

Challenges and Attitudes of Stakeholders on the Implementation of Academic Recovery and Accessible Learning (ARAL) Program

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ABSTRACT

This study determined the challenges encountered and attitudes of stakeholders toward the implementation of the Academic Recovery and Accessible Learning (ARAL) Program among teachers, parents, and learners in a public elementary school in Negros Occidental, during School Year 2025–2026. The study employed a descriptive-correlational research design using a researcher-made questionnaire validated by experts and was employed to determine significant differences. The findings revealed that stakeholders experienced a high level of challenges, while their attitudes toward the implementation of the ARAL Program were very high. No significant differences were found in the challenges encountered and attitudes of teachers, parents, and learners. However, a significant positive relationship was found between the challenges encountered and stakeholders' attitudes toward the implementation of the program. The study concluded that despite the challenges encountered, stakeholders maintained highly positive attitudes and support for the ARAL Program. Strengthening collaboration, learner engagement, teacher support, and parental involvement is recommended.

Keywords: Academic Recovery and Accessible Learning (ARAL) Program; Implementation Challenges; Stakeholder Attitudes; Stakeholder Collaboration; Elementary Education.

INTRODUCTION

The Academic Recovery and Accessible Learning Program (ARAL) aims to provide timely, responsive, and effective support to learners who fall below the expected proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd). This memorandum operationalizes the implementation of the ARAL for key stages 1 to 3, in accordance with Republic Act no. 12028 an act establishing an ARAL program and appropriating funds therefor, its implementing rules and regulations, and DepEd order no. 018, s. 2025 implementing guidelines of the ARAL program (DepEd Memorandum Circular, 2025).

Although DepEd has established policies and implementation guidelines for the ARAL Program, its effectiveness depends largely on the active participation and cooperation of its key stakeholders, particularly teachers, parents, and learners. Teachers are responsible for providing appropriate interventions and monitoring learners' progress, while parents are expected to provide support and reinforcement at home. Learners, on the other hand, are expected to actively participate in the learning activities and interventions provided by the program. Thus, the successful implementation of ARAL requires shared responsibility among these stakeholders.

While existing policies provide clear directions for implementing the ARAL Program, there remains a need for school-level evidence regarding the actual challenges experienced by stakeholders and their attitudes toward the program. In particular, limited empirical evidence has examined the experiences of teachers, parents, and learners collectively within the same school context, especially during the early implementation of the program. Moreover, the relationship between the challenges encountered and stakeholders' attitudes toward ARAL has not been sufficiently established in the local setting. Understanding this relationship is important because

positive attitudes and stakeholder support may contribute to sustained participation, while implementation difficulties may affect stakeholder engagement.

Therefore, this study was conducted to determine the challenges encountered and attitudes of teachers, parents, and learners toward the implementation of the ARAL Program in a public elementary school in the Division of Bago City, Negros Occidental. Specifically, the study sought to provide evidence on the extent of implementation challenges, determine stakeholders' attitudes, examine differences among stakeholder groups, and establish whether a significant relationship exists between challenges encountered and attitudes toward the program. The findings may provide school administrators and other education stakeholders with useful information for strengthening implementation strategies, improving stakeholder collaboration, addressing identified challenges, and enhancing the delivery of learning recovery interventions for learners.

METHODOLOGY

The study employed a descriptive-correlational research design to determine the challenges encountered and attitudes of stakeholders toward the implementation of the Academic Recovery and Accessible Learning (ARAL) Program among teachers, learners, and parents in a public elementary school in Negros Occidental during School Year 2025–2026. The descriptive component was used to determine the extent of challenges encountered and the level of stakeholders' attitudes toward the program, while the correlational component was utilized to examine the relationship between the challenges encountered and stakeholders' attitudes. This design was appropriate because it allowed the researcher to describe existing conditions and examine relationships among variables without manipulating them (Creswell & Creswell, 2021).

The participants of the study consisted of 208 stakeholders, comprising 14 teachers, 97 learners, and 97 parents from the three highest grade levels of a selected public elementary school in Negros Occidental. The total population of stakeholders involved in the ARAL Program was 428. Using the Slovin formula, the computed sample size was approximately 207 respondents; however, 208 respondents were included in the final data collection. Stratified random sampling was employed to determine the proportional allocation of respondents across the three grade levels, while simple random sampling through draw-lots was used to select the individual respondents within each stratum. The final distribution consisted of 60 respondents from Grade Level A, 73 from Grade Level B, and 75 from Grade Level C.

