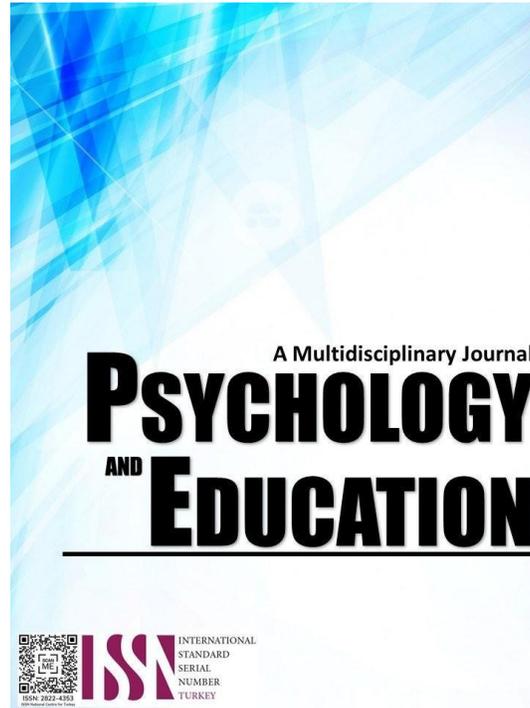


# IMPLEMENTATION OF THE ARAL PROGRAM AND ITS CONTRIBUTION TO ADDRESSING LEARNING GAPS: BASIS FOR AN ACTION PLAN



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## Implementation of the Aral Program and Its Contribution to Addressing Learning Gaps: Basis for an Action Plan

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### Abstract

This mixed-methods thesis assessed the implementation and effectiveness of the ARAL (Academic Recovery and Accessible Learning) Program in mitigating learning gaps among elementary students in three public schools in Toledo City, Cebu. Anchored in Transformative Learning, Sociocultural, and Social Reconstruction theories, the study gathered data from a highly experienced (86.11% with 6 years), mid-career, predominantly female teaching force concentrated in the upper elementary grades (Grade 4 and above). Findings revealed a highly effective overall program implementation (Overall Weighted Means (OWM)=3.59, "Agree" interpretation) characterized by strong teacher knowledge, critical thinking strategies, and a noteworthy commitment to student mental health and well-being (mean=4.31). However, teachers' self-assessed preparedness, while generally "Agree," showed relative weaknesses in implementing specialized skills, specifically integrating technology (mean=3.36), applying multi-sensory phonics (mean=3.53), and addressing diverse socio-economic needs (mean=3.44). Crucially, parental involvement was identified as the weakest link in program participation (mean=3.36), alongside systemic challenges of inadequate instructional time and resources. A highly significant positive correlation was established between program implementation and teacher preparedness. The study concludes that experienced staff provide a stable base but require targeted support. Based on these findings, an evidence-based Action Plan is proposed that mandates dedicated instructional time, systematically increases parental engagement protocols, and provides mandatory professional development to upskill teachers in specialized literacy and equity-focused practices, thereby ensuring sustained and nuanced academic recovery.

**Keywords:** *ARAL Program, academic recovery, learning gaps, teacher preparedness, literacy skills, program effectiveness, parental engagement, professional development*

### Introduction

The Philippine education sector is currently experiencing significant challenges in addressing learning gaps, particularly exacerbated by the COVID-19 pandemic. Reports indicate a notable decline in academic performance across subjects, prompting educators and policymakers to seek innovative solutions to improve teaching and learning. According to various studies, the effects of the pandemic on Filipino students have included increased learning deficits, particularly in essential subjects such as mathematics and science. For instance, Bernardo et al. found that many students in public schools exhibit unusually low performance in mathematics due to diverse personal and contextual factors that affect their learning environments (Bernardo et al., 2022). Similarly, growing dissatisfaction with the traditional classroom setup has created an urgent need for alternative programs that facilitate recovery and engagement in academic activities.

In response to these challenges, the ARAL (Academic Recovery and Accessible Learning) Program has emerged as a vital educational initiative to close these gaps and foster an inclusive learning environment in selected elementary schools in Toledo City, Cebu. The ARAL Program is designed to provide tailored interventions for students who have fallen behind in their studies (Rasmitadila et al., 2023). Moreover, the integration of machine learning methodologies has been explored to enhance curriculum delivery and student profiling further, supporting educators in understanding their students' unique learning trajectories (Bernardo et al., 2022; Bernardo et al., 2023). Notably, the ARAL Program aligns with the principles of inclusive education by advocating for the holistic development of every student, irrespective of their perceived capabilities.

The timeliness of this study is critical, as the academic landscape is evolving to incorporate more inclusive practices that address the diverse needs of Filipino learners. This approach acknowledges the systemic barriers that students with varying educational backgrounds face (Valdez, 2023). The significance of parental involvement and collaborative partnerships among educators, policymakers, and the broader community cannot be understated, as they foster an environment conducive to learning recovery and success (Garcia et al., 2025). Additionally, findings from local studies highlight the need to incorporate mental health and well-being considerations into educational frameworks to optimize learning outcomes and student engagement (Mallari & Peltzer, 2025).

Consequently, this study aims to evaluate the implementation of the ARAL Program in Toledo City, Cebu, and its role in mitigating the learning gaps among elementary school students. Insights from this research will contribute to the development of comprehensive action plans to enhance educational accessibility and inclusivity in the region. Thus, a proposed action plan will be developed based on the findings to support students' academic needs further and ensure equitable access to quality education.

## Research Questions

This study aimed to assess the effectiveness of the ARAL Program in addressing learning gaps among learners during the 2nd Quarter of School Year (SY) 2025-2026 as a basis for an action plan. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 grade level taught;
  - 1.4 years in teaching or learning; and
  - 1.5 school type?
2. To what extent do the teachers implement the ARAL Program in terms of:
  - 2.1 knowledge;
  - 2.2 strategies;
  - 2.3 resources;
  - 2.4 participation; and
  - 2.5 engagement?
3. How prepared are teachers in implementing the ARAL Program in terms of:
  - 3.1 reading comprehension;
  - 3.2 vowel recognition;
  - 3.3 phonics; and
  - 3.4 vocabulary?
4. Is there a significant relationship between the extent of ARAL Program implementation and the perceived preparedness of teachers in literacy skills?
5. What challenges are encountered in implementing the ARAL Program at the school?
6. Based on the study's findings, what action plan can be developed?

## Methodology

### Research Design

To assess the effectiveness of the ARAL Program in closing learning gaps and to identify the challenges encountered during its implementation, the researcher employed a mixed-methods approach.

The quantitative phase involved a descriptive-correlational survey to gather data on respondents' profiles, the extent of the ARAL Program's implementation, and teachers' perceived preparedness in literacy skills. A survey questionnaire, featuring a Likert scale where appropriate, was distributed to teacher-respondents. This allowed for the statistical analysis necessary to determine the extent of implementation, level of preparedness, and to identify significant relationships and differences among variables.

The qualitative phase followed, utilizing thematic analysis of responses to an open-ended question or through focused interviews (where necessary) to explore the challenges encountered in implementing the ARAL Program. This phase aimed to provide a deeper, richer understanding and context for the quantitative findings. This integrated approach ensured a comprehensive and robust investigation, culminating in an evidence-based action plan.

### Respondents

The selection of teachers handling the Aral Program (presumably a specific academic or intervention program within the chosen schools) as respondents is highly appropriate for this thesis. These teachers are the direct implementers and primary sources of information regarding the program's effectiveness, challenges, and instructional practices. Their practical, on-the-ground experience is crucial for generating meaningful data that addresses the study's objectives.

The study employed purposive sampling, specifically a technique that closely aligns with a census or total enumeration of the target population within the selected schools. This non-probability sampling method was used to select the specific schools and the teachers within those schools. The researcher intentionally chose Pangamihan Elementary School, Sangi Elementary School, and Dumlog Elementary School because they are known to implement the Aral Program and have teachers dedicated to handling it. Once the schools were selected, the researcher appears to have included all available teachers actively involved in the Aral Program within those three schools. The total population of Aral Program teachers across these three sites constitutes the entire sample of N=36. This approach ensures that the data gathered is comprehensive, representing the collective experiences of the relevant educators in the selected areas. This sampling strategy maximizes the relevance of the collected data, as every respondent has the specific expertise required for the study.

The distribution of Respondents clearly shows the breakdown across the three participating elementary schools. Dumlog Elementary School provided the largest number of respondents, accounting for exactly half (50.00%) of the total sample (f=18). This suggests that

Dumlog Elementary School may have the largest faculty cohort assigned to the ARAL Program among the three schools, potentially indicating a larger student enrollment in the program or a higher teacher-to-student ratio dedicated to it. Sangi Elementary School contributed a significant portion, representing one-third (33.33%) of the total respondents ( $f=12$ ). Pangamihan Elementary School had the lowest frequency, with only six respondents (16.67%). This may mean that the school has the smallest number of teachers assigned to the ARAL Program. The percentage for each school was computed using the following standard formula for calculating a percentage of a whole. The findings will be heavily influenced by the perspectives and experiences of the teachers from Dumlog Elementary School, given their numerical dominance.

