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The Implementation of the Academic Recovery and Accessible Learning (ARAL) Program in the Key Stage 2 in Polangui South District, Division of Albay

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ABSTRACT

This study assessed the implementation of the Academic Recovery and Accessible Learning (ARAL) Program among Key Stage 2 tutors in Polangui South District, Division of Albay, during School Year 2025–2026, focusing on implementation levels, encountered challenges, and policy recommendations. A descriptive–evaluative–correlational research design was employed, involving 110 tutors selected through total enumeration from 17 public elementary schools. Data were collected using a validated researcher-made questionnaire and analyzed through weighted means, ranking, Kendall's Coefficient of Concordance (W), and chi-square tests. Findings revealed that all implementation dimensions were rated Much Implemented, with tutors receiving the highest mean (4.27), followed by support system (4.25), learners (4.24), school environment (4.22), and parental involvement (4.19). All challenge dimensions were rated Challenging, particularly administrative support (2.63), financial resources (2.61), and parental support (2.60). Significant agreement was established among respondents' rankings of implementation dimensions and challenges ($p<0.05$). The study concluded that ARAL implementation was generally favorable despite persistent administrative, resource-related, and parental support challenges. Strengthened instructional supervision, timely resource allocation, continuous tutor development, and improved parental engagement are recommended. The study was limited to tutors' questionnaire-based assessments within one district, without direct measurement of learners' academic achievement. Its findings provide localized empirical evidence to guide educational administrators and policymakers in prioritizing institutional support, strengthening remedial instruction, and improving ARAL Program implementation.

Keywords: *Academic Recovery, Administrative Support, Educational Policy, Key Stage 2, Learning Recovery, Parental Involvement, Remedial Instruction*

1. INTRODUCTION

Education is fundamental to national development, social transformation, and lifelong learning. In the Philippines, Article XIV of the 1987 Philippine Constitution guarantees access to quality education, while Republic Act No. 9155 and Republic Act No. 10533 strengthen educational governance and the delivery of basic education. Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, further supports initiatives addressing persistent learning gaps among Filipino learners. Despite educational reforms, national and international assessments, including the Programme for International Student Assessment (PISA) (OECD, 2023a; OECD, 2026a), have highlighted deficiencies in foundational competencies, particularly reading, mathematics, and science. These difficulties were intensified by the COVID-19 pandemic, which disrupted classroom instruction and contributed to learning loss. In response, the Department of Education introduced the National Learning Recovery Program (NLRP), including the Academic Recovery and Accessible Learning (ARAL) Program (Department of Education, 2023, 2025), to provide structured remediation, differentiated instruction, and targeted academic interventions. Effective ARAL implementation depends on learner preparedness, tutor competence, supportive school environments, parental involvement, and institutional support. UNESCO (2024) emphasized the importance of tutor preparedness, while UNESCO (2024) identified parental engagement and school support as essential to sustained interventions. OECD (2024a) highlighted resource and administrative constraints, whereas OECD (2025a) and Department of Education (2025) emphasized tutor commitment, professional competence, and stakeholder collaboration. In Polangui South District, Division of Albay, previous remedial initiatives have contributed to improvements in learners' reading proficiency. However, differences in school conditions, resources, and parental support may affect the implementation of the ARAL Program. Accordingly, this study examined its implementation among Key Stage 2 learners during School Year 2025–2026, identified challenges encountered by tutors, and provided a basis for evidence-based policy recommendations. (OECD, 2026a)

Research Problem

Learning recovery remains a significant concern in Philippine basic education, particularly among Key Stage 2 learners experiencing gaps in literacy, numeracy, and other foundational competencies. Although the ARAL Program provides structured academic interventions, its implementation may be influenced by learner readiness, instructional competence, school conditions, parental participation, and institutional resources. Existing studies establish the importance of these factors. OECD (2023a, 2023b) identified variations in learner preparedness, engagement, and foundational competencies that influence remedial learning. Similarly, UNESCO (2024), OECD (2024b, 2025a), and the Department of Education (2025) emphasized tutor competence, professional development, mentoring, and instructional flexibility as essential to effective intervention. School environments and parental participation also influence learning recovery. UNESCO (2024) and OECD (2023b, 2024a) emphasized the importance of appropriate learning spaces, instructional resources, and supportive school conditions. Meanwhile, the Department of Education (2025), OECD (2023b), and UNESCO (2026) highlighted the value of parental engagement, home-based learning reinforcement, and school–family collaboration. Despite these contributions, limited localized evidence comprehensively examines the interconnected dimensions of ARAL implementation and the challenges encountered by Key Stage 2 tutors in Polangui South District. The present study addresses this gap by assessing implementation in terms of learners, tutors, school environment, parental involvement, and support system. It also examines challenges involving administrative support, financial resources, instructional materials, tutors' commitment, and parental support,

including the significance of agreement among respondents' rankings. These assessments provide a basis for policy recommendations to strengthen the program. (OECD, 2023c)