Data were gathered using a researcher-made questionnaire developed based on the objectives of the study and relevant Department of Education (DepEd) memoranda and guidelines concerning the implementation of the ARAL Program. The instrument was designed to measure two major variables: the challenges encountered by stakeholders and their attitudes toward the implementation of the ARAL Program. A five-point Likert scale was used to quantify the respondents' perceptions. Prior to administration, the questionnaire underwent expert validation to establish its content validity. Five experts in research and educational practice reviewed the instrument in terms of relevance, clarity, appropriateness, and alignment with the objectives of the study. Their recommendations were incorporated into the final version of the questionnaire. The reliability of the instrument was established through pilot testing involving 34 respondents who were not included in the actual study. The pilot-test results were examined to determine the internal consistency of the instrument before its administration to the final respondents.

Data collection was conducted after securing the necessary approval from the Graduate School of La Carlota City College and permission from the concerned school authorities. The researcher coordinated with the appropriate school personnel and respondents regarding the schedule and administration of the questionnaire. The validated questionnaires were administered face-to-face to the selected teachers, learners, and parents. The respondents were oriented regarding the purpose of the study, the procedures for completing the questionnaire, and the voluntary nature of their participation. To facilitate comprehension, particularly among learners and parents who required linguistic assistance, the instrument was made accessible in the local dialect. For participants who were unable to attend the scheduled administration, appropriate follow-up visits were conducted to facilitate the completion of the questionnaire. After retrieval, the questionnaires were checked for completeness, coded, tallied, and encoded for statistical analysis. Confidentiality and privacy of the respondents' information were maintained throughout the data collection and processing procedures.

The collected data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive and inferential statistical techniques were employed in accordance with the research questions. The mean and standard deviation were computed to determine the extent of challenges encountered by the stakeholders and their level of attitudes toward the implementation of the ARAL Program. The responses were interpreted using a five-point scale, with higher mean scores indicating greater challenges and more favorable attitudes, respectively. The Kruskal–Wallis H test was employed to determine whether significant differences existed in the challenges encountered among teachers, learners, and parents and in their attitudes toward the implementation of the ARAL Program. The test was appropriate for comparing three independent stakeholder groups based on ordinal-scale responses. Finally, the Spearman rank-order correlation coefficient (Spearman’s rho) was used to determine the significant relationship between the challenges encountered and stakeholders’ attitudes toward the implementation of the ARAL Program. All inferential tests were evaluated at the 0.05 level of significance, wherein a p-value less than 0.05 indicated a statistically significant result, while a p-value greater than 0.05 indicated a non-significant result.

RESULTS AND DISCUSSIONS

Level of Challenges Met by the Stakeholders

Table 1. Level of Challenges Met by the Stakeholders in the Implementation of ARAL Program.

Statements	Mean	Std. Dev.	Interpretation
Challenges Met on the Implementation of ARAL Program as Assessed by the Teachers	3.70	.72	High
1. There ARAL learning materials are enough for all participating learners.	3.71	.99	High
2. The ARAL modules and activities sheets are always distributed on time.	3.93	.83	High
3. The ARAL Instructional materials used are suited to learners’ reading and math levels.	3.86	.95	High
4. The ARAL supplementary materials are enough for teachers’ ARAL sessions.	3.79	.80	High
5. The ARAL materials availability is affected by the printing and reproduction resources.	3.79	.89	High
6. The ARAL schedule matches with regular class schedules.	3.43	1.45	High
7. The ARAL sessions have enough time to address learners’ difficulties.	4.00	.88	High
8. The ARAL sessions are regularly attended by the learners and does not conflict their class schedules.	4.00	.96	High
9. The ARAL activities schedules do not conflict with the parents’ schedule	4.07	1.14	High
10. The ARAL schedule does not cause fatigue to learners after regular classes.	3.71	1.07	High
11. Learners show high interest in participating during ARAL sessions.	3.43	1.02	High
12. Learners complete ARAL reading and math activities on time.	3.50	.85	High
13. Learners’ attendance in ARAL sessions is consistent.	3.43	1.09	High

