

Teacher Self-Efficacy and Integration of Social-Emotional Learning in the Academic Recovery and Accessible Learning (ARAL) Program: Its Influence on Teacher Effectiveness

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Abstract

This study examined teacher self-efficacy, Social-Emotional Learning (SEL) integration, and their predictive relationships with teacher effectiveness in the Academic Recovery and Accessible Learning (ARAL) Program in the Tagbilaran City Division, Bohol, Philippines. Anchored in Social Cognitive Theory, the Prosocial Classroom Model, the CASEL SEL Framework, Self-Determination Theory, and Emotional Intelligence Theory, the study employed an explanatory sequential mixed-methods design. Quantitative respondents comprised 202 ARAL teachers and 23 school heads or designated supervisors from eight public junior high schools. The qualitative phase involved 15 teachers and five supervisory participants. Data were collected using a validated, researcher-developed questionnaire, open-ended questions, and interviews, and analyzed through descriptive statistics, multiple regression, Welch's t-test, and thematic analysis. Findings revealed high teacher self-efficacy ($M = 3.99$), SEL integration, and teacher effectiveness. SEL integration significantly and positively predicted content knowledge and pedagogy ($R^2 = .154$), assessment and reporting ($R^2 = .520$), and learning environment ($R^2 = .537$), whereas teacher self-efficacy showed no statistically significant unique contribution after accounting for SEL integration. Teachers' and supervisors' assessments showed no significant differences. Challenges included learner disengagement, language barriers, diverse learning needs, inadequate instructional resources, insufficient training, and monitoring difficulties. Professional commitment, instructional adaptability, supportive relationships, and administrative assistance facilitated implementation. The study recommends sustained SEL-focused professional development, differentiated instruction, strengthened supervision, and systematic learner monitoring. It supports Sustainable Development Goals 4 (Quality Education), 3 (Good Health and Well-Being), and 8 (Decent Work and Economic Growth) through inclusive learning recovery, socio-emotional support, and teacher welfare. Its sustainability contribution lies in informing institutional capacity-building, equitable educational opportunities, and continuing professional support for effective ARAL implementation.

Keywords: Academic Recovery and Accessible Learning (ARAL) Program, Explanatory Sequential Mixed-Methods Design, Instructional Effectiveness, Learning Environment, Professional Development, Social-Emotional Learning (SEL) Integration, Sustainable Development Goals, Teacher Effectiveness, Teacher Self-Efficacy

1. Introduction

The Academic Recovery and Accessible Learning (ARAL) Program is a Philippine educational intervention designed to address learning deficiencies in reading, mathematics, and science through structured and accessible remediation. Its implementation requires teachers who possess instructional competence, confidence in their professional capabilities, and the ability to respond to learners' academic and socio-emotional needs. Teacher self-efficacy and Social-Emotional Learning (SEL) integration are therefore important considerations in understanding teacher effectiveness within the program. This study examines teacher self-efficacy, SEL integration, and teacher effectiveness among public junior high school ARAL teachers in the Tagbilaran City Division. It considers how these variables relate to instructional practices, learner engagement, assessment, and supportive learning environments. Grounded in educational, psychological, and professional frameworks, the study seeks to provide evidence for strengthening teacher effectiveness and supporting inclusive, responsive, and sustainable academic recovery.

The Philippine Department of Education established the ARAL Program under Republic Act No. 12028, with implementing guidelines provided through DepEd Order No. 018, s. 2025. The program responds to persistent learning deficiencies identified in national and international assessments. Approximately 84 percent of junior high school learners did not achieve basic mathematical proficiency, while 76 percent experienced difficulties in reading literacy (OECD, 2023). Similar learning concerns were documented in national and regional assessments (OECD, 2023; World Bank, 2024). In Tagbilaran City, 25.46 percent of learners were identified as struggling readers, compared with the national figure of 41.47 percent, highlighting the continuing need for targeted learning interventions (EDCOM II & Provincial Government of Bohol, 2026). Teacher self-efficacy is essential to implementing academic recovery interventions because it influences instructional planning, classroom management, and learner engagement. (Bandura, 1977; Tschannen-Moran et al., 1998). Teachers who believe in their professional capabilities are better positioned to adapt instructional strategies and address learning difficulties (Padohinog et al., 2024). Equally important, SEL develops emotional awareness, self-regulation, interpersonal relationships, and responsible decision-making, which support learner participation and academic achievement (Cipriano et al., 2023). Within ARAL, teacher effectiveness encompasses content knowledge and pedagogy, assessment and reporting, and the creation of supportive learning environments. Understanding the relationship between teacher self-efficacy and SEL integration is therefore necessary to strengthen instructional delivery and respond to the diverse needs of learners requiring academic remediation. Research identifies teacher self-efficacy as a significant factor in instructional performance, professional resilience, and responsiveness to educational reforms. (Bandura, 1989; Täschner et al., 2025). Gordon et al. (2023) emphasized the influence of professional learning and environmental support on teachers' efficacy beliefs, while Mok et al. (2023) identified feedback, modeling, and reflection as important mechanisms for strengthening professional confidence. Narayanan et al. (2023) likewise highlighted mastery experiences, observational learning, and encouragement as sources of self-efficacy. Teacher confidence is also associated with emotional regulation, resilience, and well-being (Lu et al., 2024). Classroom-management self-efficacy is influenced by teacher stress, job satisfaction, school culture, leadership, and teacher-student relationships, indicating that professional confidence develops through interactions between personal and environmental conditions (Duan et al., 2024). Similarly, teacher self-efficacy is associated with instructional planning, classroom management, and student engagement (Abdon-Liwanag et al., 2024), particularly in challenging educational environments (Aguilon & Guhao, 2023). Ma et al. (2025) found significant associations between teacher self-efficacy and student academic performance, with instructional strategies and classroom management showing stronger relationships than learner engagement. However, teacher self-efficacy does not operate independently of instructional context. Jerrim et al. (2024) reported associations between efficacy beliefs and instructional quality, while Jerrim et al. (2025) demonstrated that these relationships vary according to whether teaching quality is assessed through teacher reports or external observation. These findings underscore the importance of examining professional confidence alongside observable instructional practices and multiple assessment perspectives. SEL integration constitutes another important dimension of effective teaching. The Prosocial Classroom Model (Jennings & Greenberg, 2009) (Mayer et al., 2008, 2016) emphasizes that teachers' emotional competence and well-being influence classroom management, relationships, and learning conditions. Xu et al. (2024) associated improvements in teachers' social-emotional competence with better classroom interactions, while Cipriano et al. (2023) emphasized the importance of institutional support for teachers' well-being. Positive teacher-student relationships are likewise associated with classroom management and professional self-efficacy (Wettstein et al., 2021). Empirical evidence supports SEL as an approach to strengthening educational outcomes. (Durlak et al., 2011). Cipriano et al. (2023), in a meta-analysis involving 424 studies and 575,361 students across 53 countries, reported improvements in social-emotional competencies, behavior, school functioning, and academic achievement. Cipriano et al. (2023) similarly emphasized the developmental and educational benefits of school-based SEL while identifying implementation quality and contextual conditions as important considerations. Teachers' social-emotional competence is associated with well-being, classroom management, interpersonal relationships, and instructional practices (Xu et