Assumptions of the Study

The study was guided by three assumptions. First, the implementation of the ARAL Program in Key Stage 2 can be meaningfully assessed through learner-related factors, tutors, school environment, parental involvement, and support system. Second, tutors may encounter implementation challenges involving administrative support, financial resources, instructional materials, professional commitment, and parental support. Third, the findings can provide an empirical basis for policy recommendations to improve tutor effectiveness and strengthen ARAL implementation in Polangui South District. The study also tested the null hypotheses that there is no significant agreement among respondents' rank orders concerning the level of ARAL implementation and the challenges encountered by Key Stage 2 tutors.

Objectives of the Study

The general objective of the study was to determine the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Key Stage 2 in Polangui South District, Division of Albay, during School Year 2025–2026. Specifically, the study sought to assess the extent of program implementation in terms of learners, tutors, school environment, parental involvement, and support system; determine the significance of agreement among respondents' rankings of these implementation dimensions; identify challenges related to administrative support, financial resources, instructional materials, tutors' commitment, and parental support; examine the significance of agreement among respondents' rankings of these challenges; and formulate policy recommendations based on the findings.

Conceptual and Theoretical Framework

The study was anchored on four complementary theories: Thorndike's Theory of Connectionism, Vygotsky's Socio-Cultural Theory, Systems Theory of Educational Management (von Bertalanffy, 1968), and Bandura's Social Learning Theory (1977). These theories explain the relationships among learner preparedness, tutor competence, school environment, parental involvement, institutional support, and the challenges influencing ARAL implementation. Theory of Connectionism (Thorndike,1913) explains learning through the principles of readiness, exercise, and effect. It emphasizes learners' preparedness, repeated practice, and reinforcement in developing foundational competencies. OECD (2023a, 2023b, 2024c) highlighted the importance of addressing uneven literacy and numeracy competencies through structured instruction, guided practice, and appropriate remedial activities. OECD (2023a, 2024b, 2024d, 2024e, 2025b), UNESCO (2024), and the Department of Education (2023) emphasized the contribution of effective tutoring, continuous feedback, and parental involvement to learners' academic development. This theory supports the importance of instructional guidance and school–home collaboration in learning recovery. Systems Theory of Educational Management (Ludwig von Bertalanffy, 1968) views educational institutions as interconnected systems involving learners, tutors, administrators, parents, and community stakeholders. UNESCO (2024), OECD (2024a, 2024b, 2025a), and the Department of Education (2023) emphasized the significance of institutional coordination, instructional resources, supervision, and stakeholder partnerships. This perspective explains how school environments, administrative support, and institutional resources collectively influence ARAL implementation. Social Learning Theory (Bandura, 1977) emphasizes observation, modeling, reinforcement, motivation, and self-efficacy. OECD (2024b, 2025a) highlighted the importance of tutor commitment, instructional engagement, and positive learning behaviors in implementing remedial programs. This theory supports the role of professional dedication, adequate instructional resources, and parental