14. Learners focuses easily during ARAL lessons.	3.36	.93	Moderate
15. Learners are motivated to actively participate in ARAL activities.	3.57	.94	High
Challenges Met on the Implementation of ARAL Program as Assessed by the Parents	4.12	.70	High
1. The ARAL learning materials are enough and is provided for my child.	4.24	.94	High
2. The ARAL modules and activities sheets are always given on time	4.12	.94	High
3. The ARAL activities suites my child's reading and math level.	4.12	1.02	High
4. The ARAL additional materials provided are enough for the teachers to cater the needs of my child.	4.21	.87	High
5.The ARAL printing resources affects the availability of materials for my child.	4.04	.96	High
6. The ARAL schedule integration within regular class hours is highly effective to my child's progress	4.06	1.20	High
7. The ARAL built-in schedule prevents my child from experiencing fatigue during the school day.	4.28	.91	High
8. The ARAL sessions do not give difficulty to my child and is attending regularly without schedule issues.	4.11	1.07	High
9. The ARAL schedule is easy to adjust with my schedule to support my child's ARAL activities.	4.30	1.03	High
10. The ARAL sessions schedule makes my child feel good and happy after regular classes.	4.10	1.07	High
11. My child shows high interest in participating in ARAL sessions.	4.06	.98	High
12. My child completes ARAL reading and math activities on time.	4.07	.94	High
13. My child's attendance in ARAL sessions is consistent.	4.06	1.03	High
14.My child could easily focus during ARAL lessons.	3.84	1.05	High
15. My child feels motivated to participate actively in ARAL activities	4.13	.89	High
Challenges Met on the Implementation of ARAL Program as Assessed by the Learners	4.16	.56	High
1. The ARAL learning materials are enough for us.	4.46	.98	High
2. The ARAL modules and activities sheets are always given on time	4.07	1.09	High
3. The ARAL materials are too easy for me.	3.95	1.36	High
4. During ARAL sessions we have enough extra materials.	4.30	.96	High

5. The ARAL activities are affected by the number of printed materials.	3.97	1.11	High
6. The ARAL schedule matching with my regular classes is highly effective in my progress	4.21	1.12	High
7. The ARAL given time is enough for me to understand the lessons	4.29	.98	High
8. The ARAL activities make me feel happy and excited to attend.	3.85	1.26	High
9. The ARAL sessions fit with my schedule so I can attend regularly after class.	4.18	1.15	High
10. The ARAL schedule is convenient for me.	4.06	1.13	High
11. I am very interested in joining ARAL sessions.	4.36	.82	High
12. I find it easy to complete ARAL reading and math activities.	4.16	.91	High
13. I attend ARAL sessions regularly.	4.27	.91	High
14. I easily focus during ARAL lessons.	3.96	.99	High
15. I am motivated to participate actively in ARAL activities.	4.36	.81	High
Challenges met by the Stakeholders in the Implementation of the Aral Program as a Whole	4.13	.45	High

Legend: (4.21-5.0)-Very High; (3.41 – 4.20)-High; (2.61-3.40) Moderate (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 1 revealed that stakeholders as a whole, had assessed the level of challenges met as “high” ($M=4.13$, $SD=.45$), which indicates that stakeholders encountered a considerable challenge during the implementation of the program, although these challenges were generally manageable and did not hinder the overall delivery of academic recovery interventions.

On the category of teachers with the overall mean ($M=3.70$, $SD=.72$) interpreted as “high”, the statement that got the highest mean was “The ARAL activities schedules do not conflict with the parents’ schedule” were ($M=4.07$, $SD=1.14$) which interpreted as “high”, this indicates that teachers perceived the scheduling of ARAL activities to be generally compatible with parents’ availability, by this means facilitating parental supports and learner participation in the program. Meanwhile the statement that obtained the lowest mean was “Learners focuses easily during ARAL lessons” were ($M=3.36$, $SD=.93$) interpreted as “moderate”, suggests that maintaining learners' attention and engagement during remediation sessions remains a challenge for teachers, possibly due to varying learner interests, attention spans, and academic readiness levels.

