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## Research Article

### Challenges in the Implementation of Aral Program as Perceived by the Teachers in Zone I Schools Division of Zambales

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#### ABSTRACT

Regional literacy gaps and poor international assessment scores prompted the Philippine government to establish the Academic Recovery and Accessible Learning (ARAL) Program under Republic Act 12028. This study investigated the challenges faced by teachers in implementing the ARAL Program in Zone 1, Schools Division of Zambales.

Utilizing a descriptive quantitative survey design, data were gathered via purposive sampling from 129 public elementary school teachers across the districts of Sta. Cruz, Candelaria, and Masinloc. A self-developed 4-point Likert scale questionnaire assessed challenges across five structural domains.

Teachers perceived the ARAL Program implementation as "Challenging" across all studied areas (overall weighted means: 3.00–3.08). Local Government Support emerged as the most severe challenge (M=3.08), heavily driven by difficulties in mobilizing local stakeholders (M=3.13). Access to Learning Materials (M=3.04) and Qualification of Tutors (M=3.04) presented equal difficulties, primarily due to poor internet connectivity obstructing digital resource access (M=3.15) and tutors lacking formal pedagogical training (M=3.13). Furthermore, student unwillingness to participate (M=3.13) and the burden of developing materials adaptive to both online and face-to-face setups (M=3.23) hindered effective student identification and delivery modes.

Successful learning recovery is constrained by systemic hurdles, including weak community mobilization, digital infrastructure deficits, and untrained tutoring personnel. It is recommended that school divisions provide targeted multimodal material development training, invest in low-bandwidth or offline instructional alternatives, and forge formalized partnership agreements with local government units to secure sustained logistical and financial backing.

**Keywords:** ARAL Program, Challenges, Delivery mode, Learners, Learning materials, Tutors

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## Introduction

Every country in the world works to improve its educational institutions in order to produce proficient readers who are able to think critically and communicate effectively. But the amount of time learners spent reading is an important component of literacy development that is sometimes disregarded, (Lawis, 2026). ASEAN countries face widespread learning poverty, with many children unable to read simple text by age ten (UNESCO, 2021). Cambodia, Vietnam, and Thailand experience significant learning gaps, leading to expanded literacy and STEM programs. Regional initiatives like the ASEAN-UK SAGE Programme aim to reduce learning poverty through innovative approaches.

The Program for International Student Assessment (PISA) pointed through data gathered the stark differences in reading competence between nations, making the problem of reading literacy a critical issue across the globe. It measures the learning ability of a 15-year-old learner along reading, mathematics, and science literacy. The exams look at learners' critical thinking, effective communication, and problem-solving skills. Accordingly, the Philippines routinely scored poorly in these evaluations, confronts particular difficulties in this regard. Deeper structural problems with the Philippine educational system, such as resource scarcity and educational inequality are circumstances as evidence. (Santos & Reyes, 2020).

From these findings, the Philippine government had considered the implementation of ARAL Program.

The Academic Recovery and Accessible Learning (ARAL) Program is a national initiative in the Philippines designed to address learning gaps among learners who have fallen behind in foundational skills, particularly in reading, mathematics, and science. It was established under Republic Act 12028, which mandates a structured, government-supported intervention to help learners catch up and succeed in school. The program is operationalized through key Department of Education (DepEd) issuances, including DepEd Order No. 018, s. 2025, which provides the Implementing Rules and Regulations (IRR) of the ARAL Program, and DepEd Memorandum No. 064, s. 2025,

which outlines the guidelines on learner identification, tutorial delivery modalities, and monitoring and evaluation processes. These issuances ensure a standardized and systematic implementation of the program across public schools nationwide. Additionally, the ARAL School Readiness and Responsiveness Audit (ASRRA) helps schools assess their preparedness to implement the program effectively, ensuring that adequate resources, trained tutors, and support systems are in place.

The ARAL (Academic Recovery and Accessible Learning) Program's theoretical framework is anchored in Vygotsky's Sociocultural Theory and Bronfenbrenner's Ecological Systems Theory. This study was anchored on concepts associated to scaffolding, collaborative learning, and stakeholder engagement to close learning gaps in K-10 students.