reinforcement in sustaining learning recovery. The study's conceptual framework integrates these theories with Republic Act No. 9155, Republic Act No. 10533, Republic Act No. 12028, relevant Department of Education policies, and the Basic Education Development Plan (BEDP) 2030. It follows an input–process–output framework in which the legal and theoretical foundations, related literature, and tutors' assessments serve as inputs. The process involves evaluating the five dimensions of ARAL implementation, determining agreement among respondents' rankings, and identifying challenges in five areas of program delivery. The output consists of evidence-based policy recommendations to strengthen instructional practices, administrative coordination, parental engagement, and institutional support. Feedback from the findings provides a basis for continuous program improvement. Collectively, the framework establishes that effective ARAL implementation requires coordinated learner support, competent tutors, conducive school environments, active parental participation, and adequate institutional resources.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education) (UNESCO, 2026), which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all. By examining the implementation of the ARAL Program, the research addresses learning gaps in foundational competencies, particularly literacy and numeracy, among Key Stage 2 learners. Its emphasis on differentiated instruction, tutor competence, appropriate learning environments, and accessible academic interventions supports educational equity and improved learning opportunities. The study also relates to Sustainable Development Goal 10 (Reduced Inequalities) through its emphasis on providing academic support to learners experiencing educational disadvantages. Identifying differences in school resources, learner preparedness, and parental support can inform interventions that promote more equitable access to learning recovery opportunities. Furthermore, Sustainable Development Goal 17 (Partnerships for the Goals) is relevant because effective ARAL implementation requires collaboration among tutors, school heads, parents, the Department of Education, and community stakeholders. Strengthening these partnerships supports coordinated resource allocation, instructional assistance, program monitoring, and sustained educational interventions. In terms of sustainability, the research contributes primarily to educational, socio-economic, community, and institutional sustainability. Educational sustainability is supported through improved remedial instruction, continuous assessment, tutor professional development, and systematic learning recovery. Socio-economic sustainability is addressed through efforts to reduce learning disparities and strengthen foundational competencies necessary for learners' future educational participation. Community sustainability is reflected in the involvement of families and local stakeholders, while institutional sustainability is promoted through evidence-based policy recommendations, effective resource management, administrative supervision, and continuous program improvement. Overall, the study contributes to sustainable basic education by providing a localized assessment of the factors and challenges affecting ARAL implementation. Its findings can guide school leaders and education policymakers in strengthening inclusive, equitable, and sustained learning recovery initiatives in Polangui South District, Division of Albay.

2. METHODOLOGY

Research Design

The study utilized the descriptive–evaluative–correlational method of research. The descriptive component determined the extent of ARAL Program implementation in terms of learners, tutors, school environment, parental involvement, and support system. The evaluative component assessed challenges involving administrative support, financial resources, instructional

materials, tutors' commitment, and parental support. The correlational component employed Kendall's Coefficient of Concordance (W) to determine the significance of agreement among respondents' rank orders concerning program implementation and the challenges encountered. The findings served as the basis for formulating policy recommendations to strengthen ARAL implementation. (OECD, 2024e; OECD, 2024f)

Research Locale or Study Setting

The study was conducted in Polangui South District, located in the Third Congressional District of Albay, Philippines. The district comprises 17 public elementary schools organized into three administrative units: four schools in Unit A, six in Unit B, and seven in Unit C. These schools serve learners from different barangays with varying socioeconomic backgrounds. The district was purposively selected because its public elementary schools implement the ARAL Program. Previous district-wide remedial interventions had contributed to improved reading proficiency; however, differences in school conditions, instructional resources, and parental support remained relevant considerations in assessing program implementation.

Participants or Data Sources

The respondents consisted of 110 Key Stage 2 tutors handling Grades 4, 5, and 6 in the public elementary schools of Polangui South District. Total enumeration was employed, ensuring the inclusion of all eligible tutors directly involved in implementing the ARAL Program. Of the respondents, 33 (30.00%) were from Unit A, 42 (38.00%) from Unit B, and 35 (32.00%) from Unit C. The respondents provided primary data regarding program implementation and the challenges encountered in delivering learning recovery interventions. The study was limited to tutors' perceptions and assessments and did not directly measure learners' academic achievement through standardized testing.

Research Instruments or Materials

A researcher-made questionnaire served as the primary data-gathering instrument. It was developed based on the study objectives, research problems, theoretical and conceptual frameworks, and related literature. The instrument consisted of two parts using a five-point Likert scale. The first assessed the extent of ARAL implementation across learners, tutors, school environment, parental involvement, and support system. The second evaluated challenges related to administrative support, financial resources, instructional materials, tutors' commitment, and parental support. Content validity was established through expert evaluation involving experienced Key Stage 2 tutors, school heads, and faculty members from the University of Northeastern Philippines–Graduate Studies. The evaluators examined the clarity, relevance, adequacy, and alignment of the questionnaire items with the study objectives. Their recommendations were incorporated, and the revised instrument was approved by the research adviser. The questionnaire was also pilot-tested to establish its suitability. Instrument reliability was assessed using the Kuder–Richardson Formula 21 (KR-21; Kuder & Richardson, 1937), yielding a reliability coefficient of 0.85. The significance of the coefficient was tested using the t-test for correlation analysis (Freund & Walpole, 1987), producing a computed t-value of 16.77, which exceeded the critical values at the 0.05 and 0.001 significance levels. These results indicated high reliability and strong internal consistency. (OECD, 2023d)

Data Gathering Procedure

The research process began with the formulation and approval of the study title and objectives, followed by the preparation of the research chapters, review of related literature, and presentation of the research proposal. After the necessary revisions, the researcher submitted a formal request to the District Office for permission to conduct the study. Upon obtaining

permission, the validated questionnaire was reproduced and administered to all 110 Key Stage 2 tutors in the participating public elementary schools. The completed questionnaires were retrieved, organized, tabulated, and subjected to statistical analysis and interpretation. The findings were incorporated into the research manuscript, which underwent pre-oral and final oral defenses, revisions, and final editing. The completed manuscript was submitted to the concerned authorities, and the findings were forwarded to the Schools Division Office of Albay for reference and possible policy development.

