

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



OPEN ACCESS



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

**ISSN: 2583-7672 (Online)**

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

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

Frequency: Bimonthly



## IMPLEMENTATION ANALYSIS OF THE DEPED'S ARAL PROGRAM: IMPLICATION FOR LEARNING CONTINUITY INITIATIVES

**SHELLY MAR A. JOVE**

Cagayan State University- Aparri Campus, Aparri, Cagayan

| **Received:** 04.04.2026 | **Accepted:** 08.04.2026 | **Published:** 16.04.2026

\*Corresponding author: SHELLY MAR A. JOVE

### Abstract

*This study examined the implementation of the ARAL Program across three participating secondary schools—CNHS, NCNHS, and FTAS—focusing on its current status during School Year 2025–2026 under the Department of Education intervention framework. Findings revealed that teachers generally adhered to prescribed curriculum guides and aligned instruction with program objectives, although actual delivery required flexibility because of limited instructional time, overlapping school activities, and learner difficulty in completing tasks within scheduled sessions. Scheduling practices varied according to teacher availability and school context, while learner grouping shifted from ability-based arrangements to grade-level or mixed-group strategies because of logistical and classroom management concerns.*

*Teachers demonstrated readiness, commitment, and motivation in implementing the program, but identified continuing needs for training in ICT integration, differentiated instruction, and remedial teaching approaches. Learning resources such as textbooks, teaching aids, and ICT tools were available but varied in quality, adequacy, and accessibility, while monitoring and evaluation practices were often irregular and feedback systems remained largely informal. Learner participation was generally active during interactive sessions, although attendance, motivation, and engagement were influenced by socio-economic factors, scheduling, and classroom dynamics.*

*The findings indicate that while the ARAL Program is operational and supported by strong teacher commitment, its effectiveness depends on coordinated improvements in resources, professional development, stakeholder engagement, and institutional support to ensure sustained and meaningful learning outcomes.*

**Keywords:** ARAL Program, learning intervention, program implementation, learning recovery

## INTRODUCTION

The education systems all over the world have been disrupted in the past few years, and the Philippines is not an exception. As a response to learning shutdowns in schools and shifting learning set-ups, the Department of Education (DepEd) launched the ARAL Program as a learning continuity initiative, a program aimed at keeping learning going, creating more flexible learning opportunities, and lessening the learning losses of the learners who are unable to attend in-person classes.

The Academic Recovery and Accessible Learning (ARAL) Program is grounded on DepEd Order No. 013, s. 2023, which institutionalizes the National Learning Recovery Program (NLRP) and presents the key approaches in overcoming learning gaps, such as enhanced consolidation, remediation, and intervention with the help of the ARAL Program. It is an integration of self-directed study, blended activities, community involvement and teacher facilitation to address learners in a wide variety of contexts (urban, rural and geographically isolated communities).

It is important to understand the implementation of the program on the ground level not only to help assess the effectiveness, but also to inform future policies and practices.

This study aimed to determine the current status of the ARAL Program implemented in secondary schools in Camalaniugan for the school year 2025–2026. Specifically, it sought answers to the following dimensions:

To determine the current status of the ARAL Program in terms of:

- a. Program implementation
- b. Teacher readiness
- c. Availability of learning resources and support materials
- d. Monitoring and evaluation mechanisms; and
- e. Learner participation and engagement

## METHODOLOGY

The study employed qualitative case analysis design to explore the status of the ARAL Program implementation in the 3 secondary schools of Camalaniugan District: the Northern Camalaniugan National High School, Camalaniugan National High School and Felipe Tuzon Agricultural School.

The study involved four most significant groups of stakeholders as respondents which included school administrators, ARAL learners, parents/guardians and ARAL tutors.

Focus group discussions (FGDs) (Villanueva and Gamiao, 2022) were conducted with the stakeholder participants to obtain a deeper understanding of their experiences, engagement, and perceptions of the ARAL Program. In addition, observation and document analysis were employed to review relevant program materials, such as ARAL modules, lesson plans, monitoring reports, and DepEd guidelines. This helped validate information obtained from interviews and FGDs and provided a contextual understanding of the program's implementation and administrative procedures.

Prior to the conduct of the study, written permission was secured from the Office of the Schools Division Superintendent through proper channels. Then, the researcher personally scheduled appointments with the School Heads of the selected schools to

request approval to conduct the study within their respective areas.

For teachers, the researcher coordinated with the ARAL/Language coordinators to administer the questionnaires, followed by individual interviews to gather detailed insights on program delivery, teacher readiness, and implementation challenges. Learners participated in focus group discussions and completed survey instruments to provide information about their experiences, engagement, and participation in the ARAL Program. Parents and guardians were interviewed to understand their involvement, support mechanisms, and challenges in assisting learners with the program. School administrators were interviewed to obtain information on monitoring mechanisms, resource management, and institutional challenges in implementing ARAL.

All respondents received a brief orientation about the purpose of the study, instructions for answering the instruments, and the opportunity to ask questions or clarify concerns. The researcher ensured that data collection respected the confidentiality and comfort of all participants.

Finally, the responses from all groups of respondents were tallied, tabulated, analyzed, and interpreted, allowing the researcher to synthesize the perspectives of teachers, learners, parents/guardians, and administrators and generate meaningful findings regarding the status, challenges, and opportunities in ARAL Program implementation.

The data were analyzed using qualitative content analysis to identify patterns, themes, and relationships relevant to the implementation of the ARAL Program. Data from interviews, focus group discussions, and survey instruments were first transcribed and organized according to the research objectives and sub-dimensions of the study, including program implementation, teacher readiness, learner participation, challenges, and opportunities for improvement.