The research findings are aligned with the work of Kim and Asbury (2020), which describes increased burden of work and problems with instruction as the main complications faced by teachers involved in academic recovery. In addition, the report by OECD (2021) indicated that time constraints and difficulties in engaging students in the process reduce the productivity of personalized remediation. Next, Santos and Bautista (2024) showed that schools applying ARAL faced logistic problems like scheduling and regular attendance of learners, whereas Reyes and De Guzman (2023) witnessed how contextual aspects and different needs of students affect the effectiveness of academic recovery activity.

On the category of parents with an overall mean of ($M=4.12$, $SD=.70$) rated as “high,” the phrase that earned the highest score was “The ARAL schedule is convenient to fit into my schedule to help my child participate in the ARAL.” ($M=4.30$, $SD=1.03$), which scored as “very high.” This shows parents’ perception of the ARAL

schedule to be manageable and compatible with every day's responsibilities, which enables them to pursue help and monitor the children's participation in the ARAL Program and the statement that received the lowest score was "My child can easily pay attention during ARAL lessons" ($M=3.84$, $SD=1.05$), rated as "high;" this proves that parents noted their children's participation in the ARAL Program but were still struggling with keeping them focused during learning activities in the remediation classes.

The conclusions have been further supported in the work of Garbe et al. (2020) who stressed the importance of parental involvement and support for motivating students to participate in their education recovery programs. Another study by Flores and Navarro (2023) reported that parents have a positive attitude towards the ARAL Program and appreciate its benefits for meeting students' academic needs. Nevertheless, the work by Dela Peña and Escueta (2022) concluded that in order to keep the students engaged in the recovery activities, parental support and supervision should be provided constantly, especially for those students struggling with learning difficulties and attention challenges.

On the category of learners with the overall mean ($M=4.16$, $SD=.56$) interpreted as "high", the statement that got the highest mean was "The ARAL learning materials are enough" with ($M=4.46$, $SD=.98$) which was interpreted as "very high".

Indicates that learners generally perceived the instructional materials provided in the ARAL Program as adequate and sufficient to support their learning needs during remedial sessions, the availability of the appropriate materials may have contributed to improve participation and understanding of lesson among learners, while the statement that obtained the lowest mean was "The ARAL activities make me feel happy and excited to attend" with ($M=3.85$, $SD=1.26$) interpreted as "high", suggests that although learners viewed the program positively, maintaining their enthusiasm and excitement toward participating in ARAL activities remained a challenge. This may be attributed to the additional academic demands of remediation sessions or differences in learners' interests, motivation, and learning preferences.

The results confirm the position of UNESCO (2021), which stated that the availability of proper learning resources and appropriate learning materials is essential for ensuring the effectiveness of academic recovery programs and the involvement of learners in the activities. Likewise, the World Bank (2022) pointed out that having access to the appropriate learning materials promotes the involvement of learners in their process and their performance academically. Besides, OECD (2021) indicated that keeping students engaged is one of the key challenges in academic recovery efforts, while Slavin et al. (2021) highlighted the need for well-designed and student-centered learning programs which contribute to keeping student interested in academic recovery.

Level of Attitude of the Stakeholders

Table 2. Level of Attitude of the Stakeholders Toward the Implementation of ARAL Program.

Statements	Mean	Std Dev.	Interpretation
Attitude of Teachers on the Implementation of ARAL Program	4.26	.57	Very High
1. I believe the ARAL Program is effective in improving learners' academic performance.	4.14	.86	High
2. I am willing to adjust my teaching strategies to meet learners' needs in ARAL.	4.29	1.07	Very High
3. I feel motivated to implement ARAL activities despite added responsibilities.	4.00	.88	High
4. I consider the ARAL Program an essential part of academic recovery.	4.57	.51	Very High