al., 2024). Jennings and Greenberg (2009) emphasized the importance of teachers' social-emotional competence and well-being in maintaining supportive classroom environments., while Xu et al. (2024) identified teacher empathy as relevant to teacher–student interactions. Xu et al. (2024) further demonstrated that SEL interventions for teachers can improve social-emotional competence and psychological well-being. The relationship between SEL and teacher effectiveness is particularly relevant to academic recovery. Research indicates that SEL integration promotes positive classroom behavior, learner engagement, and supportive instructional environments (Molina et al., 2025). Bergin et al. (2024) identified improvements in teacher–student relationships and classroom climate, while Dou et al. (2026) emphasized the importance of SEL-related instructional practices. Socio-emotional competence is also positively associated with student engagement (Gebre et al., 2025). Professional confidence and emotional competence are mutually relevant to instructional practice. Ignacio (2024) identified emotional regulation, relationships, school climate, and professional support as factors influencing teachers' SEL-related self-efficacy. Dang et al. (2024) likewise associated supportive school environments and teacher self-efficacy with reduced stress and improved professional functioning. Li (2023) highlighted the relationship between SEL competence, resilience, and adaptability among Filipino teachers. These findings suggest that teacher effectiveness in ARAL requires more than mastery of academic content. It also involves the capacity to motivate learners, manage classroom interactions, respond to emotional difficulties, and sustain effective remediation practices.

International research recognizes the importance of integrating academic instruction with learners' social-emotional development. The Collaborative for Academic, Social, and Emotional Learning promotes a systems-based approach to developing competencies across classrooms, schools, families, and communities (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). Research further indicates that educational interventions are more effective when supported by appropriate implementation conditions, professional preparation, and sustained institutional assistance (Demegillo et al., 2025). Within the Philippine context, learning recovery initiatives require structured interventions, instructional resources, and teacher support (World Bank, 2024). Studies of academic remediation highlight the importance of differentiated instruction, inclusive learning environments, and supportive teacher–student relationships, while identifying workload, resource limitations, and teacher burnout as implementation challenges. As cited in Demegillo et al. (2025), these conditions influence the effectiveness of academic recovery. Philippine research also identifies contextualized instructional materials and motivational strategies as essential to sustainable reading interventions. Demegillo et al. (2025) emphasized the value of adapting learning resources to learners' needs. Li (2023) associated emotional intelligence and collaborative learning with academic performance, while Aparre (2025) identified teacher commitment alongside challenges involving socio-economic diversity, technology integration, and professional preparedness in ARAL implementation. Similarly, Ubanan and Libradilla (2026) identified relationships between teacher preparedness and successful ARAL implementation, emphasizing targeted professional development. SEAMEO INNOTECH (2026) also promoted the integration of SEL into remediation through teacher capacity-building initiatives. Villanova University (2023) emphasized educators' emotional well-being and self-care as relevant to sustained professional effectiveness. At the local level, the Tagbilaran City Division implements ARAL through division-specific guidelines and teacher development activities. Division Memorandum No. 347, s. 2025 provides implementation guidance, while Division Memorandum No. 711, s. 2025 addresses the preparation of teacher tutors. These initiatives establish the operational setting for examining teacher self-efficacy, SEL integration, and teacher effectiveness among public junior high school ARAL teachers and their school heads.

The study is anchored in complementary psychological and educational perspectives explaining teacher beliefs, emotional competence, motivation, and instructional effectiveness. Bandura's Social Cognitive Theory (Albert Bandura, 1986,1997) explains teacher self-efficacy through reciprocal interactions among personal beliefs, behavior, and environmental conditions. Self-efficacy influences persistence, instructional decisions, and responses to professional challenges. Bandura (1997) emphasized the influence of efficacy beliefs on emotional and behavioral functioning. Within ARAL, this perspective explains how teachers' confidence and instructional experiences may influence their capacity to implement academic interventions. The Prosocial Classroom Model (Jennings & Greenberg, 2009) establishes the relationship between teachers' social-emotional competence, well-being, classroom management, and student outcomes. It emphasizes emotional regulation, empathy, and supportive relationships as foundations of positive learning environments. The CASEL SEL Framework (CASEL, 2020) identifies five interrelated competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies provide the conceptual basis for examining how ARAL teachers integrate SEL into instruction, interpersonal interactions, and classroom management. Self-Determination Theory explains motivation through autonomy, competence, and relatedness (Ryan & Deci, 2017). Deci and Ryan (2000) emphasized that supportive environments strengthen motivation and persistence. (Deci & Ryan, 1985). Wang et al. (2024) identified positive motivational outcomes in educational interventions, while Reeve and Cheon (2024) highlighted teachers' roles in autonomy-supportive instruction. Emotional Intelligence Theory (Daniel Goleman, 1995) complements these perspectives by emphasizing emotional awareness, self-regulation, motivation, empathy, and interpersonal competence. These capacities are relevant to teachers' responses to learners experiencing academic frustration, low motivation, and socio-emotional difficulties.

