<i>Very Low</i>

Table 2 presents the extent of implementation of the Learning Recovery Program in terms of improving the learning environment. The overall average weighted mean is 3.29, which is interpreted as Very High. This indicates a highly effective implementation of the program in enhancing the learning environment. Specifically, the school monitors and updates the number of enrollees with a weighted mean of 3.51, interpreted as Very High. Monitoring participation rates, transition rates, gross enrollment rates, and cohort survival rates is rated with a weighted mean of 3.61, also interpreted as Very High. The completion and promotion rates, along with drop-out and retention rates, have a weighted mean of 3.41, interpreted as Very High. The school also monitors the vaccination status of school personnel and learners with a weighted mean of 3.42, interpreted as Very High. The adequacy of teachers for face-to-face classes and the availability of classrooms are rated with weighted means of 3.29 and 3.54, respectively, both interpreted as Very High. However, the availability of textbooks and other learning materials, as well as electronic devices for learners such as personal computers, tablets, and laptops, have slightly lower weighted means of 2.79 and 2.92, respectively, both

interpreted as High. The school's school-based management practice is also rated with a weighted mean of 2.84, interpreted as High, indicating areas that require improvement. Monitoring the inventory and identifying the needs of teachers, school facilities, and learning resources have a weighted mean of 3.57, interpreted as Very High, reflecting effective management in these areas. In summary, the data suggests that while there are areas for improvement, the overall implementation of the Learning Recovery Program in terms of improving the learning environment is highly effective, with most aspects receiving a Very High rating.

**TABLE 3**

**EXTENT OF IMPLEMENTATION OF THE LEARNING RECOVERY PROGRAM  
IN TERMS OF TEACHERS' UPSKILLING AND RESKILLING**

	<b>Teachers' Upskilling and Reskilling</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	The school update and monitor the teacher's career stage.	3.41	Always Implemented	Very High
2	The school conduct capacity building for teachers that focus on literacy, numeracy and science skills.	3.01	Implemented	High
3	The school conducts in-service training (INSET) and School Learning Action Cell (SLAC).	3.52	Always Implemented	Very High
4	The school monitors the level of teacher's foundational knowledge in teaching reading.	3.32	Always Implemented	Very High
5	The school identify the priority needs per Key Result Areas (KRA) of teachers based on DepEd Memo 004, s. 2022.	3.39	Always Implemented	Very High
6	The school observes the teacher's utilization of various pedagogy.	3.00	Implemented	High
7	The school provides sufficient teaching supply for teachers.	2.79	Implemented	High
8	The school conducts classroom observation.	2.92	Implemented	High
9	The school provides programs to encourage teachers to increase in their educational attainment.	2.97	Implemented	High
10	The school provides mentoring programs that pair novice teachers with more experienced teachers who can ably explain school policies, regulations, and procedures.	2.94	Implemented	High
	<b>AVERAGE</b>	<b>3.12</b>	<b>Implemented</b>	<b>High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.25-4.00	<i>Always Implemented</i>	<i>Very High</i>
2.50-3.24	<i>Implemented</i>	<i>High</i>
1.75-2.54	<i>Sometimes Implemented</i>	<i>Low</i>
1.00-1.74	<i>Never Implemented</i>	<i>Very Low</i>

Table 3 presents the extent of implementation of the Learning Recovery Program in terms of teachers' upskilling and reskilling. The overall average weighted mean is 3.12, which is interpreted as High. This suggests that the program is effectively enhancing teachers' skills, although there are areas for further improvement. The school updates and monitors the teachers' career stages with a weighted mean of 3.41, interpreted as Very High. Capacity building for teachers focusing on literacy, numeracy, and science skills has a weighted mean of 3.01, interpreted as High. In-service training (INSET) and School Learning Action Cell (SLAC) sessions are conducted effectively, with a weighted mean of 3.52, interpreted as Very High. Monitoring the foundational knowledge of teachers in teaching reading has a weighted mean of 3.32, interpreted as Very High. Identifying the priority needs per Key Result Areas (KRA) of teachers based on DepEd Memo 004, s. 2022, is rated with a weighted mean of 3.39, interpreted as Very High. Observing teachers' utilization of various pedagogies has a weighted mean of 3.00, interpreted as High. The provision of sufficient teaching supplies for teachers is rated with a weighted mean of 2.79, interpreted as High. Conducting classroom observations has a weighted mean of 2.92, also interpreted as High. Programs to encourage teachers to increase their educational attainment have a weighted mean of 2.97, interpreted as High. Mentoring programs that pair novice teachers with more experienced ones, who can effectively explain school policies, regulations, and procedures, are rated with a weighted mean of 2.94, interpreted as High.