Data Analysis

The collected data were analyzed using frequency count, percentage, weighted mean, ranking, Kendall's Coefficient of Concordance (W), and chi-square (χ^2). Frequency count and percentage described the distribution of respondents across Grades 4, 5, and 6. The weighted mean determined the extent of ARAL implementation across the five identified dimensions and the degree of challenges encountered in the five implementation areas. Ranking identified the highest- and lowest-rated indicators to establish priority areas for improvement. Kendall's Coefficient of Concordance (W) was employed to determine the degree of agreement among respondents' rank orders concerning program implementation and implementation challenges (Siegel, 1988). The corresponding chi-square (χ^2) values were computed to determine the statistical significance of the observed agreement. All hypotheses were tested at the 0.05 level of significance. The statistical findings provided the empirical basis for interpreting program implementation, identifying challenges, and developing policy recommendations. (OECD, 2024f)

Ethical Consideration

The researcher sought formal permission from the District Office before administering the questionnaire to the participating Key Stage 2 tutors. The research correspondence assured that the collected data would be treated confidentially and that individual respondents would not be identified in the final report. The questionnaire also informed respondents that their information would be used solely for academic and research purposes. These measures were intended to protect respondents' identities and maintain the confidentiality of their responses throughout the research process.

3. RESULTS AND DISCUSSION

3.1 Extent of Implementation of the ARAL Program

3.1.1 Learners

The implementation of the ARAL Program in terms of learners was generally rated Much Implemented (MI), with indicator means ranging from 3.88 to 4.69. The highest ratings were recorded for learners' readiness to participate in ARAL sessions (4.69), active participation in learning recovery activities (4.59), and benefits from differentiated learning activities (4.55), all interpreted as Very Much Implemented (VMI). Interest in remedial activities (4.40), ability to follow instructions (4.21), and motivation to complete tasks (4.15) were rated Much Implemented. Lower ratings were obtained for basic reading skills (4.06), numeracy skills (3.99), and regular attendance (3.88). These findings indicate strong learner participation but continuing gaps in foundational competencies and attendance. The findings suggest that learner motivation and engagement support ARAL implementation, although academic preparedness and consistent participation require further attention. OECD (2023a) emphasized that learners with limited foundational skills benefit from scaffolding, motivational support, differentiated activities, structured routines, and small-group instruction. The results support the need for

continued literacy and numeracy interventions alongside strategies that sustain learner engagement and attendance. (OECD, 2026b)

3.1.2 Tutors

The implementation of the ARAL Program in terms of tutors was generally rated Much Implemented, with indicator means ranging from 3.90 to 4.69. Tutors' knowledge of ARAL objectives obtained the highest mean (4.69), followed by confidence in implementing interventions (4.59) and preparedness to deliver remedial instruction (4.57), all interpreted as Very Much Implemented. Classroom management (4.12) and application of appropriate strategies for diverse learners (4.08) were rated Much Implemented. Lower ratings were recorded for accurate assessment of learner progress (3.95) and integration of remediation tools (3.90). These findings indicate that tutors possess the knowledge, confidence, and instructional preparedness needed to implement ARAL interventions, although assessment practices and remediation tool integration require improvement. UNESCO (2024) emphasized the importance of instructional competence, subject mastery, and differentiated strategies in addressing learning gaps. Similarly, OECD (2025a) identified pedagogical skills, classroom management, professional development, and instructional resources as essential to effective learning recovery. The findings underscore the importance of continuous training and technical support to strengthen tutors' instructional and assessment competencies.

