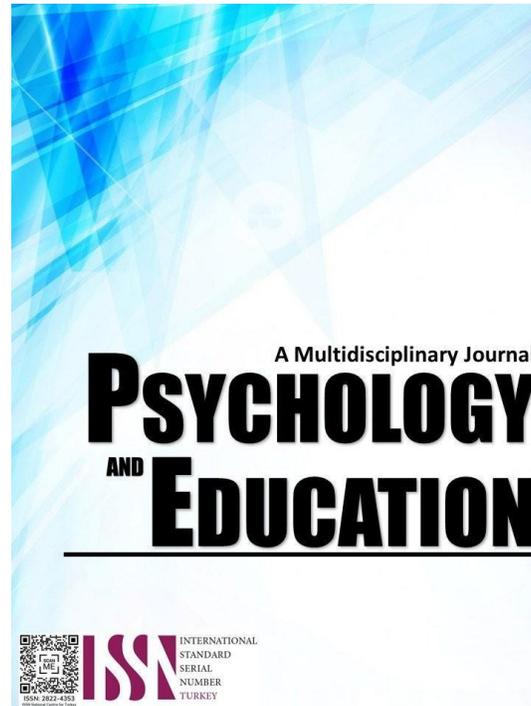


**SCHOOL RELATED FACTORS AND PUPIL COMPETENCY IN THE
IMPLEMENTATION OF THE ARABIC LANGUAGE AND ISLAMIC
VALUES EDUCATION (ALIVE) PROGRAM IN REGION XII**



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School Related Factors and Pupil Competency in the Implementation of the Arabic Language and Islamic Values Education (ALIVE) Program in Region XII

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Abstract

The Arabic Language and Islamic Values Education (ALIVE) Program serves as a vital component of the Department of Education's efforts to promote inclusive and culturally responsive education in the Philippines. This study aimed to examine the relationship between school-related factors, namely curriculum, instructional materials, and school facilities, and pupil competency in the implementation of the ALIVE Program in Region XII. Utilizing a descriptive-correlational research design, the study gathered data from 33 school heads, 73 teachers/Asatidz, and 273 pupils across 26 schools in General Santos City, Koronadal City, Tacurong City, and Kidapawan City. Quantitative data analysis, including regression, was employed to determine the influence of school-related factors on pupil competency. Findings revealed that the ALIVE curriculum is highly effective in promoting critical thinking and fostering Islamic values, and that instructional materials are culturally sensitive and aligned with curriculum goals. School facilities were rated positively, particularly in terms of safety and maintenance; however, the integration of technology in teaching remains a challenge. While pupils demonstrated strong ethical values and social responsibility, a gap was noted in Arabic language proficiency, especially in speaking and sentence construction. Regression analysis showed no significant relationship between school-related factors and pupil competency, suggesting that other influences such as teaching quality, learner motivation, and external support may play a more pivotal role. The results emphasize the importance of addressing both academic and non-academic factors in enhancing the effectiveness of the ALIVE Program. While school-related factors are foundational, a more holistic and inclusive approach incorporating teacher development, learner engagement, and community support is essential for fostering Arabic language skills and Islamic values among learners.

Keywords: *school-related factors and pupil competency in the implementation of the ALIVE program in region XII*

Introduction

The Arabic Language and Islamic Values Education (ALIVE) Program was established to bridge the gap in Muslim education in the Philippine educational system by providing Muslim pupils in public schools' access to relevant educational opportunities (Marasigan, 2019a & 2019b; Solaiman, 2017; Sali & Marasigan, 2020; Sattar & Arriola, 2020; Sali & Ancho, 2021; Sali, 2022). The program has been instrumental in spreading Islam throughout the Philippines, particularly in Mindanao, the largest Catholic nation in Asia, by establishing madrasahs in response to the call for educational inclusivity (UNESCO, 2017). The implementation of the ALIVE program represents a global strategy for promoting inclusivity and cultural diversity in education within the framework of inclusive education (Mahmood, 2019). This approach enhances pupils' understanding of the Arabic language and Islamic principles while fostering a more harmonious and inclusive community.

The incorporation of Hadith and Quran teachings within the ALIVE program encourages pupils to view education as a lifelong pursuit, inspired by teachings such as "Every Muslim is required to seek knowledge" (Sunan Ibn Majah 224) and "Read! In the name of your Lord who created" (Surah Al-Alaq, 96:1). These teachings can deepen students' respect for education, grounded in Islamic principles, and strengthen their commitment to lifelong learning.

The global recognition of the ALIVE program stems from its contribution to preserving Islamic culture and legacy. This aligns with the educational goals of countries like Malaysia and the UAE, where including Islamic studies and Arabic language education in schools is seen as crucial for maintaining religious identity and advancing the Arabic language and Islamic culture. However, despite this recognition, there are still challenges in the program's implementation, such as issues related to curriculum alignment, teacher training, and resource allocation, which may hinder its effectiveness (Mohamad et al., 2018; Almahy, 2016).