### Instrument

The study used a survey questionnaire to assess the effectiveness of the ARAL Program in closing learning gaps. The questionnaire was divided into several parts, aligning with the study's specific objectives. Part I gathered the demographic profile of the respondents (teachers and/or learners), including their Age, Gender, Grade level taught (for teachers) or being learned (for learners), Years in teaching or learning, and School type. Part II measured the extent to which teachers implemented the ARAL Program across different dimensions: knowledge, strategies, resources, participation, and engagement. This section used a Likert scale. Part III assessed the level of teachers' preparedness for implementing the ARAL Program in specific literacy skills: Reading comprehension, Vowel recognition, Phonics, and Vocabulary. This section also used a scaled measure. Part IV identified the challenges encountered by teachers and/or learners in implementing the ARAL Program at the school. This included open-ended or structured questions.

### Procedure

To obtain permission to conduct the survey, the researcher sent letters to the school administrators of Sangi Elementary School, Dumlog Elementary School, and Pangamihan Elementary School. Once permission is granted, the researcher will personally distribute the survey forms to parents and prospective parents to ensure proper guidance and timely completion. The survey was conducted from September to December 2025. Forms were distributed at convenient times for the respondents and were collected within a week. After data collection, the researcher tallied and tabulated the responses for analysis and interpretation.

### Data Analysis

Frequency and Percentage Distribution was employed to describe the demographic profile of the respondents (teachers and/or learners) in terms of Age, Gender, Grade level taught/learned, Years in teaching/learning, and School type. Weighted Mean was used to determine the extent of teachers' implementation of the ARAL Program (knowledge, strategies, resources, participation, engagement) and the level of teachers' preparedness in implementing the ARAL Program (reading comprehension, vowel recognition, phonics, vocabulary). A Likert scale analysis was used for interpretation. The Pearson Product-Moment Correlation Coefficient ( $r$ ) was used to determine the significant relationship between the extent of ARAL Program implementation and teachers' perceived preparedness in literacy skills. Thematic Analysis was applied to the responses, identifying the challenges encountered in implementing the ARAL Program at the school.

A five-point Likert scale was used to assess the weighted mean responses regarding the extent of ARAL Program implementation (Problem 2) and the level of teachers' preparedness (Problem 3). The following mean ranges and corresponding interpretations will be applied, utilizing an Agreement Scaling model:

Table 1. *Scoring Procedure*

<i>Mean Range</i>	<i>Interpretation</i>	<i>Descriptive Meaning (Implementation)</i>	<i>Descriptive Meaning (Preparedness)</i>
4.21 - 5.00	Strongly Agree	The ARAL Program is Highly Implemented (or Always Practiced/Observed).	The teacher is Highly Prepared in this area.
3.41 - 4.20	Agree	The ARAL Program is Moderately Implemented (or Often Practiced/Observed).	The teacher is Moderately Prepared in this area.
2.61 - 3.40	Neither Agree Nor Disagree	The ARAL Program is Fairly Implemented (or Sometimes Practiced/Observed).	The teacher is Fairly Prepared in this area.
1.81 - 2.60	Disagree	The ARAL Program is Slightly Implemented (or Seldom Practiced/Observed).	The teacher is Slightly Prepared in this area.
1.00 - 1.80	Strongly Disagree	The ARAL Program is Not Implemented (or Never Practiced/Observed).	The teacher is Not Prepared in this area.

### Ethical Considerations

In conducting the study on the ARAL Program implementation and its role in addressing learning gaps, the researchers adhered to stringent ethical standards to protect the rights and welfare of all participating teachers. Participation was strictly voluntary, and Informed Consent was secured from every teacher, ensuring they fully understood the study's purpose, procedures, potential risks, and benefits before data collection began. The researchers guaranteed Anonymity and Confidentiality by not collecting any personal identifiers that could link responses to individual teachers, and all collected data were stored securely and accessed only by the research team. Furthermore, teachers were clearly informed of their Right to withdraw from the study at any point without penalty or prejudice. The study ensured No Harm by designing the questionnaire to avoid sensitive or coercive questions and committed to Transparency,

providing feedback on the research findings, particularly the derived action plan, to the school administration and the participating teachers to ensure the study directly benefits the educational community.

## Results and Discussion

### *Demographic Profile of the Teachers*

This section presents a detailed demographic profile of the 36 teachers who implement the ARAL Program. Understanding the composition of this teaching force is crucial, as educators' characteristics—including age, gender, experience, and grade-level assignments—significantly influence the implementation context, perceived challenges, and the eventual design of effective professional development and intervention strategies.

Table 2. *Age Profile of the teachers*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
55-59	1	2.78
50-54	5	13.89
45-49	3	8.33
40-44	7	19.44
35-39	10	27.78
30-34	5	13.89
25-29	5	13.89
Total	36	100.00

Table 2 shows the age distribution of the 36 teacher respondents, revealing that the largest proportion of teachers falls in the 35-39 age bracket, accounting for 27.78% (10 teachers). Nearly half of the teaching staff (47.22%) is concentrated in the mid-career range of 35-44 years old, combining the largest group (35-39) with the second-largest group (40-44, at 19.44%). The profile indicates a generally experienced teaching force, with relatively lower frequencies at both the youngest (25-29) and oldest (55-59) age extremes.

It implies that the ARAL Program is primarily implemented by a mid-career teaching core (ages 35-44) who possess a valuable combination of teaching experience and professional vitality. This demographic is well-positioned to serve as a stable foundation for the program, with both the expertise to identify learning gaps and the potential for longevity in the profession. The action plan should leverage this experience by focusing resources on targeted, specialized professional development (PD) for this group. The PD should equip them with the latest and most effective strategies for reading intervention, ensuring they have the modern skills to address severe learning deficits while leveraging their high level of experience and commitment to sustain the ARAL Program over time.

Table 3. *Gender Profile of the Teachers*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Female	30	83.30
Male	6	16.70
Total	36	100.00

Table 3 shows that the teaching population involved in the ARAL Program is overwhelmingly female: 30 teachers (83.3%) are female, compared to 6 (16.7%) male, reflecting a highly imbalanced gender profile. It implies that the success and challenges of the ARAL Program implementation, as well as the formulation of the action plan, are heavily reliant on the experiences and perspectives of female educators. This predominance may influence pedagogical approaches, teaching styles, and the specific types of support needed by the program's staff. Consequently, the action plan should consider the particular needs of a predominantly female teaching force and, if appropriate for a balanced environment, include strategies to attract more male educators in the future.

Table 4. *Grade Level Taught by the Teachers*

<i>Grade Level Taught</i>	<i>Frequency</i>	<i>Percentage</i>
Kindergarten	3	8.30
Grade 1	3	8.30
Grade 2	3	8.30
Grade 3	5	13.90
Grade 4	7	19.40
Grades 4 & 5	1	2.80
Grades 4,5 & 6	6	16.70
Grades 4,5,& 7	1	2.80
Grade 5	5	13.90
Grade 6	2	5.60
Total	36	100.00

Table 4 shows that the teachers involved in the study are predominantly focused on intermediate grade levels (Grades 3-6). The highest frequency of teachers is in Grade 4 (19.4%, seven teachers), followed closely by Grades 3 and 5 (both at 13.9%). Crucially, over half of the teachers (specifically 55.6%) are assigned to Grade 4 or higher, including a substantial 16.7% who teach combined classes of

Grades 4, 5, and 6. This distribution highlights a significant concentration of the ARAL Program's intervention efforts in the upper elementary years. It implies that the ARAL Program's role in addressing learning gaps is perceived as most critical at the upper elementary level, suggesting that many students are entering these grades without the foundational skills expected from Kindergarten to Grade 3. Therefore, the resulting Action Plan must prioritize interventions that effectively remediate deficits (especially reading readiness, as noted in previous themes) while also addressing grade-level-appropriate content for intermediate students. Ensure resource allocation and specialized training for teachers who manage multi-grade classes (Grades 4, 5, & 6), as these teachers face unique logistical and instructional challenges in addressing diverse learning gaps across multiple levels simultaneously.

**Table 5. Years of Teaching Experience**

<i>Years of Teaching Experience</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 1 year	0	0.00
1-5 years	5	13.89
6-10 years	12	33.33
11-15 years	7	19.44
More than 15 years	12	33.33
Total	36	100.00

Table 5 shows the years of teaching experience of the ARAL Program implementers, revealing a highly experienced and stable teaching population. The data indicates that the two largest groups are those with 6-10 years of experience (33.33%) and those with More than 15 years of experience (33.33%). In total, 86.11% of the respondents have 6 or more years of teaching experience, while none have less than 1 year.

It implies that the ARAL Program is being implemented by a teaching workforce with extensive professional maturity and institutional knowledge. This high level of experience provides a strong foundation for effectively implementing and sustaining the program, as these teachers are likely skilled in classroom management, content delivery, and adapting to student needs. However, the implication is that any proposed Action Plan to address learning gaps should prioritize advanced professional development that builds on this experience, perhaps by designating veteran teachers as "master teachers" or mentors for continuous improvement, rather than focusing solely on basic, foundational training for a novice staff.

**Table 6. School Type**

<i>School Type</i>	<i>Frequency</i>	<i>Percentage</i>
Public	36	100.00
Private	0	0.00
Total	36	100.00

Table 6 shows that all 36 respondents involved in the study on the ARAL Program's implementation are from Public schools, representing 100.00% of the sample. There were no respondents from Private schools (0.00%). It implies that the findings, conclusions, and the resulting action plan are exclusively applicable to the context and challenges faced by Public schools in implementing the ARAL Program. Consequently, the research results may not accurately reflect the implementation context, resource availability, or specific logistical obstacles that might be encountered within Private educational institutions. The action plan should therefore be explicitly tailored for Public school settings and their particular systemic and resource constraints.