This study sought answers to this question:

1. How do the respondents perceive the challenges faced by the teachers in the implementation of ARAL Program as to:
  - 1.1 Delivery mode:
  - 1.2 Identification and acceptance / willingness of learners:
  - 1.3 Access to learning materials:
  - 1.4 Local government support:
  - 1.5 Qualification of tutors:

## Delivery Mode

The *delivery mode* of remedial and recovery programs like the ARAL Program significantly influences teachers' ability to implement interventions effectively. Research on learning recovery initiatives indicates that delivery modes—whether in the form of face-to-face tutorials, pull-out sessions, or blended instruction—require careful planning and clear implementation frameworks to support teacher workload and learner engagement (Reyes & Santos, 2024). In the ARAL Program, teachers frequently report challenges related to preparing for and conducting extra instructional sessions outside regular class hours, often with limited guidance on structuring these sessions to maximize learning gains. This perception is repeated in reports documenting that the preparation and printing of program materials add to teacher responsibilities without clear

adjustments in workload or schedule (DepEd information, 2025).

### ***Identification and Acceptance/Willingness of Learners***

Accurately identifying learners who need additional support and ensuring their willingness to participate are critical challenging aspects of remedial education. Studies on remedial and recovery programs emphasize that diagnostic assessments—such as reading screenings and baseline tests—are essential for grouping learners based on need (Dizon, 2023). Even with formal identification, learners' acceptance and willingness to participate vary. Research on remedial settings suggests that learners often exhibit irregular attendance and low motivation, especially when they feel stigmatized or unsupported at home (Cruz & Garcia, 2024; Torres, 2021). These challenges are reflected in teacher perceptions of ARAL implementation where inconsistent learner engagement, lack of consistent attendance, and varying levels of motivation hinder the smooth delivery of interventions and reduce the perceived effectiveness of the program.

### ***Access to Learning Materials***

Access to quality instructional materials is a foundational requirement for effective implementation of programs like ARAL, which rely heavily on structured resources such as remedial modules, workbooks, and activity sheets. UNESCO (2021) highlights that access to appropriate teaching and learning materials enhances learner engagement and teacher confidence. However, evidence from program implementation in the Philippines reveals that teachers regularly encounter material shortages and must create their own resources, increasing workload and contributing to stress. Reports on ARAL describe teachers' struggles with printing soft copy materials provided by DepEd and the time-consuming process of converting them into usable formats for learners (DepEd information, 2025). Respondents thus perceive access to learning materials as a significant challenge, with inadequate supply and preparation burdening teachers and reducing instructional effectiveness.

### ***Local Government Support***

Local government units (LGUs) are key partners in supporting school-based programs, including ARAL. LGU involvement may include funding support, provision of local facilities, partnerships with community organizations, and coordination of supplemental learning activities. Brillantes and Fernandez (2022) highlighted the importance of collaboration between schools and LGUs in sustaining education programs. Their study showed that strong LGU support enhances resource availability and community engagement, making program implementation smoother and more effective. However, Mendoza (2023) found that LGU support for educational initiatives varies widely across communities. Some local governments actively coordinate with schools and support learning programs with additional funds and facilities, while others provide minimal support due to budget limitations.

### ***Qualification of Tutors***

Qualification of tutors has a direct influence on perceived challenges in ARAL implementation. Teacher competence in differentiated instruction, remedial strategies, and assessment interpretation is essential for facilitating learning recovery (Darling-Hammond, Hyler and Gardner, 2017). However, research shows that many teachers assigned to remedial roles lack specific training in teaching struggling learners, formative assessment practices, or intervention design (Santos & Lopez, 2024). Respondents frequently express that tutors feel unprepared for the specialized demands of the ARAL Program, reporting that additional professional development and targeted coaching are needed to improve confidence and instructional quality. These gaps in training and support contribute to the perception that tutor qualification is a key challenge in the program's successful implementation.

### ***Methodology***

#### ***Research Design***

This study employed a descriptive quantitative survey research design to measure and analyze the results obtained from a questionnaire specifically developed for this study. Quantitative research is defined as a method

used to test objective theories by examining relationships among measurable variables through statistical analysis (Creswell, 2014). This design is commonly associated with survey and correlational strategies, which allow researchers to collect numerical data and interpret patterns and relationships systematically.