Collectively, these frameworks establish the conceptual relationship among teacher self-efficacy, SEL integration, and teacher effectiveness. Teacher self-efficacy is examined through instructional strategies, classroom management, and learner engagement and motivation. SEL integration is assessed through the five CASEL competencies, while teacher effectiveness is examined through content knowledge and pedagogy, assessment and reporting, and learning environment.

Existing research establishes relationships among teacher self-efficacy, SEL competence, instructional practices, and learner outcomes. Nevertheless, evidence concerning their combined contribution to teacher effectiveness within the Philippine ARAL Program remains limited. Although teacher self-efficacy is associated with professional performance, its relationship with instructional quality varies across assessment methods (Jerrim et al., 2025). Similarly, SEL-related professional development can strengthen teachers' occupational self-efficacy, although changes in inclusive educational attitudes may require sustained intervention (Jennings et al., 2024). These findings indicate the need to examine teacher self-efficacy and SEL integration together rather than as isolated professional characteristics. Studies of ARAL implementation have also identified challenges involving teacher preparedness, diverse learner needs, instructional resources, and specialized teaching competencies (Aparre, 2025). Such concerns justify further examination of the factors associated with effective remediation, particularly within the Tagbilaran City Division. Accordingly, the present study examines the levels of teacher self-efficacy, SEL integration, and teacher effectiveness; determines the predictive relationships among these variables; and compares the assessments of ARAL teachers and school heads. It also investigates implementation challenges and facilitating factors to inform an action plan for strengthening teacher effectiveness in the ARAL Program.

The study is primarily aligned with SDG 4: Quality Education, which emphasizes inclusive, equitable, and effective learning opportunities. The ARAL Program directly supports this objective by addressing learning deficiencies and expanding access to academic remediation. Examining teacher self-efficacy and SEL integration contributes to understanding the instructional conditions necessary for responsive and inclusive learning recovery. The study also supports SDG 3: Good Health and Well-Being through its consideration of teachers' and learners' socio-emotional needs. SEL emphasizes emotional regulation, supportive relationships, and psychologically safe learning environments. These concerns are consistent with the Philippine Mental Health Act, Republic Act No. 11036, which recognizes the importance of mental health promotion and support within educational institutions. Furthermore, the study relates to SDG 8: Decent Work and Economic Growth, particularly the dimension concerning supportive professional working conditions. Teacher effectiveness is influenced by professional confidence, institutional assistance, workload, and well-being. Republic Act No. 4670, or the Magna Carta for Public School Teachers, supports teachers' professional welfare, while Republic Act No. 11713 emphasizes teacher education and professional development. These SDG connections reflect the study's focus on educational accessibility, emotional well-being, professional development, and effective implementation of learning recovery initiatives.

The study contributes primarily to educational, socio-economic, public health, community, and institutional sustainability by examining the professional and socio-emotional conditions associated with effective academic recovery. In terms of educational sustainability, understanding teacher self-efficacy and SEL integration may inform professional development and instructional practices that support continued learning recovery. The Philippine Professional Standards for Teachers, established through DepEd Order No. 42, s. 2017 (Department of Education [DepEd], 2017), provide a professional basis for evaluating and improving instructional quality, particularly in content knowledge and pedagogy, assessment and reporting, and supportive learning environments. These domains provide a professional basis for improving teacher effectiveness and maintaining instructional quality. Regarding public health and well-being sustainability, SEL integration supports emotional competence, resilience, and positive interpersonal relationships. The study recognizes that effective teaching depends partly on teachers' capacity to manage emotional demands and maintain supportive learning conditions. For socio-economic and community sustainability, academic recovery promotes equitable learning opportunities for students experiencing educational disadvantages. Strengthening teachers' instructional responsiveness may contribute to more inclusive participation and improved foundational learning, particularly among learners requiring additional academic assistance. Finally, the study contributes to institutional and policy sustainability by providing a basis for improving teacher preparation, program implementation, and professional support within the ARAL framework. Republic Act No. 10533 emphasizes learner-centered and inclusive education, while DepEd Memorandum No. 001, s. 2026 (DepEd, 2026), provides guidelines for engaging ARAL tutors and support aides to support learning recovery interventions. By examining teacher self-efficacy, SEL integration, and teacher effectiveness within a unified framework, the study provides a foundation for developing responsive instructional and professional support strategies that can strengthen the continuing implementation of the ARAL Program.

2. Material and methods

2.1 Research Design

The study utilized an explanatory sequential mixed-methods design, beginning with quantitative data collection and analysis, followed by qualitative inquiry to explain and contextualize the numerical findings. The quantitative phase assessed teacher self-efficacy, SEL integration, and teacher effectiveness; examined the relationship between teacher self-efficacy and SEL integration; determined their predictive contributions to teacher effectiveness; and compared the assessments of ARAL teachers and school heads or designated supervisors. The qualitative phase explored participants' experiences, particularly the challenges and facilitating factors associated with sustaining teacher self-efficacy and integrating SEL into remedial instruction. The integration of quantitative and qualitative findings provided a more comprehensive understanding of instructional practices, professional confidence, and the conditions affecting teacher effectiveness in the ARAL Program.