The researcher coded the data by categorizing responses according to recurring themes and patterns. Open coding was applied to identify significant statements, ideas, and observations, followed by axial coding to group these codes into broader thematic categories. The analysis emphasized comparing responses across different respondent groups to identify similarities and differences in experiences and perceptions. Triangulation was employed by cross-referencing information from teachers, learners, parents/guardians, school administrators, and program documents to enhance validity and credibility.

Finally, the analyzed data were interpreted and synthesized to draw meaningful conclusions regarding the status of ARAL Program implementation, the challenges encountered, and the opportunities for improvement. The findings were then used to propose an intervention model aimed at strengthening the program and supporting learning continuity initiatives.

## RESULTS AND DISCUSSION

The following are the different results and interpretations surfaced relative to all pertinent data in this study.

### Current Status of the ARAL Program

Table 1.a: Program Implementation – Curriculum Adherence

Theme	Sub-theme	CNHS	NCNHS	FTAS
Program Implementation	Curriculum Adherence	<p>Lessons are anchored on the program objectives and are discussed according to the Teacher’s Guide. However, adjustments are made due to overlapping activities.</p> <p>Verbatim: <i>“Sinusunod po namin ang mga layunin ng DepEd at ang flow ng sessions sa itinakdang school calendar pero ang daming school activities.”</i></p>	<p>Lessons are aligned with DepEd objectives and delivered as prescribed by the Teacher’s guide. Some activities are not covered due to time constraints.</p> <p>Verbatim: <i>“Nakaangkla po ang aming mga ARAL sessions sa objectives po ng program at ang pag-discuss po namin ay ayon sa guide pero kulang po ang oras.”</i></p>	<p>Lessons are delivered as stipulated in the Teacher’s guide but the learners cannot finish some of the activities within the allotted time.</p> <p>Verbatim: <i>“Nakalagay na lahat ng gagawin sa TG kaya lang hindi natatapos ng mga bata kaya pinapa-assignment namin.”</i></p>

Table 1.a presents the current status of the ARAL Program in terms of curriculum adherence across the three participating schools: CNHS, NCNHS, and FTAS. Responses from all schools consistently show that teachers follow the prescribed Teacher’s Guide and ensure that lessons remain aligned with the objectives of the program. However, common concerns emerged regarding limited instructional time, overlapping school activities, and learners’ inability to complete all activities within the allotted sessions.

This means that teachers are committed to implementing the ARAL Program according to the intended curriculum, but actual classroom conditions require instructional adjustments. In CNHS and NCNHS, disruptions caused by school activities and time limitations affect lesson completion.

Meanwhile in FTAS, unfinished learner tasks are extended through assignments. This reflects that curriculum implementation is present, but flexibility is necessary during delivery.

This implies that while curriculum fidelity is observed, contextual school factors influence the full execution of planned learning activities. Time management and scheduling remain critical concerns in ensuring that all intended competencies are achieved under the program.

The findings are supported by local studies showing that curriculum implementation in Philippine public schools often requires adaptation due to school-based demands and limited contact time. Brenda B. Corpuz and Gloria G. Salandanan (2023) noted that teachers frequently modify pacing and classroom strategies to maintain curriculum objectives despite institutional constraints. Similarly, the Department of Education emphasized that intervention programs must remain responsive to actual classroom conditions while preserving intended learning outcomes (Department of Education, 2022).

Table 1b: Program Implementation – Scheduling

Theme	Sub-theme	CNHS	NCNHS	FTAS
Program Implementation	Scheduling	<p>ARAL classes were scheduled, meeting the required number of minutes per session but plotted during the last period.</p> <p>Verbatim: <i>“In-adjust namin ang iskedyul. Nilagay namin sa last period para walang masagasa-ang ibang subjects.”</i></p>	<p>ARAL classes were scheduled, meeting the required number of minutes per session and plotted according to the available time of the tutors.</p> <p>Verbatim: <i>“In-assign kami na language teachers na maghandle ng ARAL classes ma’am. Nagka-conduct kami ng ARAL classes kung vacant time namin.”</i></p>	<p>ARAL classes were scheduled, meeting the required number of minutes per session but plotted during the last period.</p> <p>Verbatim: <i>“Last period and schedule ng ARAL classes ma’am para walang maging conflict sa time ng teachers at tapos na rin lahat ang klase ng mga bata. In-adjust namin ang time ng uwian para hindi naman maiwan ang mga ARAL tutees.”</i></p>

Table 1.b presents the scheduling practices of the ARAL classes across CNHS, NCNHS, and FTAS. Across the three schools, ARAL sessions were implemented in compliance with the required number of instructional minutes per session. However, variations emerged in how these schedules were operationalized based on contextual constraints such as teacher availability and avoidance of conflict with regular classes.

In CNHS and FTAS, ARAL classes were commonly plotted during the last period of the school day. This scheduling adjustment was intentionally made to prevent disruption of regular subject classes and to ensure that no academic subject would be compromised.

The decision to place ARAL sessions at the end of the day was a practical solution to maintain curriculum continuity while still delivering the intervention program. Meanwhile, in NCNHS,

scheduling was more flexible and largely dependent on the availability of teachers, particularly language teachers who were assigned as tutors. ARAL sessions were conducted during teachers' vacant periods, indicating an adaptive and resource-dependent scheduling strategy.

This means that while all schools adhered to the prescribed duration of ARAL sessions, they exercised autonomy in scheduling based on their internal capacities and constraints. The use of the last period and vacant time slots highlights the schools' efforts to integrate the program without disrupting the formal curriculum. It also reflects a pragmatic approach to implementation, where scheduling decisions are shaped by the realities of teacher workload and class structures.

This implies that the successful implementation of ARAL classes is influenced not only by policy compliance but also by the schools' ability to strategically manage time and human resources. The reliance on end-of-day schedules and teacher availability may indicate limited flexibility in the existing timetable, which could have implications for both teacher workload and student engagement, particularly due to possible learner fatigue during the last period of the day.