The Philippine Constitution mandates equal access to high-quality education for all citizens, regardless of race, religion, or political affiliation (Article XIV, Section 1). DepEd's DO 41, 2017, supported by RA 9155 and RA 10533, provides guidelines for Madrasah Education in the K-12 Program, targeting Muslim learners through the MEP-ALIVE program. Despite the stipulation for a minimum of fifteen (15) learners per class, gaps remain in the curriculum, instructional materials, school facilities, and resource allocation.

The implementation of the ALIVE program in the Philippines faces several challenges, including inadequate funding for school facilities, lack of instructional materials, and issues with the curriculum's appropriateness (Kawangit et al., 2015). These challenges hinder the achievement of the program's goals and limit its effectiveness in providing quality education for Muslim pupils.

The researcher aims to evaluate key areas crucial to the success of the ALIVE program, focusing on curriculum, instructional materials, and school facilities. While the ALIVE curriculum remains a priority, it could benefit from modern teaching methods to better align

with the region's educational goals. To improve the delivery of the program, there is a need for continued professional development, updated instructional materials, and facility improvements to create a better learning environment for pupils. This study will contribute to addressing these issues by examining the relationship between school-related factors and pupil competency in the ALIVE program.

Research Questions

This study aims to investigate the relationship between school-related factors and pupil competency in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program in region XII. Specifically, it sought to address the following questions:

1. To what extent are the school-related factors of the ALIVE program implemented in terms of:
 - 1.1 Curriculum
 - 1.2 Instructional materials
 - 1.3 School facilities
2. To what extent is the competency of pupils in the ALIVE program?
3. Is there a significant relationship between school-related factors and pupil competency in the ALIVE program?

Methodology

Research Design

This research used a descriptive and correlational design to evaluate the school-related factors and pupil competency in the Implementation of the ALIVE program in Region XII. These designs, commonly used in educational research, describe and explore relationships between variables without manipulation (Gay et al., 2011). The study examined the extent of school-related factors such as curriculum, resources, facilities and the extent of the pupil's competency on the ALIVE program. The descriptive-correlational method allowed for the exploration of these complex relationships ethically and practically, without experimental control (Creswell, 2014). This approach provided valuable insights into the ALIVE program's effectiveness while ensuring respect for participants' rights.

Participants

The study focused on General Santos City, Koronadal City, Kidapawan City, and Tacurong City in Region XII due to several key factors. The study included three respondent groups: teachers/asatidz, school heads, and Grade 6 pupils of the ALIVE program.

The researcher used a combination of systematic and stratified random sampling techniques to select the study's participants. Systematic sampling was employed to select schools, school heads, and teachers, ensuring representativeness by selecting every *n*th element from a list. This method was effective due to its efficiency, randomization, and the availability of comprehensive lists of participants (Kothari, 2004; Creswell, 2014). Stratified random sampling was used for pupil respondents, with the sample size determined using Slovin's formula (1960) and proportional allocation (Cochran, 1977) to ensure a representative sample from each subgroup. This approach guaranteed a systematic and unbiased selection process, providing valuable insights into the implementation of the ALIVE program. The study involved 26 schools across four cities in Region XII: Tacurong City (4 schools), Koronadal City (3 schools), General Santos City (14 schools), and Kidapawan City (5 schools). In total, there were 33 school heads, 73 Asatidz/teachers, and 273 Grade 6 pupils. The number of school heads, teachers, and pupils varied across the cities, with General Santos City having the largest representation.

Instrument

The questionnaire was divided into two parts: Part I focused on school-related factors, specifically curriculum, instructional materials, and school facilities, with each variable consisting of 10 items. Part II assessed pupil competency through 15 items. Respondents rated each item using a 5-point Likert scale. Table 1 presents the weights and interpretations utilized to assess the school-related factors on ALIVE program implementation. Each factor was assigned a weight reflective of its perceived importance, while interpretations were provided to evaluate the extent of implementation.

Table 1. Weights and Interpretation for the Extent of School-Related Factors

Rating Scale	Mean Range	Descriptive Rating	Interpretation
5	4.20 – 5.00	Very High Extent	The condition/provision of school-related factors of ALIVE program implementation is very high, indicating a strong extent of fulfillment or provision.
4	3.40 – 4.19	High Extent	The condition/provision of school-related factors of ALIVE program implementation is present to a high extent, indicating a substantial extent of fulfillment or provision.
3	2.60 – 3.39	Moderate Extent	The condition/provision of school-related factors of ALIVE program implementation is present to a moderate extent, indicating a reasonable extent of fulfillment or provision.
2	1.80 – 2.59	Low Extent	The condition/provision of school-related factors of ALIVE program implementation is present to a lesser extent, indicating a limited extent of fulfillment or provision.
1	1.00 – 1.79	Very Low Extent	The condition/provision of school-related factors of ALIVE program implementation is present to a very low extent, indicating a minimal extent of fulfillment or provision.