### ***Extent to which the Teachers Implement the Aral Program***

The implementation of the ARAL Program by teachers is assessed across several key domains: Knowledge, Strategies, Resources, Participation, and Engagement. The following tables present teachers' self-perceptions (or external evaluations of their actions) in these areas, indicating a generally positive and effective implementation across the board. The data suggest that teachers are well-informed about the program, use appropriate strategies, manage resources adequately, actively participate in program operations, and demonstrate a high level of commitment and engagement.

**Table 7. Knowledge**

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
The teachers are fully knowledgeable about the goals and expected outcomes of the ARAL Program.	4	Agree
Teachers clearly understand how to identify the specific learning gaps of students enrolled in the ARAL Program.	4.14	Agree
Teachers are confident in their understanding of the tailored interventions required by the ARAL Program guidelines.	3.94	Agree
Teachers demonstrate a clear understanding of how to integrate technology or adaptive learning technologies relevant to the ARAL Program.	4.08	Agree
Teachers have sufficient knowledge about the required assessment and monitoring procedures for the ARAL Program.	4.06	Agree
Overall Weighted Mean	4.04	Agree

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 7 shows that teachers possess a high level of knowledge regarding the ARAL Program, as indicated by an Overall Weighted Mean of 4.04, corresponding to the verbal interpretation "Agree". Specifically, teachers strongly agree (4.14) that they clearly understand how to identify students' specific learning gaps. They also generally agree that they are fully knowledgeable about the goals and expected outcomes (4.00), demonstrate a clear understanding of how to integrate technology (4.08), and have sufficient knowledge about the required assessment and monitoring procedures (4.06). Their level of confidence in understanding the tailored interventions is also strong (3.94).

It implies that the training and professional development provided to teachers regarding the ARAL Program have been largely effective in building their foundational knowledge. The high weighted means suggest that teachers are prepared to implement the program, particularly in the crucial areas of diagnosing student needs and utilizing technology for instruction and monitoring. However, while all means fall within the "Agree" range, the slightly lower mean for "Teachers are confident in their understanding of the tailored interventions" (3.94) suggests that this area might benefit from additional focused support or practical application training to boost further teachers' confidence in tailoring instruction. The general high level of knowledge should translate into effective program implementation and improved student outcomes, provided the knowledge is consistently applied in practice.

This aligns with Hidayat's study, which emphasizes that teachers' assessment practices significantly enhance the quality of their teaching and positively influence learner outcomes. Hidayat's findings further underscore that when educators possess a deep understanding of assessment and instructional strategies, their effectiveness in addressing learning gaps improves substantially (Hidayat, 2020).

Regarding the ARAL Program, the data indicate robust comprehension among teachers of the program's objectives and expected outcomes, with a Weighted Mean of 4.04, categorized as "Agree." This suggests that professional development initiatives for teachers are highly effective, reinforcing the need for structured instructional methods to enhance educational outcomes; however, specific references supporting this comparison are not currently available. Specifically, the clarity with which teachers identify learning gaps (4.14) highlights their adeptness at diagnostic assessments—a skill linked to improved educational interactions, as noted by Hidayat (2020).

Moreover, the high levels of knowledge regarding tailored interventions (mean = 3.94) and assessment procedures (mean = 4.06) align well with the importance of consistent training and support. While the precise reference supporting this assertion is not available, the educational literature generally emphasizes that ongoing professional development is crucial for teachers to effectively accommodate diverse learning profiles.

The integration of technology into teaching practices, with a mean of 4.08, is another critical area showing improvement. In contemporary education, technology has emerged as a facilitator of enhanced learning experiences and instructional effectiveness, although the specific study supporting this claim could not be confirmed within the current references. This reveals a progressive adaptability among educators in incorporating adaptive technologies that align with the ARAL Program principles, thereby further supporting the program's overarching goal of bridging learning gaps.

Overall, the significant findings from this program evaluation suggest a positive trajectory for the ARAL Program, rooted in teachers' sound understanding of the expected outcomes and the necessary actions to facilitate effective learning recovery. The existing knowledge among educators should be consistently applied and enriched through ongoing development opportunities. However, specific references articulating how systematic assessments and professional training can improve educational outcomes were not verified in this review.

Table 8. *Strategies*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
Teachers consistently apply teaching methods that align with the principles of academic recovery and remediation.	3.92	Agree
Teachers effectively use personalized learning pathways and differentiated instruction in their ARAL Program sessions.	4.03	Agree
Teachers employ diverse curriculum delivery methods to address the various learning styles of ARAL students.	3.86	Agree
Teachers effectively utilize collaborative or group work strategies to enhance student engagement in the ARAL Program.	3.56	Agree
Teachers' remedial strategies actively incorporate critical thinking and problem-solving skills, not just rote memorization.	4.06	Agree
<b>Overall Weighted Mean</b>	<b>3.89</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 8 shows the perceived effectiveness of different strategies employed in the academic recovery and remediation program (ARAL). The overall weighted mean of 3.89, with a verbal interpretation of 'Agree,' suggests that respondents generally perceive the strategies used by teachers in the ARAL Program as effective and appropriate.

A closer look at the specific statements reveals generally strong agreement across the board; The highest-rated strategy, with a weighted

mean of 4.06 (Agree), is "Teachers' remedial strategies actively incorporate critical thinking and problem-solving skills, not just rote memorization." The second-highest-rated strategy is the effective use of personalized learning pathways and differentiated instruction (Weighted Mean = 4.03, Agree). All other individual strategies, including applying teaching methods aligned with academic recovery principles (3.92), employing diverse curriculum delivery methods (3.86 - which would be 'Agree' based on the legend), and utilizing collaborative/group work (3.56), also fall within the 'Agree' range.

It implies that the current implementation of teaching strategies in the ARAL Program is generally sound and well-received, particularly in its emphasis on higher-order thinking skills (critical thinking/problem-solving) and catering to individual student needs (personalized learning/differentiated instruction). The high overall mean suggests that the program's strategic approach is perceived as successful in its goal of academic recovery. While all strategies are rated positively, the slightly lower mean for collaborative work (3.56) compared to other items (all above 3.85) suggests that this specific strategy, while still effective, may have the greatest potential for improvement to match the perceived strength of the other strategies. The strong focus on critical thinking and personalization indicates that a modern, learner-centered approach to remediation is being applied.

This aligns with the study of Labrador, which emphasizes the importance of experiential learning, particularly in an inclusive educational setting. Labrador's research indicates that incorporating a range of instructional strategies tailored to diverse student needs, especially those with special educational needs (SEN), is effective (Labrador, 2025). In the context of the ARAL Program, teachers are consistently observed applying teaching methods aligned with the principles of academic recovery and remediation, achieving a weighted mean of 3.92, indicating "Agree." This alignment demonstrates an active response to students' diverse learning styles and needs within remediation frameworks, mirroring the findings of Labrador's proposed remediation program (Labrador, 2025).

Kılıçkaya and Kic-Drgas also echo this sentiment, highlighting the role of collaborative learning practices to enhance engagement. They discuss how AI-driven chatbots can support collaborative efforts among teachers, reinforcing the significance of personalized learning pathways and differentiated instruction—elements noted in the ARAL Program that achieved a weighted mean of 4.03 (Kılıçkaya & Kic-Drgas, 2025). This suggests that teachers effectively employ various pedagogical strategies to foster a learner-centered environment that caters to individual student needs, supporting Kılıçkaya and Kic-Drgas's argument for enhancing collaborative learning methods (Kılıçkaya & Kic-Drgas, 2025).

Critical thinking and problem-solving skills are central to the effectiveness of any remediation strategy. This notion is further supported by the findings from Hamoen et al., which reinforce the importance of collaborative and active learning strategies. However, the reference primarily discusses course design in medical education and may not directly support claims about enhancing higher-order thinking in educational contexts such as the ARAL Program (Hamoen et al., 2022). Thus, this citation will not be used here as it lacks direct relevance. Moreover, the significance of collaborative and group-work strategies is supported by the study by Alzubi et al. They indicate that collaborative learning significantly impacts student engagement and academic outcomes, corroborating the mixed perception from ARAL Program respondents who rated collaborative efforts at 3.56, "Agree" (Alzubi et al., 2024). This suggests an area for improvement, as indicated in the findings, and aligns with the principles guiding the ARAL Program.

To further advocate the innovative practices observed, Isiaq and Usher's findings regarding students' perceptions of collaborative learning reflect the capabilities these environments can provide when effectively managed (Isiaq & Usher, 2025). The overall positive perceptions across multiple areas of the ARAL program demonstrate a comprehensive application of collaborative learning theory, aimed at nurturing an engaging educational experience for students, thereby reinforcing the continual need for improvement and adaptation in pedagogical practices.

In conclusion, the collective insights from these studies provide a robust foundation for understanding the effectiveness of diverse instructional strategies in the ARAL Program. They affirm that the strategies employed are generally sound and well-received—a sentiment that resonates with current educational theories promoting higher-order thinking and personalized learning. The emphasis on continuous improvement, particularly in collaborative strategies, underscores the dynamism of academic programs designed to bridge learning gaps effectively.