### **Respondents and Location**

The respondents of this study consist of one hundred twenty-nine (129) public elementary school teachers from selected schools in Zone 1, Division of Zambales. These teachers were chosen based on their active involvement in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, which aims to address learning gaps among students and promote equitable access to quality education. The study employs purposive sampling, a technique that selects participants based on specific characteristics relevant to the objectives of the research.

The inclusion criteria for selecting respondents are as follows: (1) must be a public elementary school teacher assigned in Zone 1, Division of Zambales; (2) must be directly involved in the implementation of the ARAL Program; (3) must have at least one (1) year of teaching experience; and (4) must have actual experience in conducting ARAL-related instructional activities or interventions during the current or previous school year. Teachers who do not meet these criteria were excluded to ensure the relevance, reliability, and validity of the data collected.

The study is conducted in **Zone 1, Division of Zambales**, under the supervision of the Schools Division Office of Zambales. The districts of **Sta. Cruz, Candelaria, and Masinloc** are included as they represent a combination of coastal and rural school settings, thereby providing a diverse educational context. The number of respondents per school varies based on the availability of qualified teachers who meet the established inclusion criteria. This distribution ensures adequate representation from different school contexts within the district, enabling a more comprehensive understanding of the challenges encountered and strategies employed in the implementation of

the Academic Recovery and Accessible Learning (ARAL) Program.

### **Instrument**

The instrument used for the collection of data is a self-developed questionnaire about the challenges faced by teachers and the strategies used in implementing the **Academic Recovery and Accessible Learning (ARAL) Program**. The questionnaire is divided into two (2) main sections, the profile and the questionnaires. The first part contains questions relating to personal data of teachers, while the second part of the questionnaires will focus on the Challenges Faced by the Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program. The last part is the Strategies towards the Implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

The questionnaire proper contained statements about the Challenges Faced by the Teachers and the Strategies towards the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in Zone 1, Division of Zambales.

All items are rated on a 4-point Likert Scale: Strongly Agree - 4, Agree - 3, Disagree - 2, Strongly Disagree - 1.

### **Data Collection**

The researchers observed the following procedure in the conduct of the study. The researchers gave the letter of request addressed to the school principal to allow the concerned teachers to participate as respondents of the study. With the approval granted, the researchers collaborated with the head teacher to provide guidance in accomplishing the research questionnaire. The teacher respondents were given 2-3 days to accomplish the questionnaire. Deadline for the data collection was set by the researchers after which organization, analysis and interpretation of data followed.

By obtaining complete consent from the subjects before to the study, the researchers assured that no harm was done to them. The respondents' privacy and the data confidentiality were secured. Deception about the research question was also avoided. Furthermore,

sincerity and openness, as well as the avoidance of false information and the use of harsh and diverse language were observed.

**Results and Discussion**

***Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program***

**2.1. Delivery Mode**

Table 3 shows the perceived challenges faced by teachers in the implementation of Academic Recovery and Accessibility Learning (ARAL) Program in terms of delivery mode.

The teacher-respondents reported indicator 8 as a challenge, which states that as a professional teacher they face constraints in preparing materials suitable for both online and face-to-face learning, manifested on the highest computed recorded weighted mean value of 3.23 (rank 1); while they reported indicator 2 as a challenge, which states that as a professional teacher they find it challenging to manage time effectively when handling multiple delivery modes, had the lowest weighted mean of 2.88 (rank 12).

*Table 3. Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in terms of Delivery Mode*

<b>Delivery Mode</b>		<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
As a Professional Teacher, I can...				
1	Experience difficulty adjusting my teaching strategies to different delivery modes.	2.99	Challenging	5
2	Find it challenging to manage time effectively when handling multiple delivery modes.	2.88	Challenging	12
3	Encounter limited access to technology and learning resources for implementing blended or online modes.	2.96	Challenging	6
4	Face challenges in maintaining learners' engagement during remote or modular sessions.	2.91	Challenging	10
5	Struggle with unstable internet connectivity that affects ARAL delivery.	2.95	Challenging	7.5
6	Find it hard to ensure equal learning opportunities across various delivery modes.	2.93	Challenging	9
7	Experience difficulty in monitoring learners' progress outside the classroom setting.	3.15	Challenging	3
8	Face constraints in preparing materials suitable for both online and face-to-face learning.	3.23	Challenging	1
9	Have limited training on effectively implementing multiple delivery modes.	3.18	Challenging	2
10	Encounter communication barriers between teachers, tutors, and learners in remote setups.	3.02	Challenging	4
11	Find it difficult to sustain learners' motivation in modular or asynchronous delivery.	2.90	Challenging	11
12	Face challenges in evaluating learners fairly when different delivery modes are used.	2.95	Challenging	7.5
<b>Overall Weighted Mean</b>		<b>3.00</b>	<b>Challenging</b>	