5. I am confident in my ability to deliver ARAL Reading and Mathematics lessons.	4.29	.83	Very High
6. I believe ARAL helps address learning gaps among struggling learners.	4.43	.65	Very High
7. I feel supported by school administrators in implementing ARAL activities.	4.36	1.01	Very High
8. I am willing to attend trainings related to ARAL implementation.	4.50	.65	Very High
9. I find ARAL instructional materials helpful in teaching learners.	4.36	.74	Very High
10. I am committed to monitoring learners' progress in ARAL sessions.	4.21	.89	Very High
11. I believe ARAL enhances my professional growth as a teacher.	3.93	.92	High
12. I feel that ARAL contributes positively to classroom learning outcomes.	4.14	.86	High
13. I am open to collaborating with other teachers in ARAL implementation.	4.43	.85	Very High
14. I believe ARAL promotes inclusive learning opportunities	4.21	.70	Very High
15. I am willing to continue implementing ARAL in future school programs.	4.07	.83	High
Attitude of Parents on the Implementation of ARAL Program	4.37	.55	Very High
1. I believe the ARAL Program helps my child improve in Reading and Mathematics.	4.40	.79	Very High
2. I support my child's regular attendance in ARAL sessions.	4.37	.93	Very High
3. I am willing to assist my child in completing ARAL learning tasks at home.	4.30	.87	Very High
4. I communicate with teachers regarding my child's progress in the ARAL Program.	4.54	.66	Very High
5. I see the ARAL Program as beneficial to my child's overall learning development.	4.25	.87	Very High
6. I encourage my child to participate actively in ARAL activities.	4.42	.73	Very High
7. I believe ARAL provides additional academic support needed by my child.	4.43	.87	Very High
8. I am willing to attend school meetings related to ARAL updates.	4.37	.81	Very High
9. I appreciate the efforts of teachers in implementing ARAL sessions.	4.46	.71	Very High
10. I monitor my child's improvement through ARAL activities.	4.33	.84	Very High
11. I feel that ARAL strengthens my child's confidence in learning.	4.20	.95	High
12. I believe ARAL contributes to my child's academic recovery after learning loss.	4.37	.75	Very High
13. I support the continuation of ARAL in school programs.	4.40	.89	Very High
14. I feel informed about the objectives and activities of ARAL.	4.38	.82	Very High

15. I am willing to collaborate with teachers to support ARAL implementation.	4.38	.83	Very High
Attitude of Learners on the Implementation of ARAL Program	4.28	.58	Very High
1. I enjoy participating in ARAL Reading and Mathematics activities.	4.56	.79	Very High
2. ARAL lessons help me understand my lessons better.	4.27	.85	Very High
3. I feel encouraged to participate actively during ARAL sessions.	4.35	1.18	Very High
4. I try my best to complete all ARAL learning activities.	4.33	.86	Very High
5. I feel more confident in Reading and Mathematics because of ARAL.	4.10	.98	High
6. I am excited to attend ARAL sessions.	4.14	.96	High
7. I ask questions when I do not understand ARAL lessons.	4.38	.85	Very High
8. I cooperate with my classmates during ARAL activities.	4.29	.85	Very High
9. I feel that ARAL teachers help me learn better.	4.31	.94	Very High
10. I complete my ARAL assignments on time.	4.30	.88	Very High
11. I feel comfortable participating in ARAL discussions.	4.19	1.18	High
12. ARAL activities make learning enjoyable for me.	4.26	.78	Very High
13. I feel proud when I improve through ARAL lessons.	4.18	1.01	High
14. I believe ARAL helps me catch up with my classmates academically.	4.29	1.12	Very High
15. I want to continue participating in ARAL programs.	4.31	.97	Very High
Attitude of Stakeholders on the Implementation of Aral Program	4.33	.39	Very High

Legend: (4.21-5.0)-Very High; (3.41 – 4.20)-High; (2.61-3.40) Moderate (1.81 – 2.60)-Low; (1.00 – 1.80)-Very Low

Table 3 revealed that the stakeholders, as a whole, assessed their attitude toward the implementation of the ARAL Program as very high with an overall mean of 4.33 and a standard deviation of 0.39. This finding indicates that stakeholders generally hold favorable perceptions toward the ARAL Program and recognize its importance in addressing learning gaps and improving learners' academic performance.

On the category of teachers with the overall mean ($M = 4.26$, $SD = .57$) interpreted as "very high", the statement that obtained the highest mean was "I consider the ARAL Program an essential part of academic recovery" with ($M = 4.57$, $SD = .51$) which was interpreted as "very high", which indicates that teachers strongly recognize the importance of the ARAL Program in addressing learning loss and supporting struggling learners through targeted interventions. Meanwhile, the statement that obtained the lowest mean was "I believe ARAL enhances my professional growth as a teacher" with ($M = 3.93$, $SD = .92$) interpreted as "high", suggests that although teachers acknowledge the benefits of ARAL for learners, some may view the program more as an instructional responsibility than as an opportunity for professional development.