2.2 Locale of the Study

The study was conducted in public junior high schools within the Tagbilaran City Division, Bohol, Philippines. The division oversees 26 public schools, comprising 17 elementary schools and nine secondary institutions, including specialized schools for science and deaf learners. The research focused on eight participating public junior high schools implementing the ARAL Program, which provides targeted academic interventions for learners experiencing difficulties in foundational competencies. These schools constituted the research setting for examining teacher self-efficacy, SEL integration, and teacher effectiveness.

2.3 Respondents of the Study

The study involved public junior high school ARAL teachers and their immediate school-level supervisors during School Year 2025–2026 and the first term of School Year 2026–2027. The quantitative phase included 202 ARAL teachers and 23 school heads or designated direct supervisors, representing 225 respondents across eight participating schools. ARAL teachers provided self-assessments of teacher self-efficacy, SEL integration, and teacher effectiveness, while supervisors assessed SEL integration and teacher effectiveness based on their direct professional observations. During data collection, leadership transitions occurred in some participating schools. Newly assigned school heads who lacked sufficient supervisory experience with the ARAL teachers were replaced as evaluators by Department Heads or Master Teachers with direct instructional oversight. This ensured that supervisory assessments reflected firsthand knowledge of teachers' instructional practices and performance. The qualitative phase involved 15 ARAL teachers and five school heads or supervisory participants who provided accounts of their experiences, implementation challenges, and facilitating factors related to teacher self-efficacy and SEL integration.

2.4 Sample and Sampling Procedure

The quantitative phase employed total enumeration, inviting all identified ARAL teachers who satisfied the study's inclusion criteria. The respondents were drawn from the eight participating public junior high schools, with corresponding supervisory assessments provided by school heads or designated immediate supervisors. For the qualitative phase, purposive sampling through extreme-case selection was employed. Participants were identified based on the highest and lowest composite quantitative ratings for teacher self-efficacy, SEL integration, and teacher effectiveness. This approach enabled the examination of contrasting experiences among teachers with relatively high and low ratings, providing contextual explanations of the quantitative results. Interview participation was voluntary.

2.5 Research Instrument

The study utilized a researcher-developed questionnaire patterned after the Philippine Professional Standards for Teachers (PPST), aligned with relevant Department of Education policies, and grounded in Social Cognitive Theory, the SEL Framework, Self-Determination Theory, Emotional Intelligence Theory, and the Prosocial Classroom Model. The instrument contained four major components designed to measure respondents' characteristics and the principal study variables. The first component gathered teachers' demographic and professional profiles, including age, gender, educational attainment, teaching experience, and relevant SEL training. The second assessed teacher self-efficacy in instructional strategies for struggling learners, classroom management during remedial instruction, and learner engagement and motivation. This component was anchored in Bandura's Social Cognitive Theory (1997), which emphasizes individuals' beliefs in their capabilities to perform specific tasks. The third component measured SEL integration using the five competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The fourth assessed teacher effectiveness through PPST-aligned indicators covering content knowledge and pedagogy, assessment and reporting, and learning environment. ARAL teachers completed self-assessments, while school heads or designated supervisors evaluated only SEL integration and teacher effectiveness because self-efficacy concerns teachers' personal beliefs about their capabilities. Quantitative items employed a five-point Likert scale, while open-ended questions and interviews explored challenges and facilitating factors in ARAL implementation. Supervisory participants also answered qualitative questions concerning teacher self-efficacy and SEL integration. The instrument underwent expert validation and pilot testing before administration.

(Bandura, 2006). Expert evaluation examined item relevance, clarity, appropriateness, and construct alignment, yielding a Content Validity Index (CVI) of .783. Internal consistency was assessed using Cronbach's alpha, producing coefficients of .958 for teacher self-efficacy, .979 for SEL integration, and .973 for teacher effectiveness. These values exceeded the .70 benchmark, indicating strong internal consistency and supporting the instruments' use in the main study.

2.6 Data Gathering Procedure

Before data collection, the researcher secured written authorization from the Dean of the School of Advanced Studies, the Campus Director, and the University President. A formal request was subsequently submitted to the Schools Division Superintendent of the Tagbilaran City Division to obtain permission to conduct the research in participating public junior high schools. Following approval, validated questionnaires were administered to eligible ARAL teachers and their school heads or designated immediate supervisors. Participants were informed of the study's purpose, the confidentiality of their responses, and the voluntary nature of participation. Completed questionnaires were retrieved, checked, coded, organized, and prepared for statistical analysis. After the initial quantitative analysis, selected participants were invited to provide qualitative responses concerning their instructional experiences, challenges, and facilitating factors in implementing SEL and sustaining teacher self-efficacy. The qualitative data were subsequently examined and integrated with the quantitative results to develop a more comprehensive interpretation of teacher effectiveness in the ARAL Program.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive and inferential statistical procedures through Jamovi, with the significance level set at .05. Means and standard deviations were calculated to describe the levels of teacher self-efficacy, the extent of SEL integration, and teacher effectiveness across the identified dimensions. Mean scores represented average responses, while standard deviations indicated the variability of respondents' assessments. Results were interpreted using the established rating scales for each study variable. Multiple linear regression analysis was employed to determine the predictive contributions of teacher self-efficacy and SEL integration to teacher effectiveness. Separate regression models were developed for content knowledge and pedagogy, assessment and reporting, and learning environment. The coefficient of determination (R^2) measured the proportion of variance explained by the predictor variables, while regression coefficients, test statistics, and p-values determined their individual statistical contributions. Findings were interpreted as predictive associations rather than causal relationships. Welch's independent-samples t-test was used to compare ARAL teachers' and school heads' assessments of SEL integration and teacher effectiveness while accommodating unequal group variances. The analysis considered t-values, degrees of freedom, p-values, and effect sizes to determine the significance and magnitude of group differences. Statistical significance was established at $p < .05$. Qualitative responses were analyzed through thematic analysis following Braun and Clarke's six-phase procedure. The process involved familiarization with the data, generation of initial codes, identification of potential themes, review and refinement of themes, definition and naming of themes, and interpretation of findings. The analysis focused on recurring experiences involving instructional challenges, classroom management, learner engagement, SEL implementation, professional confidence, and institutional support. The qualitative findings were compared and integrated with the quantitative results to identify convergences, differences, and contextual explanations. This integration supported a comprehensive interpretation of the relationships among teacher self-efficacy, SEL integration, and teacher effectiveness in implementing the ARAL Program.