The findings are supported by related literature emphasizing the importance of flexible and context-responsive scheduling in educational interventions. According to the Department of Education (DepEd), learning recovery and intervention programs must be integrated into school schedules without compromising core instructional time, allowing schools discretion in contextualizing implementation.

Table 1c: Program Implementation – Learner-Centered Activities

Theme	Sub-theme	CNHS	NCNHS	FTAS
Program Implementation	Determination and grouping of ARAL students	<p>Students were grouped according to reading ability level at first then according to grade level for the rest of the weeks.</p> <p>Verbatim: <i>“Hindi namin nasunod ang sinabi during the orientation na hindi dapat turuan ang estudyanteng under your advisory class kasi kung pupunta pa sila sa ibang building, sayang ang oras. Ginawa na lang namin na by grade level ang grouping.”</i></p>	<p>Students were grouped according to grade level and availability of teachers.</p> <p>Verbatim: <i>“Na-group ang mga bata as to ARAL-Basic at Plus kaya lang pinupull-out namin sila kapag vacant ng ARAL tutors. Doon nagkaroon ng problema kasi hindi sila nakakapag-attend sa ibang subjects nila. Kaya ang ginawa namin per grade level na lang para mas maayos.”</i></p>	<p>Students were grouped according to reading ability level but allowed other learners to join the sessions.</p> <p>Verbatim: <i>“Bale mixed grade levels sa isang klase kasi nag-based kami sa result ng Phil-IRI. Pero sinabihan namin ang ibang medyo nahihirapan rin sa reading na mag-sit in sa klase. Tig-isa ang ARAL-Basic at Plus. Ginawa namin na tig-15 ma’am.”</i></p>

Table 1.c presents the different strategies employed by CNHS, NCNHS, and FTAS in determining and grouping learners for ARAL classes. Although all three schools initially attempted to follow the curriculum's recommended grouping guidelines, that is to follow the results of the Phil-IRI administered at the beginning of the school year, actual practices varied based on practical challenges such as logistics, school layout, time limitations, schedule conflicts, and teacher availability.

In CNHS, learners were initially grouped according to reading ability level. Those who are in the Frustration level should be in ARAL-Basic classes, while the Instructional ones should belong to the ARAL-Plus classes. However, this was later modified to grouping by grade level. The adjustment was made because following the original grouping practice—as oriented—caused delays when students had to move from one building to another, disrupting instructional time.

In NCNHS, grouping began with ability-based categories (ARAL-Basic and Plus), but frequent pulling out of students during vacant periods resulted in conflicts with other subjects. To minimize class interruptions, grouping was done by grade level.

On the other hand, FTAS retained ability-based grouping but expanded access by allowing other struggling learners to join sessions, resulting in mixed grade groupings structured around Phil-IRI outcomes.

This means that while ability-based grouping was recognized as pedagogically sound—aiming to tailor instruction to learners'

specific needs—schools often resorted to grade-level or hybrid grouping due to contextual constraints. Schools demonstrated flexibility in implementation, balancing ideal learner-centered strategies with what was operationally feasible in their respective settings.

This implies that the application of learner-centered strategies is deeply influenced by institutional constraints such as scheduling, teacher deployment, infrastructure, and administrative coordination. While ability-based grouping ideally promotes targeted instruction, its effectiveness may be undermined if students are unable to consistently participate due to time conflicts or logistical issues. Conversely, grade-level grouping, although less tailored, provides structure that is easier to manage and less disruptive to the regular school schedule.

The practices observed are supported by Philippine research and literature emphasizing both the value and challenges of learner-centered instruction in local classrooms. According to De Guzman et al. (2017), differentiated instruction—such as grouping learners based on readiness—can enhance academic outcomes, but requires intentional planning and flexible scheduling to be successful in Philippine contexts where class sizes and teacher workloads are high. Similarly, Eclarinal (2018) notes that learner-centered designs increase engagement and achievement when teachers are able to align instruction with learners' current competencies; however, school conditions such as classroom allocation and timetable pressures may limit full implementation.

Table 1d: Teacher Readiness – Competence & Training

Theme	Sub-theme	CNHS	NCNHS	FTAS
Teacher Readiness	Competence & Training	Teachers are prepared and equipped as they attended workshops; but they need more ICT training. Verbatim: <i>“Handa naman po ang mga guro at nakapunta rin sa mga seminars at workshop, kaya lang kailangan pa ng dagdag na pagsasanay sa lalo na sa ICT.”</i>	Teachers are competent but need ICT and differentiated instruction training. Verbatim: <i>“May kakayahan naman po ang mga guro, ngunit nangangailangan pa ng training sa ICT at differentiated instruction.”</i>	Teachers are motivated but need more ICT training. Verbatim: <i>“Committed naman po ang mga guro sa pagtuturo, kaya lang kinakailangan pa ng mas maraming pagsasanay sa paggamit ng ICT.”</i>

Table 1.d presents the status of teacher readiness in terms of competence and training in the implementation of the ARAL Program across CNHS, NCNHS, and FTAS. Responses from the three schools reveal that teachers are generally prepared, competent, and motivated in delivering the program because they have attended seminars and workshops.

However, a common concern identified in all schools is the need for additional training, particularly in ICT integration.

Meanwhile NCNHS also emphasized the need for training in differentiated instruction.

This means that teachers already possess the foundational competencies needed to implement the ARAL Program, but emerging instructional demands require further professional development. Although prior workshops have strengthened their readiness, teachers still recognize limitations in using digital tools and in addressing diverse learner needs effectively.