3.1.3 School Environment

The school environment was generally rated Much Implemented, with indicator means ranging from 3.88 to 4.65. School support for learner-centered instruction received the highest mean (4.65), followed by conducive classrooms for ARAL sessions (4.60) and safe and clean learning areas (4.50), all interpreted as Very Much Implemented. Class size suitability (4.15), organized ARAL schedules (4.14), and supportive school climate (4.02) were rated Much Implemented. Lower ratings were obtained for coordination of ARAL activities (3.98) and availability of adequate learning spaces (3.88). The findings indicate that schools generally provide supportive environments for remedial instruction, although coordination and learning space adequacy require improvement. UNESCO (2024) emphasized that organized facilities, accessible learning materials, and supportive administrative practices contribute to effective interventions. OECD (2024a) similarly highlighted the importance of safe learning areas and coordinated school activities, while OECD (2025a) emphasized institutional support and collaborative instructional practices. Strengthening school organization and resource provision may further improve ARAL implementation. (OECD, 2026c)

3.1.4 Parental Involvement

Parental involvement was generally rated Much Implemented, with indicator means ranging from 3.90 to 4.68. Parents' awareness of ARAL activities received the highest mean (4.68), followed by attendance at school meetings (4.60), both interpreted as Very Much Implemented. Cooperation with tutors (4.26), home-based learning support (4.08), encouragement of learner participation (4.05), and regular communication with tutors (4.03) were rated Much Implemented. Lower ratings were recorded for monitoring learners' progress (3.94) and providing learning materials at home (3.90). These results indicate that parents actively participate in school-related ARAL activities but provide comparatively less consistent academic support at home. UNESCO (2024) emphasized that parental communication, school participation, and collaboration with tutors

strengthen learner motivation and remedial program effectiveness. OECD (2024a) similarly identified home-based support and parental cooperation as important factors in learning recovery. The findings suggest that strengthening parental guidance, progress monitoring, and home–school communication could improve learner support beyond formal ARAL sessions.

3.1.5 Support System

The ARAL support system was generally rated Much Implemented, with indicator means ranging from 3.90 to 4.60. Training opportunities for tutors received the highest mean (4.60), followed by clearly explained ARAL policies (4.55) and administrative support (4.50), all interpreted as Very Much Implemented. Regular monitoring (4.48), supervisory guidance (4.12), and technical assistance (4.08) were rated Much Implemented. Lower ratings were obtained for support systems enhancing tutor performance (3.98) and stakeholder collaboration (3.90). The findings demonstrate that training, policy guidance, and administrative assistance provide important institutional support for ARAL implementation. Department of Education (2025) emphasized that mentoring, technical assistance, and professional development strengthen tutor effectiveness. OECD (2025a) likewise highlighted the contribution of administrative guidance, instructional coaching, and resource provision to learning recovery programs. The comparatively lower ratings for stakeholder collaboration and performance enhancement indicate the need for stronger coordination, feedback mechanisms, and sustained technical assistance.

3.1.6 Overall Extent of ARAL Program Implementation

All five implementation dimensions were rated Much Implemented across Grades 4, 5, and 6. Tutors obtained the highest overall weighted mean of 4.27, followed by Support System (4.25), Learners (4.24), School Environment (4.22), and Parental Involvement (4.19). Tutor implementation was consistently ranked first across grade levels, with means of 4.27 for Grade 4, 4.26 for Grade 5, and 4.29 for Grade 6. The findings indicate that the program was generally implemented across all assessed dimensions, with parental involvement receiving the lowest relative rating. The results highlight tutor preparedness and institutional support as strengths of ARAL implementation, while parental involvement and school conditions remain areas for improvement. OECD (2023a) emphasized the importance of learner preparedness and differentiated instruction. UNESCO (2024) and OECD (2024a) identified parental participation and school support as important components of successful remediation. OECD (2025a) and Department of Education (2025) further emphasized the contribution of professional competence, administrative assistance, and technical support. Collectively, these findings indicate that effective ARAL implementation depends on coordinated instructional, institutional, and family support.

3.2 Agreement on the Rankings of ARAL Program Implementation

The statistical analysis revealed significant agreement among respondents' rankings of the five implementation dimensions. Kendall's Coefficient of Concordance (W) and the corresponding chi-square (χ^2) values were 0.97 and 26.19 for Learners ($p<0.005$), 0.94 and 22.56 for Tutors ($p<0.005$), 0.99 and 24.75 for School Environment ($p<0.005$), 0.86 and 18.06 for Parental Involvement ($p<0.025$), and 0.98 and 23.52 for Support System ($p<0.005$). All computed values exceeded the corresponding critical values at the 0.05 significance level. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted. The high concordance coefficients indicate strong consistency among respondents in evaluating the dimensions of

ARAL implementation. This agreement supports the reliability of the observed implementation patterns across grade levels and provides a basis for identifying common program strengths and improvement priorities. The results emphasize the importance of coordinated interventions involving tutors, learners, school administrators, and parents.