2.8 Ethical Considerations

The study observed ethical principles concerning informed consent, voluntary participation, confidentiality, participant welfare, and responsible data interpretation. Before data collection, participants received information explaining the research objectives, procedures, and expected involvement in questionnaires and interviews. Participation was voluntary, and respondents could decline individual questions or withdraw without penalty or adverse professional consequences. To maintain confidentiality, participating schools were assigned identification codes ranging from SCH-01 to SCH-08, while individual teachers received corresponding coded identifiers, such as SCH-01-T001. These codes enabled the matching of teachers' self-assessments with supervisory evaluations without disclosing personal identities. Findings were presented in aggregated form or through anonymized qualitative excerpts. Because the study involved professional self-assessments and supervisory evaluations, measures were implemented to minimize psychological discomfort and potential employment-related concerns. Individual responses were treated exclusively as research data and were not intended for personnel evaluation, disciplinary action, promotion, or other employment decisions. Data collection was also arranged to minimize disruption to teaching responsibilities. The researcher maintained consistency with approved research procedures and ensured that qualitative responses were interpreted within the context of participants' experiences. Extreme-case sampling was conducted exclusively for research purposes and was not intended to rank or stigmatize respondents. Findings were reported accurately, with attention to participants' intended meanings and without selective presentation of evidence. The study also upheld beneficence and non-maleficence by prioritizing participants' dignity, rights, and welfare. Its findings were intended to inform professional development, instructional support, and a responsive action plan for improving teacher effectiveness in the ARAL Program.

3. Results and Discussion

3.1 Teacher Self-Efficacy, SEL Integration, and Teacher Effectiveness in the ARAL Program

3.1.1 Teacher Self-Efficacy in Instructional Strategies, Classroom Management, and Learner Engagement

ARAL teachers demonstrated a high overall level of self-efficacy ($M = 3.99$), with high ratings in instructional strategies ($M = 3.93$), classroom management ($M = 4.01$), and learner engagement and motivation ($M = 4.02$). In instructional strategies, teachers reported the greatest confidence in adapting teaching approaches to struggling learners ($M = 4.03$), while designing differentiated remediation activities received a comparatively lower rating ($M = 3.81$). Classroom management was strongest in establishing positive and orderly learning environments ($M = 4.13$), although anticipating classroom disruptions received a lower rating ($M = 3.86$). For learner engagement, supporting learners' competence and achievement received the highest rating ($M = 4.11$), while motivating uninterested learners received the lowest ($M = 3.91$). These findings indicate strong perceived instructional capabilities, with opportunities for improvement in differentiated remediation, proactive classroom management, and learner motivation. The findings are consistent with Padohinog et al. (2024), who identified instructional strategies, classroom management, and student engagement as distinct dimensions of teacher self-efficacy. (Tschannen-Moran et al., 1998). Gordon et al. (2023) emphasized the importance of professional learning and environmental support in sustaining teacher confidence during educational reforms, while Duan et al. (2024) associated classroom-management self-efficacy with classroom climate, learner behavior, and school conditions. The relatively high engagement ratings also correspond with Wang et al. (2024), who highlighted the importance of autonomy and competence in educational motivation. These findings suggest that strengthening teachers' differentiated instructional practices and behavior-management strategies may further support effective ARAL implementation.

3.1.2 Integration of Social-Emotional Learning Competencies in ARAL Instruction

Both ARAL teachers and school heads rated SEL integration as high across self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-awareness obtained mean ratings of 3.98 from teachers and 4.11 from school heads, while self-management received 4.02 and 4.14, respectively. Social awareness was the highest-rated competency for both groups, with means of 4.13 and 4.18. Relationship skills received ratings of 4.12 and 4.17, while responsible decision-making obtained 4.13 and 4.14. Teachers particularly emphasized kindness, respect, positive communication, accountability, and learner responsibility. Comparatively lower ratings were recorded for structured emotional check-ins ($M = 3.80$), explicit frustration-management activities ($M = 3.91$), and activities specifically designed to strengthen relationship skills ($M = 3.93$). These findings indicate that SEL practices were regularly incorporated into ARAL instruction, particularly through supportive relationships, positive behavior, and responsible classroom participation. The results correspond with Cipriano et al. (2023), who reported improvements in social-emotional competencies, prosocial behavior, peer relationships, and school functioning among learners participating in school-based SEL interventions. Cipriano et al. (2024) likewise emphasized the educational benefits of SEL integration. However, the comparatively lower ratings for structured emotional reflection, frustration management, and relationship-building activities suggest that these competencies could be strengthened through more intentional instructional practices. The findings describe reported implementation rather than directly demonstrating improvements in learners' academic achievement or emotional competence.