This implies that teacher readiness requires continuous professional development that is responsive to present classroom demands. Strengthening ICT competence and differentiated teaching strategies may improve lesson delivery, learner engagement, and the overall effectiveness of intervention programs.

The findings are supported by local studies which explain that sustained teacher training improves instructional competence and adaptability. Corpuz (2019) emphasized that continuous professional development helps teachers respond effectively to diverse learner needs and changing educational demands. Similarly, Bilbao et al. (2020) explained that ICT competence has become an essential component of effective teaching because digital skills support more engaging and responsive classroom instruction. Moreover, the Department of Education (2021) highlighted that teacher upskilling remains necessary to strengthen the quality of intervention programs in basic education.

Table 1e: Teacher Readiness – Adaptation to Learner Needs

Theme	Sub-theme	CNHS	NCNHS	FTAS
Teacher Readiness	Adaptation to Learner Level and Needs	Teachers adjust their teaching strategies for diverse learner abilities. Verbatim: <i>“Nakakapanibago kasi hindi kami sanay sa teaching styles na kailangan para sa ARAL sessions. Kailangan ibaba ang standard.”</i>	Teachers modify their strategies for student needs; large classes pose challenges. Verbatim: <i>“Grabe ang adjustments na ginagawa namin to meet the learners halfway. Go back to the basic talaga. Tapos parang marami pa rin ang 1:15 ratio kung parang tutorial ang dating.”</i>	Some teachers struggle to adjust just to meet learners’ needs. Verbatim: <i>“Medyo nahihirapan ako kasi hindi naman ako language teacher at nag-earning units lang ako. Tapos siyempre, pang high school talaga ang orientation ko. E ang ginagawa namin parang pang-kinder.”</i>

Table 1.e presents the level of teacher readiness in terms of their adaptation to learners’ level and needs within the ARAL Program across CNHS, NCNHS, and FTAS. The findings reveal that while teachers demonstrate efforts to adjust their instructional strategies, the degree of readiness varies depending on their experience, training, and contextual challenges.

In CNHS, teachers acknowledge the need to simplify instruction and adjust teaching strategies to meet learners’ abilities. However, they also express difficulty due to unfamiliarity with the required teaching approaches in ARAL sessions.

This means that teachers are in a transitional phase, shifting from conventional teaching methods to more remedial and learner-centered strategies. This implies that although there is willingness to adapt, there is a need to strengthen teachers’

pedagogical competence through targeted training. This is supported by the concept of differentiated instruction, which emphasizes tailoring instruction based on learners’ readiness, interests, and learning profiles (Carol Ann Tomlinson, 2014). Furthermore, the Department of Education underscores the importance of equipping teachers with adaptive strategies to address learning gaps through its learning recovery programs (Department of Education, 2023).

In NCNHS, teachers demonstrate strong responsiveness by significantly modifying their strategies, particularly by returning to foundational skills due to learners’ low reading levels. However, large class sizes and the tutorial-like nature of instruction pose challenges.

This means that even if teachers are capable of adapting, structural limitations affect the quality of implementation. This implies that

teacher readiness must be complemented by institutional support such as manageable class sizes and sufficient learning resources. This finding highlights the importance of scaffolding and guided. In FTAS, teachers report difficulty in adjusting due to a mismatch between their specialization and the demands of the learners. Teaching at a level lower than their training creates challenges in instructional delivery and confidence.

This means that teacher readiness is influenced not only by willingness but also by subject expertise and pedagogical alignment. This implies the necessity of assigning teachers based on specialization and providing continuous professional development, particularly in remedial instruction and literacy teaching. This is supported by the perspectives on pedagogical content knowledge which points out as a dynamic integration of content and pedagogy that evolves through teaching practice (Chaitidou & Peikos, 2026).

Table 1f: Teacher Readiness – Motivation & Initiative

Theme	Sub-theme	CNHS	NCNHS	FTAS
Teacher Readiness	Motivation & Initiative	Teachers are committed and dedicated. Verbatim: <i>“Ipinapakita po ng mga guro ang kanilang dedikasyon at buong pusong pagtuturo sa kanilang mga mag-aaral kahit bago sa kanila ang program.”</i>	Teachers are committed but challenged by large class sizes. Verbatim: <i>“ We remain committed sa aming mga responsibilidad, pero challenge talaga ang pag-handle ng malaking klase. Ok lang sana kung hindi reading ang focus.”</i>	Teachers are proactive and creative despite limited resources. Verbatim: <i>“Nagiging instant actresses kami kapag ARAL sessions at gumagawa ng mga pakwela para lang maitawid ang klase na hindi sila bored.”</i>

Table 1.f presents the status of teacher readiness in terms of motivation and initiative in implementing the ARAL Program across CNHS, NCNHS, and FTAS. Responses from the three schools show that teachers demonstrate strong commitment, dedication, and creativity in handling intervention sessions. Teachers from CNHS emphasized wholehearted teaching despite the program being new.

NCNHS teachers expressed continued commitment despite difficulties in handling large classes, while FTAS teachers highlighted their proactive and creative strategies to sustain learner interest even with limited resources.

This means that teachers possess a positive professional attitude toward the program and are willing to exert additional effort to ensure learner participation. Their motivation is reflected not only in fulfilling instructional duties but also in adapting teaching approaches according to classroom realities.

This implies that teacher motivation serves as a strong support mechanism in sustaining the implementation of the ARAL Program even when challenges such as class size and limited materials are present. High teacher initiative may contribute to learner engagement and program continuity because teachers compensate for existing limitations through creativity and personal commitment.

The findings are supported by local studies showing that teacher motivation directly influences instructional effectiveness and learner participation. Corpuz (2019) explained that motivated teachers tend to demonstrate stronger classroom commitment and flexibility in addressing learner needs. Likewise, Bilbao et al. (2020) emphasized that teacher initiative and creativity are important professional qualities that strengthen teaching performance, particularly in challenging learning environments. Moreover, the Department of Education (2021) emphasized that teacher dedication remains essential in achieving successful implementation of school intervention programs.