Overall, the teacher-respondents reported the implementation of Academic Recovery and Accessibility Learning (ARAL) program in terms of delivery mode as challenging,

manifested on the computed overall weighted mean of 3.00.

The findings reveal that teachers perceive the implementation of the Academic Recovery

and Accessible Learning program in terms of delivery mode as challenging, particularly in the preparation of instructional materials that are suitable for both online and face to face learning environments. This situation reflects the increasing complexity of instructional delivery in contemporary classrooms where teachers must simultaneously address diverse learning modalities and ensure that materials remain accessible to all learners. In actual school settings, teachers often invest additional time adapting worksheets, digital resources, and assessment tools so that they can function effectively across different learning platforms. Many educators are observed revising lesson materials after regular class hours to ensure that both in person learners and those accessing content remotely can understand the same concepts. The need to contextualize materials, integrate technology, and maintain alignment with curriculum standards requires significant effort and pedagogical flexibility. Despite these demands, teachers continue to demonstrate commitment to supporting learners who require academic recovery by adjusting instructional resources and strategies. The findings therefore highlight that the challenge is not merely technological but also pedagogical, emphasizing the need for sustained institutional support, collaborative planning, and resource development to help teachers effectively implement flexible learning delivery systems.

Recent scholarly works provide comparable insights into the challenges teachers encounter when implementing blended or

multimodal learning approaches. A study by David, Balinas, and Salazar (2023) found that educators frequently experience difficulty designing instructional materials that are equally effective for both digital and classroom based learning contexts, as this requires additional pedagogical planning and technological integration. Similarly, research conducted by Kurniawan, Suryanto, and Widodo (2022) reported that teachers engaged in flexible learning delivery often encounter constraints in preparing learning resources that maintain clarity and accessibility across multiple platforms. Another investigation by Rahman, Hassan, and Karim (2024) emphasized that the shift toward multimodal instruction places greater responsibility on teachers to modify content, develop adaptable materials, and ensure that learning activities remain inclusive for students with varying levels of access and learning readiness. These studies support the present findings by demonstrating that the preparation of instructional materials for multiple delivery modes remains a significant professional challenge, requiring enhanced training, collaborative resource development, and institutional support to enable teachers to sustain effective and inclusive learning environments.

### 2.2. Identification and Acceptance

Table 4 shows the perceived challenges faced by teachers in the implementation of Academic Recovery and Accessibility Learning (ARAL) Program in terms of identification and acceptance.

Table 4. Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in terms of Identification and Acceptance

Identification and Acceptance		Weighted Mean	Descriptive Equivalent	Rank
As a Professional Teacher, I can...				
1	Experience difficulty identifying learners who truly need intervention for the ARAL Program.	2.94	Challenging	9.5
2	Face challenges in gathering accurate data to identify learners with learning gaps.	2.90	Challenging	12
3	Encounter resistance from parents or guardians when learners are recommended for the ARAL Program.	2.94	Challenging	9.5
4	Find it difficult to explain to parents the purpose and benefits of the ARAL Program.	2.91	Challenging	11

<b>Identification and Acceptance</b>		<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
<b>As a Professional Teacher, I can...</b>				
5	Have challenges in ensuring that all identified learners are properly documented and monitored.	3.03	Challenging	5
6	Face issues with the lack of clear criteria for selecting learners for academic recovery.	3.02	Challenging	6
7	Experience delays in the approval or acceptance of identified learners into the program.	3.00	Challenging	7
8	Find it difficult to validate learners' needs when assessment results are incomplete or inconsistent.	2.99	Challenging	8
9	Struggle to coordinate with other teachers in finalizing the list of identified learners.	3.07	Challenging	3.5
10	Encounter learners' unwillingness or lack of motivation to join the ARAL sessions.	3.13	Challenging	1
11	Face challenges in balancing time between identifying learners and performing other teaching duties.	3.09	Challenging	2
12	Experience limited support from stakeholders during the identification and acceptance process.	3.07	Challenging	3.5
<b>Overall Weighted Mean</b>		<b>3.01</b>	<b>Challenging</b>	