Table 2 outlines the weights and interpretations for analyzing the extent is the competency of pupils in the ALIVE program. By assigning weights to various performance indicators, this table facilitated the evaluation of pupil's competency on the implementation of the ALIVE program.

Table 2. Weights and Interpretation of the Extent of Pupil Competency in the ALIVE Program

Rating Scale	Mean Range	Descriptive Rating	Interpretation
5	4.20 – 5.00	Very High Extent	Indicates that pupils demonstrate exceptional competency in the ALIVE program, reflecting a strong understanding of the concepts and skills being taught.
4	3.40 – 4.19	High Extent	Suggests that pupils exhibit significant competency in the ALIVE program, showing a solid grasp of the material with minor areas for improvement.
3	2.60 – 3.39	Moderate Extent	Signifies that pupils possess a basic level of competency in the ALIVE program, recognizing both strengths and weaknesses in their understanding and application of skills.
2	1.80 – 2.59	Low Extent	Implies that pupils demonstrate limited competency in the ALIVE program, indicating noticeable gaps in their understanding that need to be addressed.
1	1.00 – 1.79	Very Low Extent	Indicates that pupils show very minimal competency in the ALIVE program, suggesting significant deficiencies in their knowledge and skills that require urgent intervention.

Procedure

The data gathering procedure followed a systematic and ethical approach. The researcher first obtained approval from the Dean of the Graduate School, followed by permissions from the Regional Director of Region XII, Schools Division Superintendents, and school principals. An orientation was then conducted to inform respondents of the study's purpose and ethical considerations. Survey questionnaires were distributed, collected, and organized efficiently. After administering the research instruments to the respondents, the data were systematically organized, tabulated, analyzed, and interpreted. A data matrix and the Likert scaling technique were employed to capture and highlight the varying responses of the target participants.

Data Analysis

The analysis utilized appropriate statistical tools to ensure accurate interpretation of the results. To address Statement of the Problem (SOP) No. 1, which focused on school-related factors such as curriculum, instructional materials, and school facilities, the mean and standard deviation were computed. Similarly, SOP No. 2, which explored the competency of pupils, was assessed using the same statistical measures. To determine the relationship between school-related factors and pupil competency as addressed in SOP No. 3, Pearson's correlation coefficient was applied. This approach ensured a robust analysis of the data, providing insights into the effectiveness of the ALIVE program implementation.

Ethical Considerations

This study upheld key ethical considerations to ensure the integrity and fairness of the research process. Informed consent was obtained from all participants, providing them with clear information about the study's purpose and ensuring voluntary participation (Kirkman, 2013). Privacy and confidentiality were maintained by securely handling and storing data, with efforts to preserve anonymity whenever possible (Hooper, 2015). The study promoted equity and fairness by ensuring all pupils had equal access to the program, addressing disparities to support inclusive participation (Graham & Woods, 2013). Beneficence and non-maleficence were observed by prioritizing participants' welfare and minimizing potential harm, ensuring culturally and age-appropriate content (Shaw, 2016). Lastly, professional integrity was maintained by avoiding conflicts of interest and ensuring honesty, transparency, and ethical conduct among all involved in the study (Cohen et al., 2017).

Results and Discussion

Extent of the School-Related Factors of the ALIVE Program

The 1st problem addresses the extent of the school-related factors of the ALIVE program in terms of curriculum, instructional materials, and school facilities. The survey included responses from 33 school heads and 73 teachers across 26 schools within four city school divisions in region 12. Tables 3, 4 & 5 show the results and findings.

The data in Table 3 presents the extent of implementation of the ALIVE program's curriculum based on ratings from school heads and teachers.

The findings in table 3 indicate that the implementation of the ALIVE program's school-related factors in terms of curriculum is at a Very High Extent for both school heads and teachers, with an overall mean of 4.50 (SD=0.62). This Very High Extent rating signifies a strong fulfillment and provision of essential curriculum components within the program, suggesting that it effectively meets its goals and adheres to the standards set for values-based education. School heads and teachers alike perceive the ALIVE curriculum as effectively designed to promote Islamic values and Arabic language education, which is consistent with the objectives of the program. Among school heads, the highest-rated indicator, "Aligned with national standards and guidelines for Arabic language and Islamic

values education” (Mean = 4.79, SD = 0.42), reflects this Very High Extent of alignment, indicating the curriculum’s strong adherence to DepEd standards and guidelines. This alignment not only ensures standardization but also validates the curriculum’s credibility in delivering quality education in Islamic values. Additionally, high ratings on indicators like “Allows for the development of critical thinking and analytical skills in pupils” (Mean = 4.70, SD = 0.53) and “Includes provisions for teaching Islamic values in a comprehensive and engaging manner” (Mean = 4.64, SD = 0.55) highlight the curriculum’s comprehensive design, which not only aligns with values education but also promotes critical thinking key goals of the ALIVE program.