Table 1g: Learning Resources & Support Materials – Availability of Textbooks

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learning Resources & Support Materials	Availability of Textbooks	Textbooks are sufficient but quality is not satisfactory.  Verbatim: <i>“Every learner was given a copy pero photocopies lang kaya hindi masyadong maganda ang quality.”</i>	Textbooks are sufficient; but bulk reproduction was taxing so distribution was delayed. Verbatim: <i>“Required na 1:1 ang student: book ratio ma’am kaya minadali namin ang pagreproduce. Medyo nagahol lang sa oras kasi marami sila at biglaan kasi ang pag-start ng program. May mga nadistribute na hindi pa na-bind ma’am.”</i>	Textbooks are sufficient, satisfactory in quality and were distributed prior to the program launching.  Verbatim: <i>“ “Nag-print at nagbind kami para sa kanilang lahat ma’am. Nasira ang photocopier kaya nagpatulong kami na magprint sa ibang teachers para maihabol bago mag-start ang ARAL.”</i>

Table 1.g presents the availability of textbooks as part of learning resources and support materials in the implementation of the ARAL Program across CNHS, NCNHS, and FTAS. The findings reveal that while all three schools were able to meet the required

1:1 student-to-book ratio, differences exist in terms of quality, timeliness of distribution, and production processes.

In CNHS, textbooks were reported to be sufficient in quantity; however, their quality was not satisfactory due to reliance on photocopied materials.

This means that although access to learning materials was ensured, the condition and durability of these resources may have affected their usability and effectiveness. This implies that the provision of learning resources should not only focus on quantity but also on quality to support better learning experiences. This is supported by UNESCO (2020), which emphasizes that quality learning materials are essential in promoting learner engagement and improving educational outcomes.

In NCNHS, textbooks were also sufficient, but the process of bulk reproduction resulted in delays in distribution. The urgency of meeting the required ratio led to rushed production, with some materials distributed without proper binding.

This means that while compliance with policy requirements was achieved, logistical and time constraints affected the efficiency of resource delivery. This implies that advanced planning and adequate resource management are necessary to ensure timely and organized distribution of materials. This finding is supported by the Department of Education (2023), which highlights that effective implementation of learning programs requires not only sufficient resources but also proper planning, coordination, and timely delivery.

In contrast, FTAS demonstrated a more organized approach, where textbooks were not only sufficient and satisfactory in quality but were also distributed prior to the program’s implementation. Despite encountering challenges such as equipment malfunction, teachers showed initiative and collaboration to ensure that materials were prepared on time.

This means that proactive planning and teamwork contributed to the smooth provision of learning resources. This implies that strong coordination and resourcefulness among teachers and staff play a crucial role in ensuring readiness for program implementation.

The findings indicate that while textbook availability was achieved across all schools, variations in quality, timeliness, and preparation processes influenced the effectiveness of resource utilization. This means that availability alone does not guarantee optimal learning support. This implies that educational institutions must prioritize not only the adequacy but also the quality and timely distribution of instructional materials. This is further supported by Michael Fullan (2016), who emphasized that successful educational implementation depends on both resource provision and the system’s capacity to manage and sustain these resources effectively.

Table 1h: Learning Resources & Support Materials – ICT Tools

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learning Resources & Support Materials	ICT Tools	Limited but accessible in computer lab Verbatim: <i>“Mayroon pong kaunting ICT tools na maaring gamitin sa computer lab. Pero hindi naman laging may naipeprepare na PPT slides”</i>	Minimal; only one functional computer lab Verbatim: <i>“Isa lang po ang computer lab kaya limitado ang paggamit ng ICT.” Minsan kasi may mga klase rin dun.</i>	Digital tools available; ICT integration minimal Verbatim: <i>“May mga available po na digital tools, may tv rin sa room pero minimal ang paggamit ng ICT sa pagtuturo. Wala na kasi time gumawa ng PPT.”</i>

Table 1.h presents the availability and utilization of ICT tools under learning resources and support materials in CNHS, NCNHS, and FTAS. Responses from the three schools reveal that ICT resources are present but limited in accessibility and actual classroom integration. CNHS reported that some ICT tools are available through the computer laboratory, although teachers do not regularly prepare presentation materials.

NCNHS emphasized that only one functional computer laboratory is available and often shared with regular classes, while FTAS noted that digital tools and television units are present but are minimally used because of time constraints in lesson preparation.

This means that schools possess basic ICT facilities that can support instruction, yet these resources are not fully maximized during ARAL sessions. Availability alone does not guarantee regular integration because teachers still face practical constraints such as scheduling conflicts and competing classroom demands.

This implies that the effectiveness of ICT integration in the ARAL Program depends not only on resource availability but also on teachers’ capacity and time to incorporate digital tools meaningfully in instruction. Limited use of ICT may reduce opportunities for more interactive and engaging intervention sessions, especially in reading-focused activities.

The findings are supported by local studies which indicate that ICT integration in Philippine schools remains affected by infrastructure limitations and teacher workload. Corpuz (2019) explained that instructional technology becomes effective only when teachers are given sufficient time and support for preparation. Similarly, Bilbao et al. (2020) noted that access to digital resources does not automatically lead to regular classroom integration because teachers often prioritize immediate instructional tasks over technology-based preparation. Moreover, Department of Education (2020) recognized that limited facilities and scheduling issues continue to affect ICT utilization in public schools.