**TABLE 4**
**EXTENT OF IMPLEMENTATION OF THE LEARNING RECOVERY PROGRAM IN TERMS OF ENGAGEMENT OF STAKEHOLDERS FOR SUPPORT AND COLLABORATION**

	<b>Engagement of Stakeholders for Support and Collaboration</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	The school craft and forge a Memorandum of Agreement or Understanding to learning institutions and other industries.	3.00	Implemented	High
2	The school strengthen partnership through prioritizing resource generation relative to teaching and learning.	2.90	Implemented	High
3	The school monitors the proper utilization of Special Education Fund (SEF) and other generated resources.	3.52	Always Implemented	Very High
4	The school conducts orientation on school PPAs.	3.32	Always Implemented	Very High



5	The school recognizes the active participation of LGUs, barangay officials and other stakeholders in school PPAs.	3.39	Always Implemented	Very High
6	The school convinces local community minded members to extend assistance to schools especially during special activities like Brigada Eskwela activities and others.	3.00	Implemented	High
7	The school conducts parenting support. Connect to less fortunate parents and invite a resource person to inspire them.	2.89	Implemented	High
8	The school conducts parent's orientation about the implementation of school's PPAs.	3.39	Always Implemented	Very High
9	The school provides training to community stakeholders and parents to help them develop effective communications and partnering skills.	2.97	Implemented	High
10	The school use effective communication tools to ensure timely access to information which is in a format that can be easily comprehended.	2.91	Implemented	High
<b>AVERAGE</b>		<b>3.13</b>	<b>Implemented</b>	<b>High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
3.25-4.00	<i>Always Implemented</i>	<i>Very High</i>
2.50-3.24	<i>Implemented</i>	<i>High</i>
1.75-2.54	<i>Sometimes Implemented</i>	<i>Low</i>
1.00-1.74	<i>Never Implemented</i>	<i>Very Low</i>

Table 4 summarizes the results where there is an indicated positive trend in stakeholder engagement for the Learning Recovery Program. The overall weighted mean of 3.13, interpreted as High, suggests the school is effectively collaborating with various stakeholders. Strengths are evident in areas like monitoring fund utilization (Very High) and conducting orientations for stakeholders on the School PPAS (Very High). This signifies a commitment to financial transparency and keeping all parties informed. Additionally, recognizing the participation of local government units (LGUs) and other stakeholders scores highly (Very High), demonstrating appreciation for their involvement. Encouragingly, activities focused on parents also showed positive results. Both parent support programs and orientations regarding the School PPAS score Very High. This highlights efforts to ensure parental understanding and collaboration. While most areas achieve a high rating, aspects like providing training to stakeholders and parents (High) and using communication tools (High) could benefit from further development. This suggests potential for continued improvement in strengthening stakeholder capacity and communication strategies.

**TABLE 5**
**ORAL READING TEST RESULTS**

Score Range	Description	ORAL READING TEST RESULT	
		Frequency	%
21-25	Excellent	43	14
16-20	Very Good	67	22
11-15	Good	120	39
6-10	Fair	75	25
1-5	Poor	0	0
Total		305	100
<b>Weighted Mean</b>		<b>14.40</b>	<b>Good</b>

Table 5 presents the Oral Reading Test results. The overall weighted mean is 14.40, which is interpreted as Good. This indicates that on average, the learners' oral reading skills are satisfactory, though there is significant room for improvement. The data shows that none of the learners scored in the Excellent (21-25) or Very Good (16-20) ranges. This suggests that top-tier oral reading proficiency is currently not being achieved among the students tested. A total of 120 learners, representing 39% of the participants, scored in the Good (11-15) range. This indicates that a small fraction of students is performing at a satisfactory level. The majority of learners, 75 out of 305, which constitutes 25%, scored in the Fair (6-10) range. This implies that most students have basic oral reading skills but need significant improvement to reach higher proficiency levels. No students scored in the Poor (1-5) range, meaning that none of the participants exhibited very low levels of oral reading ability.