3.1.3 Teacher Effectiveness in Content Knowledge and Pedagogy, Assessment and Reporting, and Learning Environment

ARAL teachers and school heads generally evaluated teacher effectiveness as high across content knowledge and pedagogy, assessment and reporting, and learning environment. The assessments reflected teachers' perceived competence in delivering remediation lessons, adapting instructional strategies, assessing learner progress, providing feedback, and maintaining supportive classrooms. Stronger practices included explaining learning objectives, adjusting instructional approaches, monitoring learner understanding, and encouraging participation. Comparatively weaker areas concerned differentiated remediation, systematic progress monitoring, and responding to learners with varying academic readiness and motivation. Overall, the findings indicate favorable assessments of teacher effectiveness while identifying specific instructional practices requiring continued professional support. The results highlight the importance of examining teacher effectiveness as a multidimensional construct involving instructional competence, assessment practices, and classroom conditions. The broader evidence on SEL implementation presented by Cipriano et al. (2023) supports the relevance of social-emotional practices to positive educational environments. Research on teachers' professional confidence and instructional quality also suggests that effective teaching depends on both individual capabilities and contextual support. Accordingly, the findings emphasize the value of sustained professional development, responsive instructional strategies, and systematic learner monitoring in strengthening ARAL implementation.

3.2 Predictive Relationships of Teacher Self-Efficacy and SEL Integration with Teacher Effectiveness

3.2.1 Predictors of Teacher Effectiveness in Content Knowledge and Pedagogy

Multiple regression analysis involving 202 ARAL teachers showed that teacher self-efficacy and SEL integration jointly explained 15.4% of the variance in content knowledge and pedagogy ($R = .393$, $R^2 = .154$, adjusted $R^2 = .146$). SEL integration was a statistically significant positive predictor ($B = 0.409$, $SE = 0.099$, $t = 4.111$, $p < .001$), indicating that higher SEL integration ratings were associated with higher predicted teacher effectiveness in this domain. Teacher self-efficacy did not make a statistically significant unique contribution after SEL integration was included in the model. Thus, SEL integration emerged as the significant predictor of content knowledge and pedagogy. This finding is consistent with the broader educational relevance of SEL reported by Cipriano et al. (2023), particularly its association with positive classroom functioning and academic outcomes. Doyle et al. (2023) also examined the integration of SEL and literacy-focused instruction, emphasizing the relevance of combining academic and social-emotional support. Within ARAL, the result suggests that integrating SEL into instructional practices provides predictive information about teacher effectiveness beyond teachers' reported professional confidence. However, the association does not establish that SEL integration directly causes improvements in pedagogical effectiveness.

3.2.2 Predictors of Teacher Effectiveness in Assessment and Reporting

The regression model for assessment and reporting was statistically significant ($R = .721$, $R^2 = .520$, adjusted $R^2 = .516$, $F(2, 199) = 108.00$, $p < .001$), explaining 52.0% of the variance in teacher effectiveness. SEL integration significantly and positively predicted assessment and reporting ($B = 0.675$, $SE = 0.078$, $t = 8.63$, $p < .001$). In contrast, teacher self-efficacy had a positive but statistically nonsignificant coefficient ($B = 0.122$, $SE = 0.074$, $t = 1.65$, $p = .101$). These findings indicate that SEL integration contributed significantly to predicting assessment and reporting effectiveness, while teacher self-efficacy did not provide a significant additional contribution after accounting for SEL integration. The results suggest that SEL-related practices may be relevant to teachers' responsiveness to learners' needs, constructive feedback, and progress monitoring. Cipriano et al. (2023) demonstrated the broader relevance of SEL to educational functioning, while Yan and King (2023) identified relationships between teacher self-efficacy and formative assessment practices. The nonsignificant unique contribution of self-efficacy in the present model does not contradict its broader professional importance but indicates that SEL integration was the stronger statistical predictor when both variables were considered simultaneously. These findings support attention to emotionally responsive assessment and feedback practices in ARAL instruction.

3.2.3 Predictors of Teacher Effectiveness in Learning Environment

Regression analysis showed that SEL integration and teacher self-efficacy jointly explained 53.7% of the variance in teacher effectiveness concerning the learning environment. SEL integration was a significant positive predictor ($B = .769$, $SE = .074$, $t = 10.357$, $p < .001$), indicating that higher SEL integration scores were associated with higher effectiveness ratings in creating and maintaining supportive learning environments. Teacher self-efficacy was not a statistically significant predictor ($B = -.010$, $SE = .070$, $t = -.142$, $p = .887$). Thus, SEL integration, rather than teacher self-efficacy, accounted for the significant unique predictive contribution within the model. The findings indicate that the integration of social-emotional competencies is closely associated with teachers' effectiveness in maintaining supportive classroom conditions. Practices involving emotional responsiveness, respectful interactions, positive behavior management, and supportive relationships are particularly relevant to learners receiving academic remediation. The findings also reinforce the importance of distinguishing teachers' confidence in their abilities from the instructional practices they report implementing. Although SEL integration significantly predicted learning environment effectiveness, the regression results demonstrate statistical association rather than causation.

3.3 Differences Between ARAL Teachers' and School Heads' Assessments

3.3.1 Differences in Assessments of SEL Integration

School heads reported a slightly higher overall SEL integration rating ($M = 4.14$, $SD = 0.554$) than ARAL teachers ($M = 4.08$, $SD = 0.482$), with a mean difference of 0.0674. Levene's test indicated unequal variances, $F(1, 402) = 5.34$, $p = .021$, requiring the use of Welch's independent-samples t-test. The difference was not statistically significant, $t(395) = 1.30$, $p = .193$, with a small effect size (Cohen's $d = 0.130$). These results indicate insufficient statistical evidence of a difference between the two groups' mean assessments of SEL integration. The findings relate to Grant et al. (2023), who emphasized the importance of gathering implementation data from teachers, school leaders, and other educational stakeholders. Grant et al. (2023) likewise examined teacher and principal perspectives in evaluating professional competencies. The broadly similar ratings in the present study suggest that teachers and school heads held comparable overall perceptions of SEL implementation. Nevertheless, nonsignificant differences do not establish complete agreement between individual raters, highlighting the continued importance of collaborative monitoring and professional dialogue.