Table 1j: Learning Resources & Support Materials – Teaching Aids

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learning Resources & Support Materials	Teaching Aids	Instructional aids are available but sometimes insufficient. Verbatim: <i>“May mga instructional aids po pero minsan kulang para sa lahat ng klase.”</i>	Teaching aids available but scarce. Verbatim: <i>“May mga teaching aids po kaya lang kakaunti at hindi sapat para sa lahat ng mag-aaral.”</i>	Visual aids available but not enough. Verbatim: <i>“Meron pong mga visual aids pero may mga sessions na wala so kulang po talaga.”</i>

Table I.j presents the availability of teaching aids across CNHS, NCNHS, and FTAS. Responses indicate that instructional and visual aids are present but insufficient to meet the needs of all learners. CNHS, NCNHS and FTAS reported scarcity in teaching aids.

This means that teachers must often adapt lessons or improvise strategies due to limited instructional materials.

This implies that insufficient teaching aids may hinder the full engagement of students and the effective delivery of ARAL sessions. Studies in local contexts support this, highlighting that limited resources in public schools often require teachers to be creative and resourceful (Corpuz, 2019; Bilbao et al., 2020).

Table 1k: Monitoring & Evaluation – Assessment Methods

Theme	Sub-theme	CNHS	NCNHS	FTAS
Monitoring & Evaluation	Assessment Methods	Daily and weekly assessments (Individualized Reading Intervention Plan) performance tasks, teacher observations, Phil-IRI and CRLA track progress. Verbatim: <i>“Ginagamit po namin ang mga workbooks, performance tasks, at teacher observations para mamonitor ang reading progress nila.”</i>	Daily and weekly assessments (Individualized Reading Intervention Plan) performance tasks, teacher observations, Phil-IRI and CRLA track progress. Verbatim: <i>“May mga activities po sa books nila, nagpapaperformance tasks rin po kami at every week po may reflection.”</i>	Daily and weekly assessments (Individualized Reading Intervention Plan) performance tasks, teacher observations, Phil-IRI and CRLA track progress. Verbatim: <i>“Marami po silang mga activities sa workbook at may mga reading drills po on a daily basis. Tapos every week po may IRIP.”</i>

Table 1.k presents the assessment methods used by teachers in monitoring learner progress under the reading intervention program across CNHS, NCNHS, and FTAS. Findings revealed that all three schools consistently utilize daily and weekly assessments through the Individualized Reading Intervention Plan (IRIP), performance tasks, teacher observations, Phil-IRI, and CRLA to monitor reading development among learners. Teachers from CNHS emphasized the use of workbooks, performance tasks, and classroom observation.

NCNHS highlighted weekly reflections alongside workbook activities. Similarly, FTAS reported daily reading drills combined with weekly IRIP monitoring as regular assessment practices.

These findings indicate that schools adopt continuous formative assessment strategies to closely track learners’ reading progress and identify areas needing intervention. The regular use of structured tools such as Phil-IRI and CRLA strengthens data-based instructional decisions and supports timely remediation. This suggests that frequent assessment allows teachers to adjust intervention strategies according to learners’ needs, contributing to more responsive reading instruction.

The result supports the study of (Navarro, 2022), who found that continuous classroom-based assessment improves literacy intervention outcomes by guiding instructional adjustments. It also aligns with the principle of Department of Education Phil-IRI, which promotes regular assessment as a mechanism for monitoring reading performance and informing intervention planning.

Table 1.l: Monitoring & Evaluation – Administrative Monitoring

Theme	Sub-theme	CNHS	NCNHS	FTAS
Monitoring & Evaluation	Administrative Monitoring	Formal monitoring irregular due to workload. Verbatim: <i>“Hindi regular ang formal monitoring dahil sa dami ng gawain ng school head at ibang members ng monitoring team.”</i>	Feedback from administrators inconsistent. Verbatim: <i>“Hindi palagian ang pagbibigay ng feedback mula sa taas kasi hindi rin naman sila nakakapagmonitor. Most of the time, through reports na lang.”</i>	Formal evaluation by administrators inconsistent. Verbatim: <i>“Hindi palagian ang formal evaluation ng School Head at hindi rin naman nakakapunta sa school ang iba pang kailangan magmonitor.”</i>

Table 1.l presents the practices of administrative monitoring in CNHS, NCNHS, and FTAS. Across the three schools, formal monitoring by administrators was found to be irregular, and feedback as well as formal evaluation were inconsistent. These practices reflect the realities of administrative workload, competing responsibilities, and the limited presence of monitoring personnel in schools.

In CNHS, formal monitoring was described as irregular due to the high volume of responsibilities handled by the school head and members of the monitoring team.

NCNHS similarly reported that feedback from administrators was inconsistent, often delivered through written reports rather than direct observation.

FTAS highlighted that formal evaluation by school heads and other administrators was sporadic, with some monitoring personnel unable to regularly visit the schools.

This means that while administrative monitoring is recognized as an essential component of program evaluation, its implementation is constrained by practical challenges. High administrative workload, limited personnel, and logistical difficulties hinder consistent observation, feedback, and formal evaluation.

This implies that the effectiveness of program monitoring relies not only on policy mandates but also on the capacity of administrators to allocate time and resources for direct supervision. The irregularity of formal monitoring and feedback could affect program improvement, as gaps in observation and guidance may limit timely interventions or support for teachers and students.

The findings are supported by Philippine literature emphasizing challenges in school monitoring and supervision. According to

Santos (2016), administrative monitoring in Philippine schools often faces constraints due to multitasking responsibilities of school heads and limited human resources, which can result in

irregular supervision and delayed feedback. Likewise, Reyes (2018) notes that school administrators' ability to conduct consistent evaluation and provide actionable feedback is influenced by workload, travel constraints, and other organizational factors. DepEd guidelines also stress the importance of structured and regular monitoring to support school-based programs but acknowledge the need for flexibility given administrative realities (Department of Education, 2020).