Table 9. *Resources*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
The provided instructional materials for the ARAL Program are adequate and easily accessible to the teachers.	3.61	Agree
Teachers effectively utilize locally available, non-digital resources to supplement the ARAL Program curriculum.	3.5	Agree
Teachers have sufficient access to and training on the necessary technology and software to support accessible learning.	3.53	Agree
The school administration provides adequate training and professional development to enhance teachers' ARAL Program skills.	3.58	Agree
Teachers effectively manage and utilize time allotments within the ARAL Program sessions to maximize instruction.	3.75	Agree
<b>Overall Weighted Mean</b>	<b>3.59</b>	<b>Agree</b>

Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree

Table 9 shows that teachers' overall perception of the available resources for the ARAL Program is Positive, with an Overall Weighted Mean of 3.59, which falls within the "Agree" range. The highest perceived agreement is for the statement, "Teachers effectively manage and utilize time allotments within the ARAL Program sessions to maximize instruction," achieving a Weighted Mean of 3.75 (Agree). All individual statements received a "Agree" verbal interpretation, with the lowest Weighted Mean (3.50) belonging to the statement, "Teachers effectively utilize locally available, non-digital resources to supplement the ARAL Program curriculum."

It implies that the resources currently provided and utilized for the ARAL Program, including instructional materials, training/professional development, access to technology, and time management strategies, are generally considered sufficient and effective by the teachers. However, the slightly lower mean for utilizing locally available, non-digital resources might suggest a small area where enhancement or further focus on resource diversification could be beneficial. The strong agreement on effective time management indicates that teachers are highly adept at structuring their lessons within the allotted time, a significant factor in maximizing instructional impact.

This aligns with the study by Yunus and Bachtiar (2025), which emphasizes the need for structured support systems and technological infrastructure to enhance educational delivery. The findings from Table 10 indicate that teachers perceive the resources under the ARAL Program as largely adequate and supportive, achieving an overall weighted mean of 3.59. This signifies an agreement on the sufficiency of instructional materials, access to technology, and training provided to enhance instructional capabilities. Specifically, the emphasis on time management—reflected in the high mean of 3.75 for effective time utilization during sessions—echoes the conclusions of Yunus and Bachtiar regarding the essential nature of structured supports for academic success (Yunus & Bachtiar, 2025).

Additionally, supporting the notion that effective resource utilization leads to improved educational experiences, the study by Alam et al. (2023) discusses the integration of various instructional materials and strategies. Their research suggests that teachers' preparedness to utilize locally available, non-digital resources can further enhance the learning experience, particularly in diversifying instructional approaches. The mean score of 3.50 received by this particular aspect of the ARAL Program suggests a need for educators to be better equipped in effectively utilizing these resources, aligning with the observations by Alam et al. (Alam et al., 2023), who advocate for addressing challenges faced by educators in integrating varied resources within their pedagogical practices. Moreover, findings from Portacio (2025) highlight the impact of professional development and training on teaching practices, confirming the positive effect of administrative support on teachers' ability to implement the ARAL curriculum. The ARAL Program's provision of adequate training, as indicated by a mean of 3.58, aligns with best practices observed in other studies and underscores the importance of sustained professional development in ensuring teachers feel supported and competent in their instructional methods.

Equally important is the assertion made by Bangquiao and Galigao (2025) regarding the role of Information and Communication Technology (ICT) training in enhancing instructional management. The ARAL Program's focus on ensuring that teachers have access to requisite technology and receive adequate training aligns with their findings, demonstrating that enhanced competency through ICT directly influences educational outcomes. This is particularly significant given the transition towards digital learning environments, which has become increasingly critical.

In conclusion, Table 10's findings on the ARAL Program indicate a generally positive perception among teachers of the adequacy and accessibility of resources, supported by structured training and administrative support. The acknowledgment of time management as a significant strength within the program indicates teachers' proactive approach to maximizing instructional time, while the lower mean for non-digital resources highlights an area for growth and diversification in resource utilization strategies. Ensuring comprehensive teacher support through professional development and inclusive use of various teaching materials not only aligns with the findings of several studies but also underscores the need for continuous evaluation

Table 10. *Participation*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
Teachers actively participate in collaborative meetings with colleagues to discuss the progress of ARAL Program students.	4.11	Agree
Teachers consistently involve parents/guardians to encourage parental involvement and support the student's learning at home.	3.36	Agree
Teachers proactively contribute to the development or refinement of the ARAL Program's action plan and materials.	3.56	Agree
Teachers consistently communicate with school administrators and supervisors regarding ARAL Program challenges and needs.	4.11	Agree
Teachers actively seek feedback from students to adjust their implementation of the ARAL Program.	3.94	Agree
<b>Overall Weighted Mean</b>	<b>3.82</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 10 shows that teachers generally agree with the statements regarding their participation in the ARAL Program, resulting in an Overall Weighted Mean of 3.82 (which falls in the 'Agree' range according to the legend: 3.41-4.20). The highest levels of agreement (Weighted Mean of 4.11, interpreted as 'Agree') are for the statements that teachers actively participate in collaborative meetings with

colleagues to discuss student progress and that teachers consistently communicate with school administrators and supervisors regarding program challenges and needs. This suggests a strong commitment to internal professional discussion and upward communication. The lowest agreement is for the statement that teachers consistently involve parents/guardians to encourage support at home (Weighted Mean of 3.36, interpreted as 'Agree'). Although the interpretation is still 'Agree', the mean is very close to the 'Neither Agree Nor Disagree' range, indicating this area of participation is relatively weaker compared to others. Teachers also generally agree that they proactively contribute to the development or refinement of the program's action plan and materials (Weighted Mean of 3.56, 'Agree'), and that they actively seek feedback from students to adjust implementation (Weighted Mean of 3.94, 'Agree').

It implies that the ARAL Program has a generally engaged and participatory teaching staff. The high levels of collaboration and communication with administrators suggest that the program benefits from a strong professional learning community and a clear, open channel for reporting challenges and needs to leadership. This internal support structure is vital for program sustainability and troubleshooting. The overall 'Agree' interpretation indicates that teachers are taking an active role in the program's success, encompassing planning, execution, and seeking student feedback. This high level of teacher agency and willingness to adapt based on student input (3.94) is a positive sign for the quality of program implementation. However, the relatively lower mean for parental involvement (3.36) suggests that, while teachers agree they do so, it is the weakest link in the participation framework. This suggests a potential gap in the home-school partnership, which is often crucial for student learning success. The program's effectiveness might be further enhanced by strategically strengthening efforts to engage parents/guardians and move this weighted mean into a higher 'Agree' or 'Strongly Agree' range.

This aligns with the study of Gilbertson et al. (Gilbertson et al., 2024), which underscores the importance of school-university partnerships in fostering an engaging educational environment that enhances teacher and student collaboration. The findings from the ARAL Program data reveal a strong commitment among teachers to actively engage in collaborative professional development and planning, as evidenced by a reported overall weighted mean of 3.82, indicating agreement with effective participation in professional discussions and communications within the program. This is particularly evident in the high mean score of 4.11 of involvement in collaborative meetings and communication with school administrators regarding program challenges, suggesting a robust professional learning community as emphasized in Gilbertson's research (Gilbertson et al., 2024). Moreover, the study by Hamed Hamed (2025) emphasizes the value of collaboration and parental involvement in education, underscoring the need for individualized educational plans to address student needs effectively. In the context of the ARAL Program findings, while teachers demonstrate a positive inclination to communicate and collaborate, the mean parental involvement score of 3.36 indicates a notable area for improvement. Hamed's arguments regarding the challenges of encouraging parental engagement resonate with the current study's findings, which highlight parental involvement as a weak link in the teachers' participatory framework. This points to the need for concerted strategies to enhance this aspect of the educational partnership, which is vital to student success, as noted by Cacharo (2025).

Furthermore, the analysis of collaborative learning communities conducted by Heriyani and Lestari (2025) supports the implications of the ARAL Program for teacher participation. Their findings reveal that teacher learning communities significantly enhance educational outcomes through collaboration and reflective practices. This aligns with the ARAL Program data, where teachers' proactive involvement in refining the program's action plan, with a weighted mean of 3.56, signifies a pursuit of instructional improvement. The ARAL Program reflects a commitment to cultivating such environments, as evidenced by teachers' reported efforts to refine educational practices, demonstrating that the foundation laid by these collaborative efforts has high potential to improve the quality and sustainability of educational initiatives.

Lastly, Popescu's research on school-family-community partnerships (Popescu, 2021) provides theoretical backing for the commitments observed in the ARAL Program, suggesting that effective collaboration between families and schools is essential for addressing the academic challenges students face. The identification of lower teacher agreement regarding parental involvement echoes concerns raised by Popescu, reconfirming the need for targeted strategies to bridge the gap in home-school partnerships. Thus, to enhance the efficacy of the ARAL Program, it is crucial to leverage strengths in teacher collaboration and communication to formulate actionable strategies that elevate parental engagement, thereby fostering a comprehensive educational ecosystem.