The research findings agree with Darling-Hammond and colleagues (2021), who suggested that teachers with positive attitudes engage in stronger commitment to their teaching and provide better academic intervention for students recovering from their educational setbacks. Likewise, Trust and Whalen (2020) stated that teachers who

consider the academic recovery programs advantageous for learners demonstrate a greater readiness to adopt teaching techniques despite the increase in workload and responsibilities they have to deal with.

Regarding parents, the average about ($M = 4.37$, $SD = .55$), described as "very high," reveals that parents believe it is important to communicate with teachers because the statement that proved to be the highest one is the one saying, "I communicate with teachers in reference to the learning progress of my child in the ARAL Program" ($M = 4.54$, $SD = .66$) which can be regarded as "very high" as well. Conversely, the statement having the lowest mean, "I think my child becomes more confident in learning because of the ARAL program" ($M = 4.20$, $SD = .95$) interpreted as "high," suggests that even though parents think positively about the impacts of the program, they still wait to see positive results in their children's confidence and learning progress.

The research results coincide with the study of Garbe et al. (2020), which stands for the claim that parental involvement and communication with the school have a significant impact on learners' involvement and motivation in the implementation of academic recovery schemes. Likewise, Flores and Navarro (2023) have come to the conclusion that parents believe that the ARAL Program is beneficial for those learners who need extra help with studies, whereas Dela Peña and Escueta (2022) illustrate that the effective realization of recovery measures depends on the cooperation between parents and teachers.

The group of learners shows a mean value of ($M = 4.28$, $SD = .58$) which means "very high" and the statement which has the highest mean is "I enjoy taking part in ARAL Reading and Mathematics sessions" with ($M = 4.56$, $SD = .79$) and interpreted as "very high", which denotes that learners like participating in ARAL activities. However, the statement with the lowest mean is "I feel more confident in Reading and Mathematics because of ARAL" with ($M = 4.10$, $SD = .98$) interpreted as "high", which proves that though learners enjoy participating in ARAL, some of them may still be struggling with their confidence in the academic performance and require additional assistance and encouragement.

The findings are reinforced by UNESCO (2021), which stated that the inclusive and accessible learning initiatives help in enhancing students' engagement and involvement in academic recovery program. Similarly, OECD (2021) pointed out that learner-centered remediation strategies result in successful academic outcomes and satisfying learning experiences. Furthermore, Slavin et al. (2021) argued that targeted interventions and structured academic support make it possible for students to take part and achieve success.

In conclusion, the findings are supported by Darling-Hammond et al. (2021), who claimed that the positive attitudes of stakeholders contribute to the success of academic recovery programs. Similarly, Garbe et al. (2020) emphasized the importance of parental support in improving students' motivation and involvement in intervention programs. More clearly, Bush (2020) stated that collaboration between teachers, parents, and school leaders improves the implementation of the program. These findings are also supported by the DepEd Order No. 018, s. 2025, which states that the entire community has the responsibility to implement the ARAL Program effectively.

Differences Between the Challenges Met by the Stakeholders

Table 4. Difference Between the Challenges Met by the Stakeholders on the Implementation of the ARAL Program when Grouped into Teachers, Parents and Learners.

Stakeholders	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Teachers	5.178	.075	Failed to Reject H_0	Not Significant
Parents				
Learners				

In Table 4, the differences related to the challenges faced by the stakeholders in the ARAL Program are highlighted, according to the grouping above. The results indicated that there were no substantial differences in

challenges experienced by stakeholders, based on the score of the test, $H = 5.178$ and $p\text{-value} = 0.075$. As $p\text{-value}$ exceeds the level of significance at 0.05, null hypothesis is confirmed.

This implies that stakeholders generally regard ARAL Program challenges similarly despite their different roles in the program as they all face the same issues regardless of their role in the program such as scheduling difficulties, low engagement among learners, problems with teaching and taking part in academic recovery tasks.

DepEd Order No. 018, s. 2025 confirms this finding. According to the order, all stakeholders are responsible for the implementation of the ARAL Program and must work collaboratively. It is true vice-versa according to Reyes and De Guzman (2023), who stated that contextual matters and the role of support from stakeholders is essential for the success of academic recovery activities.