Table 1m: Monitoring & Evaluation – Feedback Mechanisms

Theme	Sub-theme	CNHS	NCNHS	FTAS
Monitoring & Evaluation	Feedback Mechanisms	Students receive individual feedback; structured reporting limited.  Verbatim: <i>“Nagbibigay po sa mga estudyante ng individual feedback pero limited ang structured reporting.”</i>	Structured reporting lacking.  Verbatim: <i>“Walang regular na structured reporting para sa mga estudyante.”</i>	Feedback given individually; structured systems limited.  Verbatim: <i>“Binibigyan po ng individual feedback ang mga estudyante, pero informally.”</i>

Table 1.m presents the monitoring and evaluation practices of the ARAL Program in terms of feedback mechanisms across CNHS, NCNHS, and FTAS. The findings reveal that while feedback is consistently provided to students, it is largely informal and lacks structured reporting systems across the three schools.

In CNHS, students receive individual feedback from teachers; however, structured reporting mechanisms are limited.

This means that although learners are guided on their performance, the absence of formal documentation and systematic tracking may hinder the consistency and sustainability of feedback practices. This implies that structured feedback systems are necessary to ensure that student progress is properly monitored and communicated. Similarly, in NCNHS, the absence of regular structured reporting is more evident, as teachers reported that no formal mechanism is in place for documenting or communicating student progress.

This means that feedback practices are inconsistent and may depend largely on individual teacher initiative. This implies a gap in the monitoring and evaluation system, which may affect data-driven decision-making and program improvement. This finding is supported by the Department of Education (2023), which underscores the importance of structured monitoring and evaluation systems in ensuring accountability, tracking learner progress, and improving program implementation.

In FTAS, feedback is also provided individually but is described as informal.

This indicates that while teachers are actively engaging with students, the lack of formalized processes limits the effectiveness of feedback in guiding long-term learning outcomes. This means that feedback exists but is not maximized as a tool for

systematic evaluation. This implies that institutionalizing structured feedback mechanisms, such as progress reports and standardized assessment tools, is essential for enhancing the effectiveness of the program.

Overall, the findings indicate that while teachers across the three schools recognize the importance of providing feedback, the lack of structured and standardized reporting systems limits its effectiveness. This means that feedback practices are present but not fully optimized to support continuous learning and program evaluation. This implies that schools should develop and implement formal feedback and reporting mechanisms to ensure consistency, accountability, and data-driven improvements. This is further supported by UNESCO (2020), which emphasizes that strong monitoring and evaluation frameworks, including structured feedback systems, are essential for improving educational quality and learner outcomes.

Table 1n: Learner Participation & Engagement – In-Class Participation

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learner Participation & Engagement	In-Class Participation	Students actively participate in discussions and collaborative activities only in the beginning of the implementation. Verbatim: <i>“Active po ang mga estudyante sa mga sessions lalo na sa mga collaborative activities”</i>	Active in discussions but engagement varies.  Verbatim: <i>“Nakikiparticipate ang mga estudyante sa mga drills at games pero dahil galing sila sa magkakaibang”</i>	Students participate actively, especially in small classes.  Verbatim: <i>“Participative at cooperative ang mga estudyante, lalo na halos”</i>

	<i>noong una. Pero noong hindi na tuloy-tuloy ang sessions, nawala ang momentum.”</i>	<i>grade level at klase, nagkakahiyaan ang mga iba.”</i>	<i>magkakakilala lang sila kahit magkakaiba sila ng grade level.”</i>
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Table 1.n presents observations on learner participation and engagement during ARAL sessions across CNHS, NCNHS, and FTAS. Overall, students demonstrated active involvement in discussions and collaborative activities, particularly during the early phases of program implementation. However, variations in sustained participation were observed, influenced by session continuity, class size, and student familiarity.

In CNHS, students were highly active during initial sessions, especially in collaborative activities. Over time, however, engagement declined when sessions were not held consistently, reflecting a loss of momentum and diminishing enthusiasm among learners.

In NCNHS, participation was generally observed during drills and games, but engagement varied due to mixed-grade groupings. Some students were hesitant to participate openly because they were interacting with peers from different classes or

grade levels, which created a sense of unfamiliarity.

In FTAS, active participation was reported particularly in smaller classes where students were familiar with each other, allowing for cooperative and participative learning regardless of grade-level differences.

This means that while ARAL sessions provide opportunities for active engagement, learner participation is highly sensitive to the consistency of program delivery and the social dynamics within the classroom. Structured continuity and a supportive classroom environment are critical to sustaining student involvement.

This implies that to maximize learner engagement, program implementers must consider strategies such as maintaining consistent session schedules, facilitating peer familiarity, and designing activities appropriate for mixed-grade or diverse classrooms. Engagement is not solely a function of instructional content but is also shaped by classroom culture, group composition, and the momentum of implementation.

The findings are supported by local literature emphasizing the role of engagement in effective learning. According to Reyes (2019), sustained learner participation in Philippine classrooms is influenced by consistency in program delivery and opportunities for peer collaboration. Furthermore, DepEd (2020) guidelines on learner-centered instruction highlight that participative activities must be frequent and structured to maintain motivation and active involvement.