Table 3. Extent of Implementation of the School-related Factors of the ALIVE Program in Terms of Curriculum

Indicators	School Heads		Teachers		Overall Mean		
	Mean Rating	SD	Mean Rating	SD	Mean Rating	SD	
1. Aligned with national standards and guidelines for Arabic language and Islamic values education.	4.79	0.42	4.59	0.60	4.69	0.51	
2. Incorporates diverse teaching methodologies to cater to different learning styles.	4.58	0.56	4.48	0.56	4.53	0.56	
3. Includes provisions for teaching Islamic values in a comprehensive and engaging manner.	4.64	0.55	4.60	0.59	4.62	0.57	
4. Integrates technology to enhance learning experiences in Arabic language and Islamic values.	4.48	0.62	4.37	0.70	4.43	0.66	
5. Allows for the development of critical thinking and analytical skills in pupils.	4.70	0.53	4.42	0.60	4.56	0.56	
6. Provides opportunities for pupils to apply their learning in real-life contexts.	4.45	0.56	4.52	0.60	4.49	0.58	
7. Flexible enough to accommodate the needs of diverse pupil populations.	4.52	0.67	4.25	0.74	4.38	0.70	
8. Includes provisions for assessing pupil learning outcomes effectively.	4.42	0.66	4.26	0.69	4.34	0.68	
9. Promotes the integration of Islamic values into all aspects of teaching and learning.	4.55	0.67	4.63	0.57	4.59	0.62	
10. Regularly reviewed and updated to reflect current educational trends and best practices.	4.42	0.75	4.37	0.77	4.40	0.76	
	Mean	4.55	0.60	4.45	0.64	4.50	0.62
	Verbal Description	Very High Extent		Very High Extent		Very High Extent	

Teachers also rated the ALIVE curriculum highly in terms of values integration, with “Promotes the integration of Islamic values into all aspects of teaching and learning” (Mean = 4.63, SD = 0.57) and “Includes provisions for teaching Islamic values in a comprehensive and engaging manner” (Mean = 4.60, SD = 0.59). This high level of rating emphasizes the program’s success in fostering Islamic values throughout the learning experience, a core objective of the ALIVE curriculum.

However, areas related to assessment and flexibility received slightly lower ratings, such as “Includes provisions for assessing pupil learning outcomes effectively” (Mean = 4.26, SD = 0.69) and “Flexible enough to accommodate the needs of diverse pupil populations” (Mean = 4.25, SD = 0.74). Although these areas still fall within the Very High Extent rating, they highlight potential opportunities to enhance assessment practices and improve curriculum adaptability to meet the needs of a diverse pupil population.

Overall, the very high extent rating of school-related factors concerning the curriculum reflects a strong extent of fulfillment or provision in the ALIVE program implementation in Region XII. The result indicates that curriculum-related aspects of the program are being successfully addressed, leading to comprehensive and effective delivery. This finding is supported by research highlighting the importance of a well-structured curriculum for the success of the ALIVE program, which integrates instructional strategies, content, and assessment techniques to achieve educational goals (Ornstein & Hunkins, 2012). Effective curriculum design aligns with national standards and cultural contexts, crucial for successfully integrating Islamic values and Arabic language instruction (Smith & Ragan, 2018; Gallagher & Reiser, 2012; Darwish & Al-Hajji, 2018). The ALIVE program, guided by DepEd Order No. 41 (2017), emphasizes Arabic proficiency and Islamic values while addressing curriculum gaps and diverse pupil needs through ongoing evaluation (Enclosure to DepEd Order No. 41, s. 2017; Wiggins & McTighe, 2005).

Table 4 reveals the extent of implementation of the school-related factors of the ALIVE program in terms of instructional materials (IMs) based on ratings from school heads and teachers.

The findings in table 4 indicate that the extent of implementation of the ALIVE program’s school-related factors in terms of instructional materials (IMs) is rated at a Very High Extent by both school heads and teachers, with an overall mean of 4.26. This rating of Very High Extent signifies a strong fulfillment and provision of necessary instructional materials that support the ALIVE curriculum’s objectives. This finding highlights the perceived effectiveness and relevance of the instructional materials used in the program, as they align well with the curriculum’s educational goals and standards.