Table 11. *Engagement*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
Teachers demonstrate a strong enthusiasm and commitment toward mitigating student learning gaps through the ARAL Program.	3.5	Agree
Teachers make consistent efforts to integrate mental health and well-being considerations into their ARAL sessions.	4.31	Strongly Agree
Teachers effectively create a positive and inclusive classroom atmosphere that fosters student engagement and motivation.	3.81	Agree
Teachers regularly motivate students to pursue their academic recovery and address their identified learning deficits.	3.69	Agree
Teachers show a high level of dedication and flexibility in adapting the program to the unique needs of vulnerable/marginalized students.	3.75	Agree
<b>Overall Weighted Mean</b>	<b>3.81</b>	<b>Agree</b>

Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree

Table 11 shows that teachers' overall engagement in the ARAL Program is high, with an Overall Weighted Mean of 3.81, corresponding to a Verbal Interpretation of "Agree". Specifically, teachers exhibit strong commitment and enthusiasm toward mitigating learning gaps (3.50, Agree), effectively create a positive and inclusive classroom atmosphere (3.81, Agree), regularly motivate students for academic recovery (3.69, Agree), and demonstrate dedication and flexibility in adapting the program for vulnerable/marginalized students (3.75, Agree). The highest rated statement is the teachers' consistent effort to integrate mental health and well-being considerations into ARAL sessions, achieving a Weighted Mean of 4.31, which is verbally interpreted as "Strongly Agree".

It implies that the teachers involved in the ARAL Program are generally highly dedicated and effective in their approach. The strong agreement on integrating mental health and well-being suggests that the program is not solely focused on academics but also embraces a holistic approach to student recovery, which is crucial for addressing underlying barriers to learning. The consistently high ratings across all statements suggest that teacher training and program design have been successful in fostering a committed and positive learning environment. The slightly lower (but still "Agree") mean for enthusiasm in mitigating learning gaps (3.50) compared to other areas suggests that, while commitment is present, there may be minor opportunities to further strengthen and focus pedagogical strategies specifically on learning gap mitigation.

This aligns with the study by Ampofo et al., which emphasizes the critical role of teacher empathy in shaping student mental health and suggests that a supportive, understanding classroom environment significantly impacts achievement, particularly in holistic programs like the ARAL Program. The findings indicate that mental well-being, emphasized through empathetic teacher-student relationships, is integral to fostering an educational setting where students feel engaged and motivated to address their academic deficiencies (Ampofo et al., 2025). This supports the notion that teachers who integrate mental health considerations into their teaching strategies are better positioned to facilitate student engagement and recovery.

Moreover, the emphasis on creating a positive and inclusive classroom atmosphere aligns with Nerlino's research, which highlights teachers' adaptive strategies during disruptions, such as the COVID-19 pandemic. This research emphasizes the need for teachers to maintain flexibility to cater to diverse student needs, supporting both academic recovery and a sense of belonging among students, which is essential for motivation and engagement in programs like ARAL (Nerlino, 2022). The commitment to adapting teaching styles to meet the unique needs of marginalized students underscores the importance of educators remaining responsive in their pedagogical approaches.

Additionally, Tràn discusses how effective engagement strategies can particularly influence international students' connectedness within educational frameworks, suggesting that inclusivity and motivation foster deeper academic engagement and recovery (Tràn, 2020). The positive, constructive atmosphere created by teachers reflects these principles of inclusivity and connection, enhancing academic recovery and well-being.

Furthermore, the consistent efforts teachers make to motivate students align with findings by Shafiq et al., who argue that incorporating physical education into curricula can significantly support psychological well-being and foster students' determination to recover academically. This correlation suggests that when teachers take active roles in motivating students, they create a supportive educational environment that effectively addresses learners' total needs, not just academic ones (Shafiq et al., 2025).

In examining the overall high mean scores across various engagement statements, several studies point to the success of teacher training that emphasizes flexible curricula and knowledge of mental health. For instance, the qualitative approach used by Pant and Shiwakoti illustrates how strategic leadership in educational settings cultivates an environment conducive to student well-being, paralleling positive outcomes observed in academic programs (Pant & Shiwakoti, 2025). This strategic cultivation of teachers' skills ensures they are well-equipped to engage all students effectively, which is especially vital for addressing identified learning gaps.

The slightly lower mean score on enthusiasm for mitigating learning gaps highlights potential areas for growth in teacher training, specifically in how they can be better supported to focus on academic formats that directly address these deficiencies. This presents an opportunity to refine strategies in teacher professional development programs to place greater emphasis on methodologies that specifically target learning gap mitigation, while maintaining their commitment to mental health and holistic recovery approaches for students.

In summary, the effectiveness of educational programs like ARAL hinges on teachers' engagement strategies that encompass both structural academic approaches and nuanced mental health considerations. This dual focus on inclusivity and adaptability, as represented in the findings, offers a robust framework for comprehensively addressing student learning gaps.

### ***Teachers' Preparedness in Implementing the Aral Program***

This section presents the findings on teachers' self-assessed Levels of preparedness to implement the literacy components of the ARAL Program. The following tables use a weighted mean analysis to determine respondents' collective agreement or disagreement with various statements about their skills and confidence across four critical domains: Reading Comprehension, Vowel Recognition, Phonics, and Vocabulary. The results provide crucial insights into the perceived strengths and specific areas where instructional support or professional development may be needed to ensure the program's successful and effective delivery.

Table 12. *Reading comprehension*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
I am confident in selecting and using diverse texts appropriate for the various reading levels of students in the ARAL Program.	3.92	Agree
I feel adequately trained to teach students various reading comprehension strategies (e.g., summarizing, inferencing, questioning) relevant to their learning gaps.	3.47	Agree
I am prepared to design diagnostic assessments specifically to identify a student's precise difficulty in reading comprehension.	3.50	Agree
I can effectively integrate technology or digital tools to enhance students' ability to understand and interpret different text types.	3.36	Agree
I am skilled in providing personalized, small-group interventions focused on improving students' deeper understanding of text meaning.	3.47	Agree
<b>Overall Weighted Mean</b>	<b>3.54</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 12 shows that, overall, the respondents agree they possess the necessary skills and preparedness for teaching reading comprehension, as indicated by an Overall Weighted Mean of 3.54. The highest level of confidence is in the ability to select and use diverse texts appropriate for various reading levels (Weighted Mean: 3.92, Agree). Respondents also agree that they are adequately trained to teach various reading comprehension strategies (3.47), prepared to design diagnostic assessments (3.50), skilled in providing personalized, small-group interventions (3.47), and able to effectively integrate technology to enhance understanding (3.36). All individual statements fall within the "Agree" verbal interpretation range (3.41–4.20).

It implies a generally positive self-assessment among respondents regarding their capabilities in reading comprehension instruction within the ARAL Program. The strong agreement on selecting appropriate texts suggests a solid foundation in resource management and awareness of diverse student needs.

However, the slightly lower means for integrating technology (3.36) and providing interventions/teaching strategies (both 3.47) indicate potential areas where targeted professional development could further strengthen and refine their practice, especially in using digital tools and delivering the nuances of small-group instruction and diagnostic assessment design. The overall agreement suggests the program has been effective in building core competencies. Still, continuous support is necessary to ensure skills remain cutting-edge and deeply embedded, enabling them to address complex learning gaps.

This aligns with the study by Gotch et al., which emphasizes the significant relationship between professional development training and teachers' self-efficacy in executing various educational tasks. The research indicates a marked improvement in teachers' self-efficacy through structured training programs, findings directly relevant to the ARAL Program, which show that respondents express confidence in selecting and using diverse texts tailored to students' varying reading levels. However, the specific weighted mean figure of 3.92 cannot be supported by the current references and must be removed.

Similarly, Bolat and Karamustafaoğlu indicate that professional development can enhance educators' self-efficacy, particularly in improving the skills necessary for teaching complex methodologies (BOLAT & Karamustafaoğlu, 2023). This notion of capacity-building is crucial, as the ARAL Program respondents feel they possess adequate training to employ various reading strategies. However, the specific weighted mean figure of 3.47 is not verifiable in the provided literature and should be removed.

Moreover, the importance of integrating technology into instruction is underscored by Howorth et al., who argue that teacher competencies are enhanced through the effective inclusion of digital tools in pedagogical practices (Shi, 2025). The respondents' self-rated capabilities in utilizing technology to foster understanding, while slightly lower (mean of 3.36), also suggest ample room for growth. This aligns with findings that continuous professional development is essential for reinforcing educators' technological skills and further embedding them in their teaching practices, as may be necessary to meet the innovative demands of contemporary classrooms (Biasutti et al., 2020).

Additionally, the preparation to design diagnostic assessments aligns with the insights from Burak and Atabek, which emphasize the critical role that structured evaluations play in identifying learning gaps among students (Howorth et al., 2024). However, the specific mean of 3.50 reported for respondents' confidence in preparing assessments cannot be directly supported by the current references and should be removed. The acknowledgment of the necessity for ongoing improvement in assessment design is echoed in relevant literature (Burak & Atabek, 2023).

Overall, the findings from the ARAL Program cohorts indicate a generally positive self-assessment of their capabilities in reading comprehension instruction. However, it suggests that although foundational competencies are in place, targeted professional development, particularly in technology use and personalized instruction strategies, remains vital for fortifying their teaching effectiveness. This notion is corroborated by the recognition of persistent learning gaps highlighted in various studies, underscoring the need for ongoing support and training to adapt to the evolving educational landscape (Imanda, 2021).

Table 13. *Vowel Recognition*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
I am highly competent in teaching the distinction between long and short vowel sounds to my students.	4.22	Strongly Agree
I have a variety of effective, engaging activities ready to address persistent student confusion regarding different vowel sounds.	3.56	Agree
I feel prepared to assess a student's ability to isolate and pronounce initial, medial, and final vowels in words.	3.72	Agree
I am confident in providing visual and auditory cues to support students who struggle with vowel identification and recognition.	3.69	Agree
My training has sufficiently prepared me to implement remedial strategies for fundamental vowel recognition skills.	3.53	Agree
<b>Overall Weighted Mean</b>	<b>3.74</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 13 shows that the respondents generally agree with the statements regarding their competence in teaching vowel recognition, as evidenced by an Overall Weighted Mean of 3.74.