Table 1o: Learner Participation & Engagement – Challenges in Engagement

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learner Participation & Engagement	Challenges in Engagement	Some learners from remote barangays show lower participation. Verbatim: <i>“Ang ilang estudyante mula sa malalayong barangay ay hindi gaanong umaattend sa klase. Tumatakas pa ang iba kasi last period ang ARAL”</i>	Socio-economic constraints and lack of parental support reduce participation. Verbatim: <i>“Sa hirap ng buhay at lack of support ng parents, problema talaga ang attendance. Marami lang sila noong kakasimula.”</i>	Some learners’ attitude toward the program affect their participation and engagement. Verbatim: <i>“May mga batang parang hindi interesado. Hindi sila motivated. Pero mas marami pa rin naman ang attentive at willing na matuto.”</i>

Table 1.o presents the challenges affecting learner participation and engagement in ARAL sessions across CNHS, NCNHS, and FTAS. While some learners demonstrated active participation, several contextual and personal factors influenced consistent engagement. These challenges varied across schools, reflecting differences in learner background, socio-economic conditions, and individual attitudes toward the program.

In CNHS, participation was lower among students from remote barangays, with some learners even skipping sessions, particularly because ARAL classes were scheduled during the last period.

In NCNHS, socio-economic constraints and limited parental support were cited as major barriers to consistent attendance. Learners facing financial difficulties or lacking guidance at home were less able to participate regularly.

At FTAS, learners’ individual attitudes toward the program influenced engagement. While most students were attentive and motivated, some expressed disinterest or lack of motivation, affecting overall participation.

This means that learner engagement is not only shaped by the design and delivery of the ARAL program but is also heavily influenced by external socio-economic factors and individual learner characteristics. Structural issues, such as last-period scheduling or distance from school, can reduce participation, while personal motivation and parental support further mediate learners’ willingness to engage.

This implies that interventions to increase participation must address both logistical and motivational barriers. Strategies such as adjusting session schedules, providing additional support for learners from remote areas, involving parents in the learning process, and employing motivational techniques may enhance sustained engagement. Addressing these factors is crucial to ensuring that all learners benefit from the program.

The findings are supported by local studies on learner engagement in the Philippine context. De Guzman (2018) noted that socio-economic constraints and lack of parental involvement negatively impact student participation in learning interventions. In terms of learner attitude, Reyes (2019) observed that motivation and interest significantly affect engagement, with attentive and willing learners

demonstrating better learning outcomes in supplementary reading programs. DepEd (2020) also stresses the importance of considering learners' socio-economic context and intrinsic

motivation when designing and implementing school-based interventions.

Table 1p: Learner Participation & Engagement – Motivation & Interest

Theme	Sub-theme	CNHS	NCNHS	FTAS
Learner Participation & Engagement	Motivation & Interest	Learners are motivated when lessons are interactive. Verbatim: <i>“Mas nagiging motivated po ang mga estudyante kapag may mga pakwela at may TPR.”</i>	Learners' interest is sustained through games and competitions. Verbatim: <i>“Nagiging interested sila kung may mga games at engaging activities akong pinapagawa.”</i>	Hands-on and interactive activities increase motivation. Verbatim: <i>“Mas nagiging active po ang mga estudyante sa hands-on at interactive na tasks lalo na at pagod na sila ng last period.”</i>

Table 1.p presents learner participation and engagement in terms of motivation and interest across CNHS, NCNHS, and FTAS within the ARAL Program. The findings reveal that learners' motivation is strongly influenced by the use of interactive, engaging, and activity-based instructional strategies, although the specific approaches vary across schools.

In CNHS, learners are reported to become more motivated when lessons are delivered through interactive methods such as games, humor, and Total Physical Response (TPR).

This means that learner engagement increases when instruction is made dynamic and enjoyable rather than purely lecture-based. This implies that incorporating movement-based and interactive strategies enhances learners' attention and willingness to participate. In NCNHS, learners' interest is sustained through the use of games and competitive activities. This means that motivation is closely linked to enjoyment and task-based engagement, where learners respond positively to challenges and rewards embedded in instruction. This implies that gamification can serve as an effective instructional strategy to maintain attention and encourage participation, especially in intervention or remedial settings. This is supported by John Hattie (2009), who found that student engagement and feedback-rich environments significantly contribute to improved learning outcomes, particularly when students are actively involved in the learning process.

In FTAS, learners become more active when engaged in hands-on and interactive tasks, particularly during later periods when fatigue is more evident.

This means that experiential and activity-based learning helps sustain learner motivation even when attention levels naturally decline. This implies that practical and task-oriented instruction is essential in maintaining engagement, especially in time-sensitive or fatigue-prone learning periods. Overall, the findings indicate that learner motivation and interest are significantly enhanced through interactive, gamified, and hands-on instructional strategies across all three schools. This means that traditional instructional approaches may be less effective in sustaining engagement in ARAL sessions. This implies that teachers should consistently integrate learner-centered and activity-based strategies to improve participation and learning outcomes. This is supported by UNESCO (2020), which emphasizes that active learning approaches are essential in improving learner engagement, retention, and overall educational quality.

## Conclusion

The study findings highlight that ARAL Program implementation

is useful in addressing the issue of increasing participation, motivation, and academic performance of learners of participating schools and increasing school instruction practices. Although the program proves to be both advantageous as far as student engagement and flexibility in teachers are concerned, some areas of improvement can be identified specifically in planning, lifelong learning, and policy resources to make the implementation sustainable and consistent..

With proper support, innovation, and continuous refinement, the ARAL Program has the potential to become a more impactful educational intervention that contributes to improved teaching and learning outcomes that the clientele deserve.

## Recommendations

This study highlights key implications for improving the ARAL Program implementation. The Department of Education should provide continuous professional development to enhance teachers' content mastery and instructional delivery, while school administrators and policymakers must strengthen implementation through clear guidelines, monitoring, and support. Logistics for ICT tools and learning materials should be improved, and monitoring teams should intensify feedback mechanisms for data-driven decisions. Additionally, stronger collaboration among stakeholders, especially parents and the community, is essential to better support learners and enhance program effectiveness.

### Declaration of no conflict interest

The author hereby declares that this paper is her original work and there is no any conflict of interest.

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