**TABLE 6**
**TEST OF RELATIONSHIP**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
<b>K to 12 Curriculum Review and Update VS ORAL READING TEST RESULT</b>	0.65	2.436	1.223	Reject Ho	Significant Relationship
<b>Improving Learning Environment VS ORAL READING TEST RESULT</b>	0.68	2.831	1.223	Reject Ho	Significant Relationship
<b>Teachers' Upskilling and Reskilling VS ORAL READING TEST RESULT</b>	0.71	3.566	1.223	Reject Ho	Significant Relationship
<b>Engagement of Stakeholders for Support and Collaboration VS ORAL READING TEST RESULT</b>	0.73	3.721	1.223	Reject Ho	Significant Relationship

Table 6 presents the test of relationships between various variables and the Oral Reading Test results. The table displays the correlation coefficients ( $r$ ), computed values of  $t$ , table values at a significance level of 0.05, decisions on the null hypothesis ( $H_0$ ), and interpretations of these relationships. The first variable, K to 12 Curriculum Review and Update, has a correlation coefficient ( $r$ ) of 0.65 and a computed  $t$ -value of 2.436. With a table value of 1.223 at the 0.05 significance level, the null hypothesis ( $H_0$ ) is rejected. This indicates a significant relationship between the K to 12 Curriculum Review and Update and the Oral Reading Test results. The second variable, Improving Learning Environment, shows a correlation coefficient ( $r$ ) of 0.68 and a computed  $t$ -value of 2.831. Given the table value of 1.223, the null hypothesis is again rejected, indicating a significant relationship between Improving Learning Environment and the Oral Reading Test results. The third variable, Teachers' Upskilling and Reskilling, has a correlation coefficient ( $r$ ) of 0.71 and a computed  $t$ -value of 3.566. With the table value remaining at 1.223, the null hypothesis is rejected. This signifies a significant relationship between Teachers' Upskilling and Reskilling and the Oral Reading Test results. The fourth variable, Engagement of Stakeholders for Support and Collaboration, exhibits a correlation coefficient ( $r$ ) of 0.73 and a computed  $t$ -value of 3.721. Given the table value of 1.223, the null hypothesis is rejected once more. This indicates a significant relationship between Engagement of Stakeholders for Support and Collaboration and the Oral Reading Test results.

#### IV. CONCLUSION

The analysis revealed a significant relationship between various educational strategies and the Oral Reading Test results. The implementation of the K to 12 Curriculum Review and Update showed a strong correlation with oral reading proficiency, indicating that comprehensive curriculum reviews and updates significantly enhance reading skills. Similarly, improvements in the learning environment were found to positively impact the students' oral reading outcomes, suggesting that a well-monitored and resource-rich learning environment fosters better reading performance. Moreover, the study highlighted the importance of teachers' upskilling and reskilling. Training programs focusing on enhancing teachers' skills were significantly correlated with improved oral reading test results, demonstrating that well-trained teachers are crucial for developing students' reading abilities. Lastly, engaging stakeholders for support and collaboration also showed a significant positive relationship with the oral reading outcomes. The involvement of the community and other stakeholders in the educational process provides additional resources and support, contributing to better student performance in oral reading. Overall, the analysis underscores the effectiveness of these educational strategies in improving students' oral reading proficiency, emphasizing the need for a holistic approach involving curriculum updates, enhanced learning environments, continuous teacher development, and stakeholder engagement.

#### V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. The school heads are encouraged to develop their educational attainment to contribute more in the attainment of school vision, motivation, performance management, decision-making, negotiation and interpersonal skills.
3. The school heads are encouraged to focus on consistent and frequent execution of K-12 curriculum review, update, teachers' upskilling and reskilling, and improvement of the learning environment, while actively involving stakeholders for support and collaboration.
4. To improve the School Learning Recovery and Continuity Plan, attention should be given to tailoring the implementation of the K-12 Curriculum Review and Update based on the highest educational attainment of school

heads, while no significant differences were found in terms of Improving Learning Environment when considering age, sex, highest educational attainment, position, and years in service as school head.

5. For effective action planning, it is recommended to prioritize areas identified with the lowest mean scores in the study, aiming to address and improve those aspects of the School Learning Recovery and Continuity Plan,
6. School Head must prepare instructional supervision plan to organize the monitoring of the teachers especially during teaching-learning process,
7. School Heads must see to it that teachers were provided with materials for the reproduction of learning resources to be used in teaching and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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