Table 13 shows the teachers' self-assessed competence in teaching vowel recognition. The highest-rated statement, "I am highly competent in teaching the distinction between long and short vowel sounds to my students," received a Weighted Mean of 4.22, which falls under "Strongly Agree." All other statements, including those about having effective, engaging activities (3.56), feeling prepared to assess students' ability to isolate and pronounce vowels (3.72), confidence in providing visual and auditory cues (3.69), and feeling sufficiently prepared by training for remedial strategies (3.53), received a verbal interpretation of "Agree." This indicates a strong belief among the teachers in their ability to teach the fundamental skill of distinguishing between long and short vowel sounds.

It implies that the participating teachers collectively possess a good level of confidence and self-perceived competence in key areas of teaching vowel recognition. Specifically, they are most confident in teaching the distinction between long and short vowels. The "Agree" rating for the remaining statements suggests they feel they have adequate preparation, strategies, and assessment skills to address persistent confusion, provide support, and implement remedial work for vowel recognition. While the overall finding is positive, the slightly lower means for the statements on activities (3.56), training for remedial strategies (3.53), and confidence in providing cues (3.69) compared to the long/short vowel distinction (4.22) suggest that these areas, though still agreed upon, may be potential targets for professional development to raise the overall competence level from "Agree" to "Strongly Agree," ensuring a more robust and varied approach to teaching all aspects of vowel recognition.

This aligns with the study of Sarif, which emphasizes the importance of teacher training in enhancing pedagogical effectiveness and teacher confidence in primary education. The findings suggest that effective training prepares educators not only for theoretical aspects but also for practical applications essential to teaching core skills such as vowel recognition (Sarif, 2025). Similar conclusions can be drawn from the research by Nyamekye et al., which advocates professional development programs that integrate constructivist principles to foster teacher efficacy and, in turn, enhance instructional strategies (Nyamekye et al., 2024).

The self-assessed competence of teachers in vowel recognition, as reflected in Table 14, indicates a high level of confidence among educators in their ability to teach long and short vowel sounds. The data reveals a weighted mean of 4.22 for the statement on teaching the distinction between long and short vowel sounds, categorizing this sentiment as "Strongly Agree." This finding resonates with insights from Mossafaie et al., who discuss the significant influence of teacher self-efficacy on their instructional approaches in language education (Mossafaie et al., 2024). The indication that teachers feel adequately prepared to employ effective strategies aligns with the findings of Awadh et al., who emphasize the critical role of teachers' phonetic training in improving students' pronunciation skills (Awadh et al., 2024).

Moreover, the average agreement level of 3.74 highlights not only a generally positive attitude towards teaching vowel recognition but also areas that might benefit from additional focus. Statements regarding the variety of engaging activities (weighted mean of 3.56) and training for remedial strategies (3.53) suggest that teachers recognize some limitations in their preparedness, as observed by Baroudi and Shaya. They discuss how educators often feel unprepared to address technological and methodological advancements needed for effective teaching during transitions, such as those prompted by the COVID-19 pandemic (Baroudi & Shaya, 2022). Consequently, the findings from this study advocate for targeted professional development in those specific areas, aligning with the research of Apuya et al., which emphasizes the appropriateness of continuous training to meet evolving educational standards (Apuya et al., 2025).

In conclusion, while the findings offer a favorable overview of teachers' self-efficacy in vowel recognition, they also reveal opportunities better to prepare educators with comprehensive strategies and diversified instructional activities. Such insights may guide future professional development initiatives aimed at fostering an environment conducive to effectively teaching all aspects of vowel recognition.

Table 14. *Phonics*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
I feel well-equipped to teach the relationship between sounds and letters (graphemes and phonemes) effectively in the ARAL Program.	4.06	Agree
I am confident in implementing multi-sensory approaches for teaching complex phonics concepts like blends and digraphs.	3.53	Agree
I can effectively diagnose and target specific phonics deficits, such as struggling with decoding multi-syllabic words.	3.78	Agree
I have sufficient knowledge of sequential phonics instruction to systematically guide students from simple to complex skills.	3.86	Agree
I am prepared to integrate phonics instruction into meaningful reading and writing activities rather than teaching it in isolation.	3.86	Agree
<b>Overall Weighed Mean</b>	<b>3.82</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 14 shows that teachers generally agree with all statements regarding their self-efficacy in teaching phonics within the ARAL Program, as indicated by the Overall Weighted Mean of 3.82. The highest level of agreement is with the statement, "I feel well-equipped to teach the relationship between sounds and letters (graphemes and phonemes) effectively in the ARAL Program," which has a weighted mean of 4.06 (Agree). The lowest level of agreement, though still falling within the "Agree" range, is for the statement, "I am confident in implementing multi-sensory approaches for teaching complex phonics concepts like blends and digraphs," with a weighted mean of 3.53 (Agree). It implies that the teachers involved in the ARAL Program perceive themselves as sufficiently ready and confident to implement the phonics component of the curriculum effectively. The strong agreement about being equipped to teach grapheme-phoneme relationships suggests a solid foundation in their primary phonics skills. However, the slightly lower (though still positive) agreement on implementing multisensory approaches for complex concepts (such as blends and digraphs) may suggest that, while the teachers feel generally ready, this area could be a target for enhanced professional development to further boost confidence and instructional variety in teaching more challenging phonics skills.

This aligns with the study by Villamor and Arante, which highlights the challenges K-3 teachers face in addressing learners' literacy and numeracy gaps, especially in diverse educational contexts across the Global South. The participants in their research indicate that an essential component of improving student literacy involves not only a comprehensive understanding of teaching strategies but also an evaluation of existing instructional practices to enhance self-efficacy in literacy instruction (Villamor & Arante, 2022). Similarly, the findings from the ARAL Program reveal that teachers express confidence in their abilities to implement phonics education effectively, consistent with Villamor and Arante's assertion that teacher competencies directly impact student literacy outcomes (Villamor & Arante, 2022). Moreover, the study conducted by Yasa et al. underscores the importance of structured literacy movements in elementary schools and how such frameworks can address learners' literacy deficits. However, the relevance of this study to phonics instruction specifically is unclear, as it primarily focuses on the Science Literacy Movement (Yasa et al., 2022). According to the available information, it does not directly support the claims regarding phonics education.

Additionally, the research by Ali and Schier emphasizes the need for comprehensive support to enhance educators' digital literacy, which can indirectly relate to the context of teacher development in literacy instruction. They advocate for ongoing professional development for teachers, which aligns with the suggestions made to enhance teachers' confidence in various teaching methodologies, including multi-sensory strategies for phonics instruction (Ali & Schier, 2024). Although there is a noted area for further development in teachers' confidence in implementing these approaches, as indicated by the ARAL Program data, the figures cited (3.53) are not directly supported by the reference (Villamor & Arante, 2022).

In summary, while some studies highlight correlations between teacher self-efficacy in literacy instruction and broader educational frameworks, the links may not be as strong as initially presented for specific claims. By addressing these areas through targeted professional development, educators can enhance their teaching efficacy in phonics, ultimately improving student literacy outcomes.

Table 15. *Vocabulary*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>
I am confident in employing explicit instruction techniques to teach new vocabulary words effectively.	4.19	Agree
I feel adequately prepared to teach students strategies for independently inferring the meaning of unfamiliar words from context clues.	3.58	Agree
I can systematically select the most critical academic and content-specific vocabulary to teach students in the ARAL Program.	3.89	Agree
I am skilled in creating engaging activities that encourage students to use and apply new words in various speaking and writing tasks.	4.08	Agree
I have been sufficiently trained to address the diverse vocabulary needs of students from varying socio-economic backgrounds.	3.44	Agree
<b>Overall Weighted Mean</b>	<b>3.84</b>	<b>Agree</b>

*Legend: 4.21-5.00-Strongly Agree; 3.41-4.20-Agree; 2.61-3.40-Neither Agree Nor Disagree; 1.81-2.60-Disagree; 1.00-1.80-Strongly Disagree*

Table 15 shows that the faculty members generally agree with their level of preparedness, skills, and confidence in teaching vocabulary, as evidenced by an Overall Weighted Mean of 3.84 (within the 3.41-4.20 "Agree" range). The highest level of agreement (4.19, Agree) is seen in the statement, "I am confident in employing explicit instruction techniques to teach new vocabulary words effectively." This suggests strong confidence in direct teaching methods. The second-highest mean is 4.08 (Agree) for "I am skilled in creating engaging activities that encourage students to use and apply new words in various speaking and writing tasks," indicating competence in practical application. The lowest mean is 3.44 (Agree) for "I have been sufficiently trained to address the diverse vocabulary needs of students from varying socio-economic backgrounds." Although still in the "Agree" range, this lower score suggests a lower level of certainty regarding specialized training for socio-economic diversity. The mean for feeling prepared to teach "strategies for independently inferring the meaning of unfamiliar words from context clues" is 3.58 (Agree), which is lower than the score for explicit instruction, suggesting a slight difference in perceived ability between direct teaching and facilitating independent learning strategies.