Table 4. Extent of Implementation of the School-related Factors of ALIVE Program in terms of Instructional Materials (IMs)

Indicators	School Heads		Teachers		Overall Mean		
	Mean Rating	SD	Mean Rating	SD	Mean Rating	SD	
1. Up-to-date and relevant to the curriculum.	4.27	0.72	4.19	0.74	4.23	0.73	
2. Cater to different learning styles and abilities.	4.30	0.73	4.29	0.70	4.30	0.71	
3. Culturally sensitive and inclusive.	4.52	0.57	4.42	0.69	4.47	0.63	
4. Accessible to all pupils, including those with special needs.	4.21	0.74	4.16	0.76	4.19	0.75	
5. Sufficient in quantity to support teaching and learning activities.	4.27	0.72	4.26	0.69	4.27	0.70	
6. High quality and contribute to effective teaching and learning.	4.15	0.71	4.19	0.66	4.17	0.69	
7. Regularly reviewed and updated to reflect changes in the curriculum.	4.12	0.70	4.12	0.74	4.12	0.72	
8. Easily adaptable for use in different teaching contexts.	4.15	0.67	4.14	0.71	4.14	0.69	
9. Include provisions for pupil engagement and interaction.	4.21	0.70	4.16	0.67	4.19	0.68	
10. Aligned with the objectives and outcomes of the curriculum.	4.58	0.56	4.37	0.63	4.47	0.60	
	Mean	4.28	0.68	4.23	0.70	4.26	0.69
	Verbal Description	Very High Extent		Very High Extent		Very High Extent	

For school heads, the highest-rated indicator being “Aligned with the objectives and outcomes of the curriculum” (Mean = 4.58, SD = 0.56). This alignment suggests that the instructional materials are well-integrated with the curriculum goals, enhancing their effectiveness in achieving the intended learning outcomes. Additional highly rated indicators include “Culturally sensitive and inclusive” (Mean = 4.52, SD = 0.57) and “Cater to different learning styles and abilities” (Mean = 4.30, SD = 0.73), reflecting the program’s responsiveness to cultural and individual learner needs. Conversely, areas for improvement include “Regularly reviewed and updated to reflect changes in the curriculum” (Mean = 4.12, SD = 0.70) and “High quality and contribute to effective teaching and learning” (Mean = 4.15, SD = 0.71), indicating a substantial extent of fulfillment or provision. This highlights potential areas where the frequency of updates and the quality of materials could be enhanced.

Similarly, for teachers, the highest-rated indicator being “Culturally sensitive and inclusive” (Mean = 4.42, SD = 0.69) rated the highest, suggesting that teachers view the instructional materials as effective tools for fostering cultural sensitivity and inclusivity in the classroom. Other high ratings include “Cater to different learning styles and abilities” (Mean = 4.29, SD = 0.70) and “Aligned with the objectives and outcomes of the curriculum” (Mean = 4.37, SD = 0.63), further supporting the perception that the materials contribute positively to meeting diverse learning needs and curriculum goals. However, like school heads, teachers rated “Regularly reviewed and updated to reflect changes in the curriculum” (Mean = 4.12, SD = 0.74) and “Accessible to all pupils, including those with special needs” (Mean = 4.16, SD = 0.76) indicating a substantial extent of fulfillment or provision. These are indicating areas for potential enhancement in terms of updating and accessibility.

Overall, the very high extent rating of school-related factors concerning the instructional materials reflects a strong extent of fulfillment or provision in the ALIVE program implementation in Region XII. The result indicates that instructional materials-related aspects of the program are being successfully addressed, leading to comprehensive and effective delivery. This finding is reinforced by Ahmed's (2018) research, which highlights the crucial role of instructional materials (IMs) in the effectiveness of the ALIVE programs. IMs are essential as they provide the necessary content and resources for effective teaching and learning. Daragao (2018), along with Bangcola and Macaumbos (2017), argue that for instructional materials to be effective, they must be up-to-date, culturally relevant, and easily accessible to enhance pupil engagement and achievement.

Furthermore, Smith (2020) and Johnson and Thompson (2019) stress the need for IMs to be regularly updated and adaptable to address the diverse learning needs of pupils. Additionally, Choi and Lee (2018) and Brown and Smith (2021) emphasize that IMs should be inclusive and culturally sensitive to effectively meet the educational goals of the ALIVE program and enrich the learning experiences of Muslim-Filipino pupils. Moreover, DepEd Order No. 41 (2017) emphasizes the importance of efficiently managing print and non-print instructional materials to support high-quality teaching and learning.

Table 5 presents the extent of implementation of the school-related factors of the ALIVE program in terms of school facilities.

Table 5 provides insights into the extent of implementation of school-related factors of the ALIVE program concerning school facilities, based on ratings from school heads and teachers, with an overall mean of 4.38 (SD=0.73). Both groups rated the implementation at a Very High Extent, indicating a strong extent of fulfillment or provision that the school facilities are generally well-suited to support the goals and needs of the ALIVE program.