The teacher-respondents reported indicator 10 as a challenge, which states that as a professional teacher they encounter learners' unwillingness or lack of motivation to join the ARAL sessions, manifested on the highest computed recorded weighted mean value of 3.13 (rank 1); while they reported indicator 2 as a challenge, which states that as a professional teacher they face challenges in gathering accurate data to identify learners with learning gaps, had the lowest weighted mean of 2.90 (rank 12).

Overall, the teacher-respondents reported the implementation of Academic Recovery and Accessibility Learning (ARAL) program in terms of identification and acceptance as challenging, manifested on the computed overall weighted mean of 3.01.

The findings indicate that teachers perceive the implementation of the Academic Recovery and Accessible Learning program in terms of learner identification and acceptance as challenging, particularly due to learners' reluctance or lack of motivation to participate in intervention sessions. In actual classroom contexts, teachers frequently encounter pupils who feel discouraged or hesitant to join recovery

programs because they may perceive participation as an indication of academic weakness. Such perceptions sometimes lead learners to withdraw from additional learning activities even when these interventions are intended to support their academic improvement. Teachers often attempt to address this concern by creating supportive learning environments, explaining the purpose of recovery sessions, and encouraging participation through positive reinforcement. However, motivating learners requires continuous effort, especially when students already experience learning fatigue or low self confidence in their academic abilities. Despite these challenges, teachers remain committed to identifying pupils who require additional support and implementing targeted learning activities that help bridge learning gaps. The results therefore highlight the complex interaction between instructional interventions and learner attitudes, emphasizing that the effectiveness of recovery programs depends not only on accurate identification of learning needs but also on strategies that strengthen student motivation and engagement in the learning process.

Recent scholarly literature provides comparable insights into the challenges teachers encounter when implementing academic intervention initiatives. A study by Dela Cruz, Ramirez, and Soriano (2023) found that learners who experience academic difficulties sometimes demonstrate low participation in remedial programs because of reduced confidence and limited motivation to engage in additional learning sessions. Similarly, research conducted by Santoso, Hidayat, and Prabowo (2022) reported that student willingness to participate in recovery programs significantly influences the effectiveness of intervention strategies, as learners who perceive these programs positively are more likely to benefit from targeted instructional support. Another investigation by Abdullah, Karim, and Hassan (2024) emphasized that teachers often face challenges

in encouraging students to actively engage in academic support initiatives, particularly when learners associate remedial instruction with negative academic labeling. These studies align with the present findings by demonstrating that the success of recovery oriented programs is closely linked to learners' attitudes and motivation, highlighting the importance of supportive instructional approaches that promote confidence, reduce stigma, and encourage active participation in intervention activities.

### 2.3. Access to Learning Materials

Table 5 shows the perceived challenges faced by teachers in the implementation of Academic Recovery and Accessibility Learning (ARAL) Program in terms of access to learning materials.

Table 5 Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in terms of Access to Learning Materials

Access to Learning Materials		Weighted Mean	Descriptive Equivalent	Rank
As a Professional Teacher, I can...				
1	Experience difficulty accessing sufficient learning materials for the ARAL Program.	2.88	Challenging	12
2	Face challenges in producing instructional materials due to limited resources.	2.99	Challenging	9.5
3	Encounter a lack of printed modules and reference materials for learners.	3.09	Challenging	3
4	Struggle to find appropriate and updated materials that match learners' needs.	3.06	Challenging	6
5	Face issues with the unavailability of digital devices and tools to deliver learning content.	3.09	Challenging	3
6	Experience delays in the distribution of learning materials to identified learners.	2.98	Challenging	11
7	Find it difficult to reproduce or print materials due to limited school funds.	2.99	Challenging	9.5
8	Rely on outdated or incomplete materials for ARAL sessions.	3.02	Challenging	8
9	Have limited access to online educational resources due to poor internet connectivity.	3.15	Challenging	1
10	Face challenges in customizing learning materials for different learning levels.	3.05	Challenging	7
11	Struggle to ensure that all learners have access to the same learning materials.	3.09	Challenging	3
12	Experience difficulty maintaining the quality and consistency of learning materials across subjects.	3.08	Challenging	5
<b>Overall Weighted Mean</b>		<b>3.04</b>	<b>Challenging</b>	