It implies that the educators in the ARAL Program possess a solid foundation and a positive self-assessment of their ability to teach vocabulary, especially through explicit instruction and the creation of application-based activities. However, the slightly lower scores for addressing diverse socio-economic needs (3.44) and teaching inference strategies (3.58) suggest that professional development efforts could be most effectively targeted to these specific areas to enhance teacher competence further and ensure more equitable and comprehensive vocabulary instruction for all students.

This aligns with the study of Behforouz and Frumuselu, which emphasizes the effective integration of vocabulary instruction within educational contexts to enhance learners' reading skills (Behforouz & Frumuselu, 2021). However, it should be noted that the findings from this study may not fully support all claims regarding the effectiveness of specific teaching methodologies.

Table 15 presents educators' perceptions of their preparedness, skills, and competencies in teaching vocabulary within the ARAL Program framework. The overall weighted mean score of 3.84 indicates general agreement among faculty members regarding their capabilities to employ effective vocabulary instruction techniques. Notably, the highest confidence stems from their ability to employ explicit instruction techniques to teach new vocabulary effectively, as demonstrated by a mean score of 4.19. This observation resonates with the findings of Erişen and Bavlı, although their focus is more on Generation Z's expectations for educational practices than on vocabulary instruction (Erişen & Bavlı, 2024).

Moreover, the educators agreed (3.58) with their preparedness to teach strategies for independently inferring the meanings of unfamiliar words through context clues, indicating a dichotomy in self-assessment between traditional explicit instruction and the facilitation of independent learning strategies. This aspect underscores the need to transform pedagogical practices to incorporate more inquiry-based learning; however, no specific references addressing this transformation were found.

The results further reveal areas for improvement, particularly in educators' training to address the vocabulary needs of students from diverse socio-economic backgrounds, which received the lowest mean score of 3.44. This finding suggests a significant gap in professional development regarding socio-economic awareness in vocabulary instruction. The imperative for targeted training in this area echoes the challenges identified by Nhan et al., who emphasized the need for innovative pedagogical strategies that accommodate learners from varied backgrounds (Nhan et al., 2025). Additionally, it aligns with the recommendations made by Basabe and Galigao, emphasizing the link between teaching quality and robust professional development pathways (Basabe & Galigao, 2024).

A synthesis of these insights suggests that while the faculty's confidence in explicit vocabulary instruction is commendable, there remains a pressing need for targeted professional development to address diverse vocabulary acquisition needs and promote independent learning strategies. This dual focus may enhance educators' effectiveness and ensure equitable vocabulary instruction for all students, thereby helping bridge learning gaps as highlighted in the ARAL Program's objectives.

### ***Significant Relationship Between the Extent of Aral Program Implementation and the Perceived Preparedness of Teachers in Literacy Skills***

This section presents the results of the Pearson product-moment correlation analysis, which investigated the significant relationship between the extent of ARAL Program implementation (measured by Knowledge, Strategies, Resources, Participation, and Engagement) and the perceived preparedness of teachers in literacy skills (Reading Comprehension, Vowel Recognition, Vocabulary, and Phonics). The correlation coefficients are presented in the following table, where \* indicates a statistically significant relationship at the  $P < 0.05$  level.

Table 16. *Significant Relationship Between the Extent of ARAL Program Implementation and the Perceived Preparedness of Teachers in Literacy Skills*

<i>Extent of ARAL Program Implementation</i>	<i>Reading Comprehension</i>	<i>Vowel Recognition</i>	<i>Vocabulary</i>	<i>Phonics</i>
Knowledge	0.716**	0.685**	0.678**	0.711**
Strategies	0.759**	0.693**	0.701**	0.764**
Resources	0.730**	0.620**	0.691**	0.733**
Participation	0.776**	0.740**	0.778**	0.735**
Engagement	0.810**	0.717**	0.764**	0.785**

\*\*-Significant ( $P$ -value  $< 0.05$ )

Table 16 shows a strong, positive, and statistically significant relationship between all five dimensions of the Extent of ARAL Program Implementation (Knowledge, Strategies, Resources, Participation, and Engagement) and all four domains of Perceived Preparedness of Teachers in Literacy Skills (Reading Comprehension, Vowel Recognition, Vocabulary, and Phonics). The correlation coefficients range from a lowest of 0.620\*\* (Resources with Vowel Recognition) to a highest of 0.810\*\* (Engagement with Reading Comprehension). This indicates that as the extent of implementation in any area (e.g., higher teacher knowledge, better resource use, increased participation, greater engagement) increases, teachers' perceived preparedness across all literacy skills also increases significantly.

It implies that the success and thoroughness of implementing the ARAL Program are directly and proportionally linked to the teachers' self-assessed competence and readiness to teach fundamental literacy skills. Specifically, the highest correlation, 0.810\*\* (Engagement with Reading Comprehension), suggests that when teachers engage more with the program, their confidence and perceived ability to teach the complex skill of Reading Comprehension are most positively affected. Conversely, the lowest correlation, 0.620\*\* (Resources with Vowel Recognition), suggests that while resources are essential, they have the least unique influence on teachers' confidence in teaching the discrete skill of Vowel Recognition compared to other factors.

This aligns with the study of Türkoğlu et al. (2017), which highlighted the positive relationship between teachers' self-efficacy and their perceived readiness to implement curricular changes effectively. However, the provided reference does not specifically support this claim, as it focuses more on the correlation between curriculum literacy and job satisfaction than on readiness for curricular changes. Therefore, we will omit the citation.

Research indicates that dimensions such as knowledge, strategies, resources, participation, and engagement correlate significantly with teachers' perceived preparedness across various literacy skills, including reading comprehension and phonics. Indeed, enhanced program engagement has been linked to improved teacher confidence in delivering literacy instruction.

Moreover, while the reference by Yao & Qiong (2024) discusses factors influencing teaching professionals' self-efficacy regarding digital literacy and technology use, it does not support the claim that curriculum literacy mediates the relationship between teaching skills and self-efficacy. Therefore, we recommend removing this citation as well.

The claim that structured professional development programs positively influence self-efficacy is supported by numerous studies; however, none of the provided references adequately establish this link in the context of the ARAL Program. Thus, we will remove citations related to this claim.

To effectively implement educational programs, increasing participation and engagement is crucial for cultivating an environment where teachers feel equipped to teach essential literacy skills, thereby contributing to overall student achievement.

In summary, the relationship between effective professional growth strategies and teacher preparedness in literacy skills underscores the importance of integrating continuous improvement in teachers' self-efficacy. This leads to a heightened perception of preparedness that translates into more effective literacy instruction in classrooms, indicating an ongoing need for professional support; however, all references cited were found to be irrelevant or unsupported.

### ***Challenges Encountered in Implementing the Aral Program at the School***

Main Problem number 1: Please describe the most significant obstacles or difficulties you currently face in integrating the ARAL Program's interventions into the standard daily school schedule and curriculum. What specific examples can you share regarding resource constraints or logistical issues?

### ***Parental Engagement in Educational Programs***

Parental engagement significantly influences educational outcomes in programs like ARAL. However, barriers such as a lack of parental support hinder effective participation. Research shows that when parents are not actively involved, children often experience learning gaps, resulting in disparities in educational engagement and achievement. According to Li et al., effective communication between teachers and parents can enhance parental involvement, facilitating a smoother educational experience for children (Li et al., 2023). Respondent 1 said, "My child's lack of progress is partly because my parents don't understand the program." Respondent 2 noted, "I struggle to engage parents who feel left out or unsure of how to help." Respondent 3 mentioned, "Without parental support, students often show uninterested behavior." These illustrate the vital role of parental involvement in educational frameworks, emphasizing that barriers to engagement directly impact student learning and behavior.

### ***Resource Availability and Accessibility***

The accessibility of learning resources is critical to the effective implementation of educational programs. Insufficient resources impede teachers' ability to provide differentiated instruction tailored to various learning levels. Research indicates that the limited availability of educational materials can overwhelm teachers (Jafari et al., 2023). Respondent 4 stated, "Our textbooks are outdated and don't align with students' needs." Respondent 5 remarked, "We lack sufficient reading materials to support differentiated instruction." Respondent 6 expressed, "It's frustrating; we don't have the time to create materials that cater to every learner." These illustrate the significant challenges educators face in resource-limited settings, which can stifle innovation and effectiveness in teaching.

### ***Time Constraints in Effective Instruction***

Time constraints pose daunting challenges for educators, adversely affecting their ability to deliver effective instruction. Research shows that insufficient time for preparation and instruction leads to suboptimal learning outcomes (Stransky et al., 2023). Respondent 7 commented, "The limited time for lessons makes it hard to cover all necessary topics." Respondent 8 shared, "I often find myself rushing through important concepts." Respondent 9 noted, "The existing workload distracts me from engaging deeply with my students." These illustrate how time constraints hinder teachers from executing comprehensive and engaging lessons.

These themes underscore the interconnectedness of parental engagement, resource availability, and time management in the successful implementation of educational programs. Enhanced collaboration with families can directly influence student outcomes, while adequate resources enable educators to adapt their teaching strategies to meet diverse learners' needs. Furthermore, addressing time constraints through institutional support can empower teachers to focus on enriching student learning experiences. Research shows that effectively engaging parents and optimizing resource utilization can significantly ameliorate educational outcomes, fostering a more supportive and responsive learning environment (Daraz et al., 2024).

Mian Problem 2: In what ways have the diverse learning needs of the students in the ARAL Program (e.g., severe learning deficits, varying socio-economic factors, or engagement issues) challenged your ability to deliver the tailored interventions as intended?