For school heads, the highest-rated indicator is “Safe and secure for pupils and staff” (Mean = 4.67, SD = 0.60), reflecting a strong perception of safety and security within the school environment. Other areas highly rated by school heads include “Well-maintained and conducive to learning” (Mean = 4.48, SD = 0.67) and “Include spaces for extracurricular activities related to Arabic language and Islamic values” (Mean = 4.45, SD = 0.67), both of which underscore the importance of providing a conducive learning environment and opportunities for cultural engagement. The lowest-rated indicator is “Provide access to technology and resources for teaching and



learning” (Mean = 4.27, SD = 1.13), with a notably higher standard deviation, which suggests variability in opinions about the availability and integration of technology in school facilities. This points to an area that may require further attention, particularly in enhancing technological resources for teaching.

Table 5. Extent of Implementation of the School-related Factors of the ALIVE Program in Terms of School Facilities

Indicators	School Heads		Teachers		Overall Mean		
	Mean Rating	SD	Mean Rating	SD	Mean Rating	SD	
1. Well-maintained and conducive to learning.	4.48	0.67	4.47	0.73	4.48	0.70	
2. Adequate classrooms for Arabic language and Islamic values education.	4.42	0.75	4.26	0.82	4.34	0.78	
3. Provide access to technology and resources for teaching and learning.	4.27	1.13	4.16	0.90	4.22	1.01	
4. Include spaces for pupil collaboration and group work.	4.30	0.64	4.32	0.77	4.31	0.70	
5. Safe and secure for pupils and staff.	4.67	0.60	4.52	0.65	4.59	0.62	
6. Include spaces for extracurricular activities related to the Arabic language and Islamic values.	4.45	0.67	4.33	0.78	4.39	0.72	
7. Accessible to pupils with disabilities.	4.30	0.53	4.32	0.74	4.31	0.64	
8. Include provisions for outdoor learning and recreational activities.	4.36	0.65	4.32	0.76	4.34	0.71	
9. Environmentally friendly and promotes sustainability.	4.42	0.61	4.48	0.69	4.45	0.65	
10. Regularly inspected and maintained to ensure safety and functionality.	4.36	0.65	4.38	0.79	4.37	0.72	
	Mean	4.41	0.69	4.36	0.76	4.38	0.73
	Verbal Description	Very High Extent		Very High Extent		Very High Extent	

For teachers, the highest-rated indicator for teachers is also “Safe and secure for pupils and staff” (Mean = 4.52, SD = 0.65), reflecting widespread agreement on the importance of safety within the school environment. Other highly rated indicators include “Environmentally friendly and promotes sustainability” (Mean = 4.48, SD = 0.69) and “Well-maintained and conducive to learning” (Mean = 4.47, SD = 0.73), highlighting the emphasis on creating an eco-friendly and supportive learning atmosphere. However, like school heads, teachers rated “Provide access to technology and resources for teaching and learning” the lowest (Mean = 4.16, SD = 0.90), indicating a substantial extent of fulfillment or provision that the integration of technology in teaching could be improved.

Overall, the very high extent rating of school-related factors concerning the school facilities indicating a strong extent of fulfillment or provision which reflects a strong level of fulfillment and effective provision in the ALIVE program implementation in Region XII. The result indicates that school facilities-related aspects of the program are being successfully addressed, leading to comprehensive and effective delivery. This finding is supported by research from Al-Darwish and Al-Hajji (2018) and Gomez et al. (2019), which indicates that school facilities play a vital role in the success of the ALIVE program by creating conducive environments that foster effective teaching and learning of the Arabic language and Islamic values. Well-equipped classrooms, libraries, and technological resources are key factors in enhancing pupil engagement and academic achievement. Additionally, studies by Solaiman (2017) and Brown and Smith (2021) highlight that safe and inclusive environments further enhance educational effectiveness and support the program’s cultural and religious goals.

Extent of the Competency of Pupils in the ALIVE Program

The 2nd research problem deals with the results of the extent of the competency of pupils in the ALIVE program. Table 6 presents the extent of the competency of pupils in the ALIVE program.

The study’s results in table 6 show a very high competency in areas like "Saying 'Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu' before entering the room" (Mean = 4.53, SD = 0.91, Very High Extent) and "Showing courtesy to school officials" (Mean = 4.39, SD = 0.99, Very High Extent) align with the findings of Hernandez and Lizada (2021). Their research highlighted improvements in critical thinking and social responsibility, areas where pupils in this study also demonstrated high levels of competency. The ALIVE program seems to successfully impart ethical values, fostering respectful behavior and positive social interactions, a core goal shared with Calma and Corpuz (2020), who noted behavioral changes among pupils, particularly in ethical decision-making and interpersonal relationships.