The teacher-respondents reported indicator 9 as a challenge, which states that as a professional teacher they have limited access to online educational resources due to poor internet connectivity, manifested on the highest computed recorded weighted mean value of 3.15 (rank 1); while they reported indicator 1 as a challenge, which states that as a professional teacher they experience difficulty accessing sufficient learning materials for the ARAL program, had the lowest weighted mean of 2.88 (rank 12).

Overall, the teacher-respondents reported the implementation of Academic Recovery and Accessibility Learning (ARAL) program in terms of access to learning materials as challenging, manifested on the computed overall weighted mean of 3.04.

The findings reveal that teachers perceive access to learning materials and online educational resources as a major challenge in implementing the Academic Recovery and Accessible Learning program. In actual teaching environments, poor internet connectivity often limits teachers' ability to download, upload, and share instructional resources necessary for flexible learning delivery. Many teachers experience interruptions during lesson preparation and virtual collaboration with colleagues because unstable internet signals hinder smooth communication and resource exchange. This situation is particularly evident in remote or semi urban school settings where infrastructure support for digital learning remains inconsistent. Teachers often compensate for limited online access by using printed modules, locally sourced learning materials, and peer shared instructional resources to ensure continuity of learning for students. However, this adaptive practice requires additional effort, time, and personal resource allocation from teachers. The findings reflect the persistent digital divide affecting instructional delivery, where technology integration in education is constrained not

by teacher competence but by infrastructural limitations and accessibility barriers. Consequently, improving network infrastructure, expanding school based digital resources, and strengthening institutional support systems are essential to fully operationalize recovery learning programs and ensure equitable access to educational content for both teachers and learners.

Recent studies similarly highlight challenges related to access to learning resources and digital connectivity in implementing modern instructional programs. A study by Lim, Tan, and Lee (2023) found that teachers often experience difficulty accessing online learning platforms due to unstable internet services, which affects their ability to provide timely instructional support to learners. Similarly, research conducted by Nguyen, Tran, and Le (2022) reported that limited access to digital educational resources remains a persistent concern among teachers implementing blended learning approaches, particularly when institutional technology support is insufficient. Another study by Sari, Putra, and Wibowo (2024) emphasized that unequal access to online resources influences teachers' effectiveness in delivering intervention-based instruction because instructional planning and material preparation depend heavily on digital connectivity. These studies are consistent with the present findings as they demonstrate that access to learning materials are influenced by technological infrastructure, institutional resource availability, and teachers' adaptive strategies in managing instructional delivery challenges.

#### 2.4. Local Government Support

Table 6 shows the perceived challenges faced by teachers in the implementation of Academic Recovery and Accessibility Learning (ARAL) Program in terms of local government support.

Table 6. Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in terms of Local Government Support

Local Government Support		Weighted Mean	Descriptive Equivalent	Rank
As a Professional Teacher, I can...				
1	Experience limited support from the local government in implementing the ARAL Program.	3.12	Challenging	3

<b>Local Government Support</b>		<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
As a Professional Teacher, I can...				
2	Face challenges in coordinating with local officials for program resources and assistance.	3.01	Challenging	12
3	Find it difficult to request funding or materials from local government units (LGUs).	3.04	Challenging	9.5
4	Encounter delays in the provision of logistical support from local authorities.	3.09	Challenging	6.5
5	Struggle with the lack of community-based initiatives supporting the ARAL Program.	3.09	Challenging	6.5
6	Find it challenging to sustain partnerships between schools and local government offices.	3.12	Challenging	3
7	Experience insufficient financial support for tutorial materials and student needs.	3.09	Challenging	6.5
8	Face limited recognition of the ARAL Program's importance by local leaders.	3.02	Challenging	11
9	Have difficulty accessing LGU-provided facilities or venues for ARAL sessions.	3.09	Challenging	6.5
10	Experience inadequate communication channels between schools and local government.	3.04	Challenging	9.5
11	Face challenges in mobilizing local stakeholders to participate in ARAL-related activities.	3.13	Challenging	1
12	Find it difficult to secure continuous support from local government for long-term program implementation.	3.12	Challenging	3
<b>Overall Weighted Mean</b>		<b>3.08</b>	<b>Challenging</b>	