3.3.2 Differences in Assessments of Teacher Effectiveness

The comparison between ARAL teachers' and school heads' assessments of teacher effectiveness revealed no statistically significant difference, $t(402) = -0.143$, $p = .887$. The effect size was negligible (Cohen's $d = -0.014$), indicating an extremely small standardized difference between group means. These results suggest that ARAL teachers and school heads provided broadly similar overall assessments of teacher effectiveness in implementing the program. The findings are consistent with Wiggs et al. (2023), who reported similarities between teachers' self-assessments and administrators' evaluations of instructional and behavior-management practices. Wiggs et al. (2023) also emphasized the value of combining teacher and administrator ratings when examining instructional performance. Although the present findings indicate comparable group-level evaluations, they do not demonstrate identical perceptions or agreement at the individual-teacher level. Both perspectives remain relevant for instructional monitoring and professional development.

3.4 Challenges and Facilitating Factors in ARAL Program Implementation

3.4.1 Factors Supporting Teacher Self-Efficacy

The qualitative findings identified teacher resilience, professional commitment, instructional competence, learner motivation, and positive teacher–learner relationships as facilitating factors for teacher self-efficacy. Participants described their willingness to continue remediation despite instructional difficulties, provide individualized assistance, simplify complex lessons, and use encouragement to sustain learner participation. One teacher emphasized teaching lessons progressively until mastery, while others reported using praise, recognition, rewards, and additional instructional time to support struggling learners. School heads similarly highlighted professional dedication, instructional readiness, and supportive interactions as important characteristics of effective ARAL teachers. These findings are consistent with Bandura's Social Cognitive Theory, which emphasizes the influence of efficacy beliefs on effort, persistence, and responses to challenges. Instructional adaptability and progressive mastery reflect the importance of responding to learners' academic readiness, while positive reinforcement supports participation and motivation. Guo (2024) examined teacher feedback and students' self-regulated learning, identifying positive relationships involving scaffolding feedback while reporting more limited associations for praise. The findings suggest that teacher self-efficacy is sustained not only by professional confidence but also by instructional competence, commitment, and supportive relationships within the learning environment.

3.4.2 Challenges Affecting Teacher Self-Efficacy

Participants identified learner disengagement, diverse academic needs, language difficulties, instructional preparedness, and professional capacity-building requirements as challenges affecting teacher self-efficacy. Some learners questioned their participation in ARAL, while others experienced difficulties understanding Filipino reading passages or English instructional concepts. School heads observed that teachers assigned outside their subject specializations sometimes struggled to explain lessons effectively. Participants also reported that some teachers assigned to ARAL had not attended the required training, creating additional difficulties in delivering specialized remediation. These challenges indicate that teacher self-efficacy is influenced by instructional demands and the support available within the school environment. Differences in learners' academic readiness, motivation, and language proficiency require adaptable teaching approaches, while inadequate subject preparation and limited training may constrain teachers' instructional confidence. The findings reinforce the importance of appropriate teacher assignments, continuing professional development, and instructional support in sustaining effective academic recovery.

3.4.3 Facilitating Factors in SEL Integration

Qualitative responses identified teacher social-emotional competence, positive learning environments, supportive relationships, responsive instructional strategies, positive behavior management, and school leadership support as facilitating factors in SEL integration. Teachers described acknowledging learners' emotions, assisting students experiencing frustration, establishing respectful classroom expectations, and adjusting activities according to individual learning needs. School heads observed that supportive communication encouraged participation, including among initially hesitant learners. Participants also identified multimedia resources, engaging activities, coaching, training, learning action cell sessions, and administrative involvement as practices supporting SEL implementation. These findings demonstrate the importance of integrating emotional responsiveness into academic remediation rather than treating SEL as an isolated instructional activity. Teachers' recognition of learners' feelings, encouragement of respectful behavior, and use of responsive teaching strategies contribute to the supportive classroom conditions emphasized in the study's theoretical frameworks. Administrative involvement and professional collaboration also provide conditions that may help sustain SEL integration across ARAL sessions.

3.4.4 Challenges in SEL Integration

Participants reported instructional resource limitations, insufficient time, learner-monitoring difficulties, inconsistent instructional continuity, and learner engagement concerns. Some teachers described inadequate learning materials, missing answer keys, large remediation groups, and difficulties associated with pull-out instructional arrangements. Others reported limited mechanisms for monitoring learner progress, learners' difficulty maintaining attention, and reluctance to participate in ARAL sessions. School heads additionally emphasized the need for sustained SEL training, active leadership participation, inclusive instructional practices, and systematic documentation of learners' behavioral and emotional experiences. These challenges indicate that consistent SEL integration depends on instructional resources, manageable implementation arrangements, learner monitoring, and institutional support. The findings are relevant to the CASEL framework, which emphasizes meaningful instruction, supportive learning environments, and coordinated educational practices. They also suggest that improving SEL implementation requires attention to both classroom-level practices and organizational conditions, particularly teacher preparation, monitoring procedures, and school leadership engagement.

3.5 Integration of Quantitative and Qualitative Findings

3.5.1 Convergence of Teacher Self-Efficacy Ratings and Professional Experiences

Quantitative findings indicated high teacher self-efficacy across instructional strategies, classroom management, and learner engagement and motivation. Qualitative accounts supported these findings through descriptions of teacher persistence, instructional adaptability, commitment to learner improvement, and willingness to provide additional assistance. However, participants also identified learner disengagement, language barriers, diverse academic needs, and inadequate preparation as continuing challenges. These accounts contextualized the relatively lower quantitative ratings concerning differentiated remediation, proactive classroom management, and motivating uninterested learners. The integration suggests that teachers' strong perceived capabilities coexist with instructional and organizational difficulties. Teacher resilience and commitment help sustain remediation, but professional confidence alone does not eliminate challenges associated with diverse learner needs and implementation conditions. These findings support the importance of strengthening instructional preparation and providing sustained professional assistance to ARAL teachers.