Differences Between the Level of Attitude of the Stakeholders

Table 5. Difference Between the Attitude of the Stakeholders on the Implementation of the ARAL Program when Grouped into Teachers, Parents, and Learners.

Stakeholders	Test Statistics (H)	p-value	Decision for H_0	Interpretation
Teachers	1.673	.433	Failed to Reject H_0	Not Significant
Parents				
Learners				

Table 5 presents the difference between the attitudes of the stakeholders toward the implementation of the ARAL Program when grouped into teachers, parents, and learners. The results revealed that there was no significant difference in the attitudes of the stakeholders, as indicated by the test statistic of $H = 1.673$ and a $p\text{-value}$ of .433. Since the $p\text{-value}$ is greater than the 0.05 level of significance, the null hypothesis was accepted.

According to the results of this study, parents, teachers, and students have the same positive attitude toward the implementation of the ARAL Program, regardless of their specific role in the implementation of the program. Stakeholders in general are aware of how important ARAL is for solving learning problems, improving academic performance, and helping students with academic difficulties. This finding is reinforced by the work of Darling-Hammond et al. (2021), who pointed out that positive attitude of stakeholders has a good impact on the implementation of academic recovery initiatives.

Similarly, Garbe et al. (2020) states that supportive attitude of parents increases students' involvement and motivation, and Bush (2020) claimed that cooperation and commitment between stakeholders provides sustainable and effective implementation of educational programs. Additionally, DepEd Order No. 018, s. 2025 stresses the common duty of teachers, parents, students, and the administration of schools to implement the ARAL Program successfully.

Relationship Between the Level of Challenges and Level of Attitude of the Stakeholders

Table 6. Relationship Between the Level of Challenges and the Attitude of Stakeholders on the Implementation of the ARAL Program.

Variable	Test Statistics	P-value	Decision for H_0	Interpretation
Challenges Vs Attitude of Stakeholders on the Implementation of Aral Program	.505**	<.001	Reject H_0	Significant

Table 6 presents the relationship between the level of challenges and the attitude of stakeholders toward the implementation of the ARAL Program. The results revealed a moderate positive and significant relationship between the two variables, as indicated by the correlation coefficient of $r = .505$ and a p-value of less than .001. Since the p-value is less than the 0.05 level of significance, the null hypothesis was not accepted.

The results of this study imply that the difficulties faced by stakeholders had a strong influence on their attitudes toward implementing the ARAL Program. Just because teachers, learners and parents dealt with problems like delivery of instruction and scheduling, it does not mean that their attitudes toward the ARAL Program were negative. According to Darling-Hammond et al. (2021), positive stakeholder attitudes help increase commitment and participation in academic recovery interventions, even in the cases of problems with implementation. Trust and Whalen (2020) have also reported that even though teachers often have to work harder than usual while using academic recovery programs, they are more likely to support the programs if they see their efficacy. Gasse et al. (2020) pointed to the fact that parents who believe that academic recovery programs are helpful keep encouraging their children to participate in them despite difficulties in terms of time and other responsibilities.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The stakeholders encountered a high level of challenges in the implementation of the ARAL Program. Although challenges were evident, the overall assessment suggests that these were generally manageable and did not prevent the stakeholders from participating in and supporting the program. Particular concerns were observed in maintaining learners' focus and sustaining their enthusiasm during ARAL sessions.

The stakeholders demonstrated a very high level of positive attitude toward the implementation of the ARAL Program. Teachers, parents, and learners recognized the importance and benefits of ARAL in addressing learning gaps, supporting academic recovery, and improving learning experiences.

There was no significant difference in the challenges encountered by teachers, parents, and learners. This suggests that, despite their different roles and experiences, the three stakeholder groups had generally similar perceptions regarding the challenges associated with the implementation of the ARAL Program.

There was no significant difference in the attitudes of teachers, parents, and learners toward the implementation of the ARAL Program. This indicates a shared positive disposition among the stakeholders and suggests that they generally recognize the value and importance of ARAL in supporting learners' academic recovery.

There was a moderate positive and significant relationship between the level of challenges met and the attitude of stakeholders toward the ARAL Program. This means that the challenges reported by stakeholders were significantly associated with their attitudes toward the program. Importantly, the correlation does not establish that challenges caused the positive attitudes; rather, it shows that the two variables tended to increase together.

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