The teacher-respondents reported indicator 11 as a challenge, which states that as a professional teacher they face challenges in mobilizing local stakeholders to participate in ARAL-related activities, manifested on the highest computed recorded weighted mean value of 3.13 (rank 1); while they reported indicator 2 as a challenge, which states that as a professional teacher they face challenges in coordinating with local officials for program resources and assistance, had the lowest weighted mean of 3.01 (rank 12).

Overall, the teacher-respondents reported the implementation of Academic Recovery and Accessibility Learning (ARAL) program in terms of local government support as challenging, manifested on the computed overall weighted mean of 3.08.

The findings suggest that teachers perceive the mobilization of local stakeholders as the most challenging aspect of implementing the Academic Recovery and Accessible Learning program, indicating that program sustainability does not rely solely on classroom based

interventions but also on community engagement. In actual school contexts, teachers often serve as coordinators between the school and the community, which requires additional communication, advocacy, and social mobilization skills beyond instructional responsibilities. Teachers frequently attempt to encourage parents, community leaders, and local organizations to participate in learning recovery initiatives, yet participation is sometimes limited due to competing community priorities, lack of awareness about the program, or limited understanding of academic recovery interventions. In many school environments, teachers personally invest time in explaining program benefits during meetings, home visits, or community consultations to strengthen program acceptance and participation. However, coordination with local officials and stakeholders can be affected by bureaucratic processes, funding limitations, and competing local development priorities that may not always prioritize educational recovery initiatives. The findings therefore reflect the reality that successful

implementation of recovery programs requires multi sector collaboration, shared accountability, and sustained community awareness efforts to ensure that academic recovery interventions are supported beyond the classroom setting.

Recent literature supports the importance of stakeholder involvement in supporting educational programs. A study by Cruz, Garcia, and Mendoza (2024) found that teacher efforts to engage community stakeholders play a crucial role in sustaining educational intervention programs, although participation levels often depend on community awareness and local leadership support. Similarly, research conducted by Villanueva, Ramos, and Bautista (2023) reported that collaboration between schools and local government units strengthens program implementation, particularly when stakeholders actively provide logistical and financial assistance for school based initiatives. Another

study by Lim, Chua, and Tan (2022) emphasized that stakeholder support significantly influences the success of intervention programs because educational recovery efforts require both institutional and community level participation. These studies are consistent with the present findings as they demonstrate that mobilizing local stakeholders remains a key challenge in educational program implementation, reflecting the need for stronger partnerships, clearer communication strategies, and institutional mechanisms that promote shared responsibility in supporting learner recovery initiatives.

### 2.5. Qualification of Tutors

Table 7 shows the perceived challenges faced by teachers in the implementation of Academic Recovery and Accessibility Learning (ARAL) Program in terms of qualification of tutors.

Table 7. Perceived Challenges Faced by Teachers in the Implementation of Academic Recovery and Accessible Learning (ARAL) Program in terms of Qualification of Tutors

Qualification of Tutors		Weighted Mean	Descriptive Equivalent	Rank
As a Professional Teacher, I can...				
1	Experience challenges due to the lack of qualified tutors for the ARAL Program.	2.89	Challenging	12
2	Find it difficult to ensure that tutors possess adequate teaching skills and subject knowledge.	3.10	Challenging	2
3	Face issues with tutors who lack formal training in instructional strategies.	3.13	Challenging	1
4	Encounter challenges in mentoring tutors who are inexperienced in handling struggling learners.	3.05	Challenging	7
5	Struggle with the limited availability of tutors who meet the program's competency requirements.	3.02	Challenging	9
6	Find it difficult to maintain consistent quality of instruction among different tutors.	3.01	Challenging	10.5
7	Face problems with tutors who are not familiar with the ARAL Program's objectives and processes.	3.03	Challenging	8
8	Experience challenges in evaluating the effectiveness of tutors' teaching performance.	3.06	Challenging	5
9	Find it hard to motivate tutors who have minimal teaching background.	3.01	Challenging	10.5
10	Face issues in coordinating schedules due to the limited number of competent tutors.	3.06	Challenging	5
11	Encounter challenges in providing continuous professional development for tutors.	3.06	Challenging	5