3.5.2 Convergence of SEL Integration Ratings and Classroom Practices

The quantitative results showed high SEL integration across the five competencies, with social awareness and relationship skills among the strongest areas. Qualitative findings supported these results through participants' descriptions of emotional support, respectful communication, positive reinforcement, and supportive teacher–learner relationships. Teachers and school heads observed that learners became more willing to participate when they experienced acceptance and encouragement. Nevertheless, resource limitations, insufficient instructional time, and inconsistent monitoring presented barriers to sustained SEL implementation. These findings suggest that SEL integration was reflected in reported classroom practices involving emotional responsiveness, learner participation, and positive interpersonal relationships. The qualitative accounts provide contextual explanations for the high ratings while identifying implementation conditions that require further support. The results reinforce the relevance of SEL as an instructional consideration within academic recovery rather than merely an additional classroom activity.

3.5.3 Integration of Teacher Effectiveness, SEL Integration, and Self-Efficacy

The quantitative analysis demonstrated that SEL integration significantly predicted teacher effectiveness across content knowledge and pedagogy, assessment and reporting, and learning environment. Teacher self-efficacy did not make a statistically significant unique contribution to these dimensions when SEL integration was included in the regression models. Qualitative findings complemented these results by identifying responsive teaching, supportive relationships, emotional awareness, scaffolding, learner monitoring, and constructive feedback as practices associated with effective ARAL instruction. School heads also recognized teachers' ability to establish clear objectives, adapt learning activities, and respond to individual learner needs. Taken together, the findings indicate that SEL integration was the more consistent statistical predictor of teacher effectiveness in the models examined. Teachers' confidence remained relevant to their professional experiences, but reported SEL practices provided additional predictive information about instructional effectiveness. The qualitative evidence further highlighted the importance of combining academic remediation with supportive interactions, responsive instructional strategies, and institutional assistance. These findings informed the proposed action plan, *Advancing Responsive and Adaptive Learning: A Proposed Action Plan for Enhancing Teacher Effectiveness in the Implementation of the ARAL Program*.

4. Conclusion & Recommendations

The study concludes that teacher self-efficacy, Social-Emotional Learning (SEL) integration, and teacher effectiveness are important dimensions of implementing the Academic Recovery and Accessible Learning (ARAL) Program in the Tagbilaran City Division. ARAL teachers demonstrated high levels of self-efficacy, SEL integration, and teacher effectiveness across instructional strategies, classroom management, learner engagement,

content knowledge and pedagogy, assessment and reporting, and learning environment. SEL integration significantly and positively predicted all three dimensions of teacher effectiveness, whereas teacher self-efficacy did not demonstrate a statistically significant unique contribution when both variables were considered simultaneously. No significant differences were found between ARAL teachers' and school heads' assessments of SEL integration and teacher effectiveness. Qualitative findings identified learner diversity, language barriers, limited instructional resources, workload, learner disengagement, and monitoring difficulties as implementation challenges, while instructional adaptability, supportive teacher–learner relationships, professional commitment, collaboration, and administrative support facilitated effective teaching. Overall, the findings emphasize the importance of integrating SEL into academic remediation and strengthening institutional support to enhance teacher effectiveness in ARAL implementation.

The study recommends sustained professional development for ARAL teachers focusing on SEL integration, differentiated and language-responsive instruction, classroom management, learner engagement, formative assessment, and progress monitoring. The Schools Division Office and school heads should strengthen instructional supervision, coaching, mentoring, collaborative lesson planning, and learning action cell sessions while addressing instructional resource limitations, teacher workload, and monitoring responsibilities. ARAL teachers should systematically incorporate the five SEL competencies into remediation activities, provide individualized learning support, and maintain learner progress records. Schools should also establish supportive mechanisms for learners experiencing academic, behavioral, and emotional difficulties and strengthen parent–teacher communication to promote consistent learning support. The proposed action plan, *Advancing Responsive and Adaptive Learning: A Proposed Action Plan for Enhancing Teacher Effectiveness in the Implementation of the ARAL Program*, should be presented for review and possible adoption, with defined implementation responsibilities, success indicators, and periodic monitoring and evaluation. Future researchers are encouraged to replicate the study in other educational settings, examine additional factors associated with teacher effectiveness, incorporate learners' and parents' perspectives, and conduct longitudinal or intervention-based investigations to evaluate changes in teaching practices and learner outcomes.

The study was conducted among ARAL teachers and school heads or designated supervisors in selected public junior high schools within the Tagbilaran City Division, limiting the direct generalizability of its findings to other educational settings. Its reliance on teacher self-assessments and supervisory evaluations may also be subject to differences in perception and reporting. Moreover, the regression analyses established predictive associations rather than causal relationships, while the qualitative findings reflected the experiences of purposively selected participants. Consequently, the results should be interpreted within the study's specific educational and implementation context, and further research across other school divisions, incorporating additional stakeholder perspectives and longitudinal or intervention-based designs, is needed to examine the consistency and broader applicability of the findings.

5. Compliance with ethical standards

The study adhered to established ethical principles of informed consent, voluntary participation, confidentiality, beneficence, non-maleficence, and respect for participants' rights and welfare. Institutional authorization and permission to conduct the research were secured before data collection. Participants were informed of the study's objectives and procedures and were assured of their right to decline questions or withdraw without penalty. Confidentiality was maintained through coded identifiers, anonymized reporting, and the exclusive use of collected information for research purposes. The researcher also ensured that participation did not affect respondents' professional standing, minimized disruption to teaching responsibilities, and maintained accuracy and integrity in data interpretation and reporting.

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