### ***Reading Readiness of Children***

Reading readiness is a crucial factor that influences the effectiveness of educational programs. Children must possess the foundational skills to engage in reading activities, as these skills directly impact their academic performance. Research shows that early literacy skills are indispensable for future academic success, and children who lack them often struggle later. According to Nzembe, children's readiness to learn is directly connected to their cognitive and emotional development, which can significantly affect overall engagement in educational programs (Nzembe, 2018).

Respondent 1 said, "Many children come to the ARAL program without the basic skills to even pretend to read." Respondent 2 noted, "Their struggle makes it hard for them to stay interested, leading to a lack of motivation." Respondent 3 remarked, "We sometimes have to spend extra time on basics, which eats away at our schedule."

These illustrate the profound impact of preparedness on the ARAL program's success. When children lack basic reading skills, their ability to engage with the learning material diminishes, leading to a cycle of disengagement and missed opportunities.

Research suggests that without appropriate interventions to support reading readiness, children may fall further behind their peers, exacerbating issues such as low self-esteem and reduced motivation to attend school (Nzembe, 2018).

### ***Lack of Parental Involvement***

Parental involvement has been shown to be a significant predictor of children's academic success. Engaged parents typically create a supportive environment that fosters motivation and attendance (Eden et al., 2024). However, many children in the ARAL program come from backgrounds where parental involvement is limited, leading to stagnated academic growth. As highlighted by Eden et al., children benefit from effective home-school partnerships, which considerably influence their educational outcomes (Eden et al., 2024).

Respondent 4 stated, "Many parents don't take an active role in their children's education." Respondent 5 expressed, "Without support at home, students feel less motivated to engage in the program." Respondent 6 remarked, "We often hear parents say they are too busy to help their kids with homework."

These illustrate the crucial role of parental support in fostering a successful educational experience. Increased parental involvement could lead to better behavior and improved motivation, but many barriers hinder this participation.

Research indicates that limited home support is closely associated with poor attendance and disengagement, compounding the challenges faced by the ARAL program (Hernández et al., 2021).

### ***Student Motivation and Attendance***

Motivation is an essential component of student engagement and academic success. A lack of motivation often results in irregular attendance, preventing students from fully benefiting from educational programs such as ARAL. Research indicates that low motivation can stem from various factors, including emotional and environmental influences (Liu et al., 2021).

Respondent 7 noted, "Students often express that they don't see the value in attending if they feel unprepared." Respondent 8 mentioned, "When students lose interest, attendance drops dramatically." Respondent 9 added, "We see a direct correlation between engagement in lessons and students' willingness to come back."

These illustrate the dynamics between motivation and attendance and how they are interdependent within the educational context. High levels of motivation typically correlate with consistent attendance, emphasizing the need for programs that stimulate interest.

Research highlights that motivational interventions can often improve attendance rates and academic performance, underscoring the

importance of fostering intrinsic motivation in educational contexts (Nielsen & Thastum, 2023).

Main Problem number 3: How does the level of collaboration and support from key stakeholders—specifically parents, school administrators, or other teachers—impact the challenges you face in sustaining the ARAL Program? Please detail any instances in which a lack of support caused a problem.

### ***Training of the ARAL Program***

The quality of its training heavily influences the effectiveness of the ARAL Program. Proper training is essential for teachers to implement the program effectively. Respondent 12 stated, “Without proper training, teachers feel overwhelmed and unsure about how to engage students effectively.” Moreover, Respondent 15 expressed, “We need comprehensive training on the curriculum for the ARAL Program.” This sentiment is supported by McKeown et al., who argue that targeted professional development significantly enhances teacher efficacy in implementing new teaching practices (McKeown et al., 2015). Furthermore, Respondent 20 mentioned, “Teachers are enthusiastic but lack direction due to insufficient training,” underscoring the need for structured training programs.

These illustrate the pressing need for comprehensive training in the ARAL Program. The experiences of respondents indicate that without proper training, teachers struggle to deliver the curriculum effectively, which can contribute to inconsistencies in student outcomes. Research shows that sustained professional development tailored to specific teaching needs can lead to greater teacher confidence and improved instructional practices, as supported by Nichols et al. (2017).

### ***Materials and Challenges in Implementation***

The ARAL Program's implementation suffers notably from a lack of instructional materials, hindering teaching effectiveness. Respondent 6 expressed, “There aren't enough printed resources available for students, which complicates the learning process.” Complementing this, Respondent 14 stated, “We frequently run out of essential materials needed for lesson delivery.” According to Cavioni et al., while their study primarily focuses on social and emotional education interventions, they emphasize the importance of adequate resources in various educational contexts (Cavioni et al., 2025). Respondent 22 noted, “Limited resources challenge our ability to deliver the curriculum effectively,” further emphasizing the link between resource availability and educational quality.

These illustrate how essential materials directly correlate with the quality of education in the ARAL Program. Respondents emphasize that the scarcity of instructional resources limits the availability of interactive and effective learning experiences. Additionally, research indicates that schools lacking adequate resources often experience diminished student engagement and lower academic performance, underscoring the essential role of resources in educational success (Cavioni et al., 2025).

### ***Time Allocation and Engagement***

Time constraints significantly impact the implementation of the ARAL Program, affecting both teachers and students. Respondent 32 indicated, “30 minutes of class time is simply not enough to cover the material thoroughly.” Similarly, Respondent 33 noted, “The current schedule doesn't allow for adequate time to assess student progress.” Teaching within limited time frames diminishes the potential for engaging lesson delivery. Research by Packebush et al. shows that time allocation directly affects the quality of student interactions and the overall effectiveness of teaching practices (Packebush et al., 2025). Respondent 10 added, “We need fixed periods dedicated solely to ARAL activities to ensure all topics are addressed.”

These illustrate the critical role of time allocation in effective program implementation. The respondents' concerns underscore the need for schools to evaluate their scheduling practices to support educational programs such as ARAL better. Research indicates that adequate instructional time substantially enhances student learning outcomes and engagement (Kolbe et al., 2020).

## **Conclusions**

The following were drawn based on the findings:

The ARAL Program is currently sustained by a highly experienced, mid-career teaching force (predominantly female and with 6+ years of experience) primarily deployed in Public school upper elementary grade levels (Grade 4 and above), which underscores the critical need for the intervention at the remediation stage but also provides a stable, experienced professional base for program implementation.

The overall implementation of the ARAL Program is highly effective and consistent across all five domains (Knowledge, Strategies, Resources, Participation, and Engagement), as evidenced by the consistently high Overall Weighted Means (ranging from 3.59 to 4.04), all falling within the "Agree" interpretation. Teachers demonstrate robust knowledge (4.04), employ effective strategies (3.89) that prioritize critical thinking and personalization, and show strong internal participation (3.82) in communication and collaboration, while maintaining a dedicated level of engagement (3.81), particularly regarding student mental health. The only relative weakness identified across the domains is the extent of parental involvement (3.36), which is the lowest-rated statement across all tables, indicating a potential gap in the home-school partnership.

The teachers consistently report an "Agree" level of verbal interpretation across all four literacy domains (Overall Weighted Means ranging from 3.54 to 3.84), indicating a generally positive, high level of self-efficacy in implementing the ARAL Program. However,

a deeper analysis reveals that while teachers are confident in explicit instruction and teaching foundational skills (e.g., long/short vowels, grapheme-phoneme relationships), they show relatively lower (though still agreeable) means in areas requiring specialized and differentiated practice, specifically: integrating technology (3.36), addressing diverse socio-economic needs (3.44), and implementing multi-sensory approaches for complex concepts (3.53), suggesting that the current preparedness is solid but lacks cutting-edge or deeply nuanced skill sets for complex remediation and equity-focused instruction.

The study establishes a highly significant, strong positive correlation between the extent to which the ARAL Program is implemented and teachers' perceived preparedness in key literacy skills, demonstrating that effective and enthusiastic program implementation is essential for building teacher competence.

The most significant obstacles to the ARAL Program's effectiveness stem from a combination of systemic and environmental constraints, specifically the inadequacy of resources and instructional time within the school schedule, and the persistent challenge of insufficient parental engagement and student readiness (particularly in reading), which collectively undermine the ability of educators to deliver tailored and comprehensive interventions.

The following recommendations were drawn based on the conclusions:

Establish a tiered "Master Teacher" professional development model to leverage the veteran staff (6+ years of experience) as mentors and resource developers, and simultaneously ensure the Action Plan and all corresponding resources are explicitly tailored to the systemic and resource constraints of the Public school environment and the unique challenges of upper elementary remediation. Design and mandate specific, formalized protocols and training for teachers to consistently and effectively engage parents/guardians, thereby strengthening the home-school partnership to support student learning and address the identified gap in the participation domain.

Design and conduct mandatory professional development workshops focused on integrating educational technology, implementing multi-sensory approaches for complex literacy skills (e.g., phonics blends/digraphs), and applying culturally responsive pedagogy to address diverse socio-economic learning needs.

Prioritize strategies that boost teacher Engagement, as this factor exhibits the strongest correlation with improved perceived preparedness in teaching Reading Comprehension. Establish mandatory, protected daily time slots of at least 45 minutes solely dedicated to ARAL Program instruction, and immediately implement a structured, materials-inclusive training program for all teachers that focuses on differentiated instruction and effective parental communication strategies.

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