<b>Qualification of Tutors</b>		<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
As a Professional Teacher, I can...				
12	Experience difficulty in sustaining the quality of the ARAL Program due to variations in tutor qualifications.	3.09	Challenging	3
<b>Overall Weighted Mean</b>		<b>3.04</b>	<b>Challenging</b>	

The teacher-respondents reported indicator 3 as a challenge, which states that as a professional teacher they face issues with tutors who lack formal training in instructional strategies, manifested on the highest computed recorded weighted mean value of 3.13 (rank 1); while they reported indicator 1 as a challenge, which states that as a professional teacher they experience challenges due to the lack of qualified tutors for the ARAL Program, had the lowest weighted mean of 2.89 (rank 12).

Overall, the teacher-respondents reported the implementation of Academic Recovery and Accessibility Learning (ARAL) program in terms of qualification of tutors as challenging, manifested on the computed overall weighted mean of 3.04.

The findings indicate that teachers perceive the qualification of tutors as a significant challenge in the implementation of the Academic Recovery and Accessible Learning program, particularly regarding tutors who lack formal training in instructional strategies. In actual school settings, untrained tutors may struggle to deliver content effectively, apply appropriate teaching methods, or adapt instruction to the diverse learning needs of students requiring academic recovery. Teachers often find themselves providing guidance, mentoring, or additional support to these tutors to ensure that learning objectives are met. Observations in the field show that when tutors are not adequately trained, the classroom sessions may lack structure, engagement, or alignment with established curriculum standards, which can compromise the quality of learning recovery. Furthermore, the recruitment and preparation of qualified tutors are influenced by resource availability, time constraints, and institutional support mechanisms, highlighting the systemic nature of this challenge. These findings emphasize that the effectiveness of recovery programs depends not only on teachers' efforts but also on the competencies of supporting

personnel, which necessitates targeted professional development and formal training opportunities for tutors to strengthen overall program implementation.

Recent studies reinforce the significance of tutor qualification in achieving effective learning outcomes. Research conducted by Santos, Dela Cruz, and Villanueva (2023) found that instructional quality in intervention programs improves significantly when tutors receive formal training in pedagogy and instructional strategies, as untrained tutors often struggle to implement content effectively. Similarly, Lim, Tan, and Chua (2022) reported that tutors with limited professional preparation require additional mentoring and supervision to ensure that learning recovery initiatives meet program objectives, emphasizing the critical role of structured capacity building. Another study by Rahman, Abdullah, and Yusof (2024) highlighted that the lack of qualified instructional support personnel can impede the delivery of targeted interventions, necessitating both institutional policies and ongoing training programs to enhance tutors' competencies. These studies align with the present findings by demonstrating that tutor qualifications are pivotal to the success of learning recovery programs, and addressing gaps in training and expertise is essential for improving instructional effectiveness and supporting student achievement.

### **Conclusion**

The elementary teacher-respondents perceived several challenges in the implementation of the Academic Recovery and Accessible Learning (ARAL) program, particularly in terms of local government support. This was followed by challenges in access to learning materials, qualification of tutors, learner identification and acceptance, and delivery modes of instruction.

## Recommendations

Teachers may be provided with continuous professional development programs focused on instructional material design and blended learning resource creation to help them prepare high quality materials suitable for both online and face-to-face learning modalities.

Education institutions may invest in improving technological infrastructure and provide offline learning alternatives such as downloadable modules and printed resources for areas with poor internet connectivity, while teachers can maximize the use of low-bandwidth communication platforms and asynchronous learning materials to sustain instructional delivery.

Schools and program coordinators could strengthen partnerships with local government units and community stakeholders by conducting regular consultation meetings, advocacy campaigns, and community orientation programs, while school leaders may establish formal collaboration agreements to ensure sustained stakeholder support for ARAL program initiatives.

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