3.3 Challenges Encountered in ARAL Program Implementation

3.3.1 Administrative Support

Administrative support was rated Challenging (C), with indicator means ranging from 2.28 to 3.12. Inadequate leadership support received the highest mean (3.12), followed by inconsistent monitoring (3.08) and lack of clear guidance (3.07). Delayed instructions affecting ARAL schedules (2.50) were also rated Challenging, while limited supervision (2.48) and administrative workload affecting teaching (2.43) were rated Fairly Challenging (FC). These findings identify leadership support, monitoring, and policy guidance as the principal administrative concerns affecting implementation. The findings indicate that insufficient administrative guidance and inconsistent supervision can hinder the effective delivery of remedial instruction. UNESCO (2024) emphasized the importance of consistent leadership, supervision, resource allocation, and proactive school administration in strengthening tutor preparedness and instructional coordination. Similarly, OECD (2024a) identified unclear instructions and inadequate monitoring as barriers to learning recovery. These findings underscore the need for stronger instructional leadership, clear implementation procedures, and regular supervision.

3.3.2 Financial Resources

Financial resources were rated Challenging, with indicator means ranging from 2.28 to 3.05. Delays in budget allocation received the highest mean (3.05), followed by resource shortages (3.00) and inadequate financial support (2.96). Insufficient funds for program implementation were also identified as a concern (2.45), although rated Fairly Challenging. These results indicate that delayed funding and limited financial resources constrain the availability of instructional materials and support for ARAL activities. The findings suggest that adequate and timely financial assistance is necessary to sustain remedial interventions. OECD (2024a) reported that limited school funding restricted access to instructional materials and supplementary learning activities. UNESCO (2024) likewise emphasized that sufficient financial resources support tutor training, instructional preparation, and effective program implementation. The results highlight the importance of strategic budgeting, transparent resource allocation, and timely financial support.

3.3.3 Instructional Materials

Challenges involving instructional materials received indicator means ranging from 2.25 to 4.10. Limited information and communication technology (ICT) resources emerged as the most significant concern, obtaining a mean of 4.10 and interpreted as Much Challenging (MC). This was followed by lack of updated learning resources (2.55) and difficulty reproducing instructional materials (2.50), both rated Challenging. Insufficient modules (2.45), shortage of visual aids (2.42), and inadequate learning materials (2.38) were rated Fairly Challenging. These findings indicate that limited technological resources (UNESCO, 2023) and difficulties accessing updated instructional materials affect ARAL delivery. The results demonstrate that the availability, quality, and accessibility of instructional resources are important considerations in implementing differentiated remediation. UNESCO (2023) emphasized that appropriate

modules, worksheets, visual aids, and contextually relevant learning materials strengthen instructional delivery, learner engagement, and differentiated interventions. The findings indicate the need for improved ICT access, updated learning resources, and timely distribution of instructional materials.

3.3.4 Tutors' Commitment

Challenges related to tutors' commitment received indicator means ranging from 2.29 to 3.12. Multiple responsibilities reducing focus on ARAL obtained a mean of 3.10, followed by heavy workload affecting commitment (3.05) and time constraints limiting effectiveness (2.50), all rated Challenging. Burnout affecting instructional quality (2.46), fatigue affecting performance (2.45), stress affecting implementation (2.40), and limited motivation affecting instructional delivery (2.35) were rated Fairly Challenging. These findings indicate that competing responsibilities, workload demands, and time limitations affect tutors' ability to sustain their commitment to ARAL activities. The findings suggest that professional dedication must be supported by manageable workloads and appropriate institutional assistance. OECD (2025a) emphasized that tutor commitment, responsibility, and persistence contribute to effective remedial instruction. OECD (2024b) identified competing responsibilities and limited instructional time as challenges to sustained engagement, while OECD (2025a) highlighted the importance of professional motivation, recognition, and support. These findings indicate that workload management, professional development, and motivational assistance are necessary to sustain tutor commitment.

3.3.5 Parental Support

Parental support was rated Challenging, with indicator means ranging from 2.25 to 3.10. Inconsistent parental support received the highest mean (3.10), followed by low parental participation (3.08) and limited parental follow-up on learning activities (3.05). Parents' limited time to assist learners obtained a mean of 2.50 and was also rated Challenging. Other concerns, including inadequate communication (2.45), limited understanding of ARAL objectives (2.38), unsuitable home learning environments (2.34), insufficient monitoring of learner progress (2.29), and socioeconomic constraints (2.25), were rated Fairly Challenging. These findings identify inconsistent engagement and limited home-based academic assistance as the primary parental support challenges. The results indicate that parental involvement remains essential in reinforcing remedial instruction beyond the classroom. UNESCO (2026) emphasized the contribution of family support to learners' academic engagement, while UNESCO (2024) highlighted the importance of parental participation, home monitoring, and collaboration with tutors. The findings underscore the need for consistent home–school communication, parental orientation, and practical guidance to strengthen families' participation in learning recovery.