The very high mean ratings for understanding and applying Islamic ethics, such as "Understanding Islamic values and principles" (Mean = 4.23, SD = 1.01, Very High Extent) and "Applying Islamic ethics and morals in daily life situations" (Mean = 4.34, SD = 1.02, Very High Extent), are consistent with Santos (2019)'s observation that the ALIVE program integrates values education as a foundational component of the curriculum. This integration not only teaches academic content but also encourages pupils to embody these values in their behavior and daily lives. The strong emphasis on moral and spiritual development is in line with Dela Cruz and Villanueva (2017), who identified the program’s impact on improving social and ethical skills among pupils. The high ratings for participation in Islamic rituals and ceremonies, such as "Performing the five daily prayers" (Mean = 4.16, SD = 1.14, High Extent),

support the findings of Gonzales and Salinas (2018), who emphasized the importance of active learning strategies in the ALIVE program. Active participation in rituals allows pupils to engage more deeply with their religious and cultural heritage, leading to better retention and understanding of core values. The study's results reflect this engagement, particularly in the domain of religious practices.

Table 6. *Extent of the Competency of Pupils in the ALIVE Program*

<i>Indicators</i>	<i>Mean Rating</i>	<i>SD</i>	<i>Descriptive Rating</i>
1. Learn to read and write Arabic.	4.22	1.08	Very High Extent
2. Speak the Arabic language.	3.47	1.27	High Extent
3. Construct sentences in Arabic.	3.47	1.20	High Extent
4. Communicate effectively using Arabic.	3.52	1.19	High Extent
5. Read the holy Qur'an.	3.89	1.30	High Extent
6. Saying "Assalamu Alaikum Wa Rahmatullahi Wa Barakatuhu" before entering the room.	4.53	0.91	Very High Extent
7. Saying "Alhamdulillah" whenever they achieve something.	4.49	0.99	Very High Extent
8. Showing courtesy to school officials.	4.39	0.99	Very High Extent
9. Performing the five daily prayers.	4.16	1.14	High Extent
10. Memorizing Islamic prayers and supplications	4.16	1.13	High Extent
11. Understanding Islamic values and principles.	4.23	1.01	Very High Extent
12. Reciting short supplications.	4.20	1.10	Very High Extent
13. Learning about the life and teachings of Prophet Muhammad (peace be upon him).	4.32	1.02	Very High Extent
14. Participating in Islamic rituals and ceremonies.	4.25	1.03	Very High extent
15. Applying Islamic ethics and morals in daily life situations.	4.34	1.02	Very High Extent
Grand Mean	4.11	1.09	High Extent

One of the new insights from this study is the relatively lower competency in Arabic language skills, as reflected in the indicators "Speak the Arabic language" (Mean = 3.47, SD = 1.27, High Extent) and "Construct sentences in Arabic" (Mean = 3.47, SD = 1.20, High Extent). While these areas were rated as "High Extent," they were not as strongly developed as others, highlighting a gap in linguistic proficiency that was not as prominently addressed in earlier studies. While Santos (2019) emphasized the integration of values education into the broader curriculum, fewer studies have specifically focused on the language aspect of the ALIVE program, particularly the challenges in acquiring proficiency in Arabic.

The results suggest that while the program excels in teaching values, there is a need for enhanced focus on language instruction, which could provide pupils with a more comprehensive educational experience. The relatively low ratings for Arabic language skills suggest that targeted interventions are necessary. Calma and Corpuz (2020) and Gonzales and Salinas (2018) both indicated that behavioral and cognitive changes are fostered through the ALIVE program, but the language component may require additional support. Integrating more immersive language learning techniques, such as language practice sessions or Arabic immersion activities, could bridge this gap and improve overall competency in both language and values education. The overall grand mean of 4.11 (SD = 1.09), categorized as "High Extent," suggests that pupils exhibit significant competency in the ALIVE program, showing a solid grasp of the material with minor areas for improvement.

The findings of this study corroborate existing literature regarding the positive impact of the ALIVE program on pupils' values education and ethical development. The study reinforces the program's success in instilling strong moral values and social responsibility, as reflected in the Very High Extent ratings for behaviors like showing courtesy and understanding Islamic principles. These results align with Hernandez and Lizada (2021), Calma and Corpuz (2020), and Santos (2019), reinforcing the program's effectiveness in teaching core ethical values. However, the study introduces a new challenge regarding the development of Arabic language skills, as indicated by the High Extent ratings for "Speak the Arabic language" and "Construct sentences in Arabic." While the program is successful in developing ethical and social competencies, there is a clear need for enhanced Arabic language instruction to ensure a more balanced educational experience.

Significant Relationship between the School-Related Factors and the Competency of Pupils in the ALIVE Program

The 3rd research problem examines the significant relationship between the school-related factors and the competency of pupils in the ALIVE program. Table 7 presents the results of the regression analysis between the school-related factors and the competency of pupils in the ALIVE program.