3.3.6 Overall Challenges in ARAL Program Implementation

All five challenge dimensions were rated Challenging across Grades 4, 5, and 6. Administrative Support received the highest overall weighted mean of 2.63, followed by Financial Resources (2.61), Parental Support (2.60), Instructional Materials (2.59), and Tutors' Commitment (2.53). Administrative Support consistently ranked first, with means of 2.62 for Grade 4 and 2.63 for both Grades 5 and 6. Although the differences among the overall means were relatively small, the results identify administrative assistance and resource availability as the highest-ranked areas of concern. The findings demonstrate that implementation challenges involve interconnected

administrative, financial, instructional, professional, and family-related factors. UNESCO (2024) emphasized the importance of effective school leadership and supervision, while UNESCO (2024) and OECD (2024a) highlighted financial limitations, institutional support, and parental participation. UNESCO (2023) underscored the importance of adequate instructional materials and technological resources. These findings suggest that addressing implementation challenges requires coordinated institutional assistance, timely resource provision, tutor support, and stronger parental engagement.

3.4 Agreement on the Rankings of Implementation Challenges

The statistical analysis revealed significant agreement among respondents' rankings of the challenges encountered in ARAL implementation. Kendall's Coefficient of Concordance (W) and the corresponding chi-square (χ^2) values were 0.95 and 23.75 for Administrative Support ($p<0.005$), 0.96 and 20.16 for Financial Resources ($p<0.01$), 0.99 and 23.76 for Instructional Materials ($p<0.005$), 0.96 and 25.92 for Tutors' Commitment ($p<0.005$), and 0.99 and 23.76 for Parental Support ($p<0.005$). All computed chi-square values exceeded their corresponding critical values at the 0.05 significance level. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted. The high concordance coefficients indicate substantial consistency among respondents in ranking implementation challenges. These findings support the identification of shared concerns requiring coordinated interventions. UNESCO (2024) emphasized the importance of structured administrative guidance, financial resources, and instructional materials. OECD (2024a) further identified tutor commitment and parental support as important factors influencing learning recovery. The significant agreement among respondents provides a basis for prioritizing administrative support, resource management, instructional assistance, and stakeholder collaboration.

3.5 Policy Recommendations Based on the Findings

3.5.1 Instructional Improvement and Learner Support

The findings revealed that ARAL implementation was generally rated Much Implemented, with Tutors (4.27) and Learners (4.24) among the highest-rated dimensions. However, lower ratings in foundational literacy, numeracy, attendance, learner assessment, and remediation tool integration identified areas requiring further improvement. These findings served as the basis for recommendations emphasizing differentiated instruction, systematic assessment, learner monitoring, and appropriate remediation strategies. The study recommended strengthening learner-centered and evidence-based remedial instruction through individualized activities, small-group teaching, peer-assisted learning, and interactive instructional strategies. Regular formative and summative assessments, systematic monitoring of attendance and academic progress, and timely instructional feedback were also recommended. These measures aim to address individual learning gaps, strengthen learner participation, and improve the delivery of ARAL interventions.

3.5.2 School Leadership and Institutional Support

The findings showed that School Environment (4.22) and Support System (4.25) were rated Much Implemented, while Administrative Support (2.63) emerged as the highest-ranked implementation challenge. Inadequate leadership assistance, inconsistent monitoring, unclear guidance, and difficulties coordinating ARAL activities were identified as concerns requiring institutional attention. The study recommended strengthening instructional leadership through

regular supervision, classroom observations, coaching, professional development, and technical assistance. School heads were encouraged to establish clear implementation procedures, improve scheduling and coordination, provide conducive learning spaces, and organize structured monitoring mechanisms. District supervisors were likewise encouraged to provide consistent guidance and feedback to strengthen program implementation across participating schools.

3.5.3 Instructional Resources and Financial Management

Financial Resources (2.61) and Instructional Materials (2.59) were rated Challenging. Delayed budget allocation, limited ICT resources, insufficient instructional materials, and difficulties reproducing learning resources were identified as barriers to program implementation. These findings established the need for improved financial planning and instructional resource management. The study recommended timely, transparent, and needs-based allocation of funds for ARAL activities. School heads and the Department of Education were encouraged to prioritize updated learning modules, assessment tools, ICT resources, and other instructional materials. Strengthening resource distribution, improving access to digital learning tools, and providing adequate financial assistance were also recommended to support effective and consistent remediation.

3.5.4 Tutor Development and Workload Management

Tutors' Commitment received an overall challenge rating of 2.53, with multiple responsibilities, heavy workloads, time constraints, and fatigue identified as concerns affecting sustained instructional engagement. Although tutors demonstrated strong preparedness and competence, competing professional responsibilities presented difficulties in maintaining consistent participation in ARAL activities. The study recommended continuous professional development, appropriate workload distribution, instructional coaching, and recognition programs to sustain tutors' commitment. School heads and the Department of Education were encouraged to provide motivational support, professional growth opportunities, and workload management mechanisms to reduce burnout and strengthen the delivery of remedial instruction. (OECD, 2025b)

3.5.5 Parental Engagement and Stakeholder Collaboration

Parental Involvement received the lowest overall implementation rating of 4.19, while Parental Support was rated Challenging, with an overall mean of 2.60. Inconsistent parental engagement, limited monitoring of learners' progress, and inadequate home-based academic assistance were identified as areas requiring improvement. The study recommended strengthening home–school partnerships through regular communication, parental orientations, consultations, and structured home-based learning activities. Parents were encouraged to monitor attendance, support learning tasks, and cooperate with tutors in addressing academic difficulties. School heads were also encouraged to provide appropriate assistance to families experiencing socioeconomic constraints and strengthen collaboration among parents, teachers, and community stakeholders.

3.5.6 Policy Development and Program Sustainability

The findings established that ARAL implementation was generally rated Much Implemented, although all five challenge dimensions were rated Challenging. Significant agreement among

respondents' rankings further identified common implementation strengths and areas requiring improvement. These findings provided the basis for developing coordinated policy recommendations addressing instructional practices, leadership, financial resources, tutor commitment, and parental participation. The study recommended that the Department of Education institutionalize standardized ARAL monitoring and support mechanisms, strengthen policy direction, ensure sustained financial and technical assistance, and establish a comprehensive support framework integrating instructional improvement, leadership development, resource allocation, and stakeholder engagement. These recommendations aim to strengthen the effectiveness, consistency, and sustainability of learning recovery interventions for Key Stage 2 learners in Polangui South District, Division of Albay.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the Academic Recovery and Accessible Learning (ARAL) Program was generally rated Much Implemented among Key Stage 2 tutors in Polangui South District, Division of Albay, during School Year 2025–2026. Among the five implementation dimensions, tutors received the highest assessment, followed by support system, learners, school environment, and parental involvement. These findings indicate favorable implementation conditions, particularly in tutor preparedness and institutional support, although parental participation requires further strengthening. Conversely, all identified implementation challenges were rated Challenging, with administrative support emerging as the foremost concern, followed by financial resources, parental support, instructional materials, and tutors' commitment. Significant agreement among respondents' rankings was established for both implementation dimensions and encountered challenges, indicating consistent assessments across the participating tutors. Overall, the findings provide a localized assessment of ARAL implementation and identify priority areas for strengthening instructional delivery, institutional assistance, resource management, and stakeholder participation through evidence-based policy recommendations.

Based on the findings, the Department of Education should strengthen ARAL implementation through clear policy direction, sustained funding, standardized monitoring, and continuous technical assistance. School heads should prioritize administrative support by establishing clear implementation procedures, conducting regular supervision, and improving coordination among tutors and stakeholders. Timely allocation of financial resources and equitable distribution of updated instructional materials, assessment tools, and ICT resources should be ensured to address identified resource limitations. Continuous professional development, instructional coaching, and appropriate workload management should be provided to sustain tutors' competence, motivation, and commitment. Key Stage 2 tutors should consistently implement differentiated, learner-centered, and evidence-based remedial instruction, supported by regular assessments and systematic monitoring of learners' attendance and academic progress. Schools should strengthen parental participation through regular communication, consultations, and structured home-based learning activities. Future researchers may examine ARAL implementation in other districts and investigate its effects on learners' reading, numeracy, and overall academic performance.

The study was limited to 110 Key Stage 2 tutors from public elementary schools in Polangui South District, Division of Albay, during School Year 2025–2026. Its descriptive–evaluative–correlational design relied on tutors' perceptions collected through a researcher-made questionnaire rather than direct measurements of learners' academic achievement. Tutors from other grade levels, secondary schools, and other districts were excluded. External factors,

including socioeconomic conditions and parental involvement outside school, were not independently examined. Consequently, the findings primarily reflect the implementation conditions within the selected district. Future studies may include broader geographic coverage, additional respondents, and direct assessments of learners' academic performance.

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