The regression analysis in Table 7 provides valuable insights into the relationship between school-related factors and pupil competency in the ALIVE program. The intercept value of 5.39 indicates that when all school-related factors are held constant, the baseline competency of pupils is predicted to be 5.39. The statistical significance of this intercept is confirmed by a t-statistic of 4.69 and a p-value of 0.00, meaning this baseline value is meaningful and not due to random chance.

For the school-related factors, the coefficient for curriculum is -0.55, suggesting a negative relationship with pupil competency. However, the p-value of 0.24 indicates that this relationship is not statistically significant, implying that the curriculum does not significantly influence pupil competency in the ALIVE program. Similarly, the coefficient for instructional materials is 0.48, indicating

a positive relationship with competency, but the p-value of 0.24 once again shows that this effect is not statistically significant, meaning the positive influence of instructional materials on competency is not strong enough to draw a definitive conclusion.

Table 7. Regression Analysis between the School-related Factors and Pupil Competency

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	5.39	1.15	4.69	0.00
Curriculum	-0.55	0.46	-1.21	0.24
Instructional Materials	0.48	0.40	1.19	0.24
School Facilities	-0.20	0.22	-0.88	0.39

Notes: R²=0.1135; F(3,22)=.93912, p=.4386

Finally, the coefficient for school facilities is -0.20, suggesting a negative relationship with pupil competency. With a p-value of 0.39, this relationship is also not statistically significant, indicating that school facilities, based on this analysis, do not have a substantial impact on pupil competency in the ALIVE program. Overall, while the regression analysis shows some directional trends, none of the school-related factors curriculum, instructional materials, or school facilities are statistically significant predictors of pupil competency at the 0.05 significance level.

The lack of significant relationships suggests that pupil competency in the ALIVE program may be influenced by factors other than school-related resources. This insight points to the possibility that factors such as teaching quality, pupil motivation, external support systems, or other non-school-related influences could play a larger role in determining competency. Furthermore, the R-squared value of 0.1135 indicates that only about 11% of the variance in pupil competency can be explained by the school-related factors included in the model, suggesting that other variables not included in this analysis might account for most of the variability in pupil competency. This finding challenges the assumption that improvements in school-related factors such as curriculum, instructional materials, and facilities alone can significantly improve pupil competency. It highlights the need for a broader investigation into other contributing factors that could enhance the overall effectiveness of the ALIVE program in fostering competency of pupils.

These findings align with recent research that emphasize the complexity of factors influencing pupil competency. For example, a study by Visscher and Kippers (2022) found that while physical resources like facilities are essential, the overall school environment, including teacher support and pupil engagement, plays a more crucial role in determining pupil performance. Similarly, Thomas and Smith (2023) highlighted that effective teaching practices and strong leadership are often more predictive of pupil success than merely having adequate resources, revealing that schools with strong instructional strategies and supportive learning environments see more significant improvements in pupil competencies. Additionally, Zhang and Li (2021) conducted a meta-analysis confirming the importance of non-academic factors, such as pupil motivation and socioeconomic status, in shaping educational outcomes. Their findings suggest that addressing these broader influences is vital for enhancing pupil competency, indicating that simply improving school-related factors may not be sufficient.

Conclusions

Exploring the school-related factors and pupil competency in the implementation of the ALIVE program in Region XII's elementary schools sheds light on the program's broader role in shaping pupils' cultural identity and religious values. The study aimed to determine how school-related factors—specifically curriculum, instructional materials, and school facilities—affect the implementation of the ALIVE program, assess pupil competency, and examine the relationship between these school-related factors and pupil outcomes.

The findings demonstrate that while the curriculum and instructional materials are well-aligned with national standards and effectively integrate Islamic values, areas such as assessment practices, curriculum flexibility, and the regular updating of instructional materials require improvement. Likewise, although school facilities are generally rated as safe and well-maintained, the provision of technological resources remains notably inadequate.

Pupil competency in Islamic values and ethical behavior was found to be very high, validating the ALIVE program's cultural and moral objectives. However, the study uncovered a significant gap in Arabic language proficiency, with pupils showing lower performance in speaking and sentence construction in Arabic. This underscores the need for more targeted language instruction strategies. Crucially, the regression analysis revealed that school-related factors—curriculum, instructional materials, and school facilities—do not have a statistically significant relationship with pupil competency. This suggests that while these elements are important for program delivery, they may not directly influence pupil outcomes, pointing to the potential impact of other, unmeasured variables such as teaching quality, pupil motivation, family involvement, and community support.

Overall, this study provides valuable insights into the implementation of the ALIVE program within Region XII, highlighting both its strengths and areas for improvement. It emphasizes the importance of a holistic approach—one that goes beyond school infrastructure and instructional content—to enhance pupil learning experiences and ensure that the ALIVE program remains responsive to the unique cultural and educational needs of the community it serves.

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