Impact of Stakeholder Collaboration and Resource Allocation in the Implementation of the Academic Recovery and Accessible Learning Program

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ABSTRACT

The Academic Recovery and Accessible Learning (ARAL) Program was established to address learning gaps among Filipino learners, particularly in reading, mathematics, and science. This study examined the impact of stakeholder collaboration and resource allocation on the implementation of the ARAL Program in public schools. Specifically, the study explored how collaboration among school administrators, teachers, parents, local government units (LGUs), community stakeholders, and partner organizations influenced program effectiveness, learner participation, and instructional delivery. The research also investigated the adequacy of human, financial, and instructional resources provided during program implementation. A descriptive-correlational research design was utilized, employing survey questionnaires and interviews among teachers, school heads, and stakeholders involved in the implementation of the ARAL Program.

Findings revealed that strong stakeholder collaboration significantly enhanced learner engagement, attendance, instructional support, and program sustainability. Likewise, adequate resource allocation positively affected teaching efficiency, learning outcomes, and program accessibility. However, challenges such as insufficient instructional materials, limited financial support, irregular learner attendance, and lack of parental involvement affected program implementation in some schools. The study concluded that collaborative partnerships and efficient resource management are essential in ensuring the success of the ARAL Program.

Recommendations include strengthening school-community partnerships, increasing government funding, improving monitoring systems, and sustaining stakeholder participation to support academic recovery initiatives. The study contributes to the growing body of knowledge on educational recovery programs and provides practical insights for policy makers, school leaders, and education stakeholders.

Keywords: ARAL Program, stakeholder collaboration, resource allocation, academic recovery, educational intervention, learning recovery, public schools

INTRODUCTION

Education plays a vital role in national development and social transformation. In the Philippines, the COVID-19 pandemic greatly disrupted the educational system, resulting in learning losses among learners, particularly in literacy and numeracy skills. As schools transitioned back to face-to-face learning, the Department of Education (DepEd) implemented several intervention programs to address the widening learning gaps experienced by learners. One of these initiatives is the Academic Recovery and Accessible Learning (ARAL) Program, institutionalized under Republic Act No. 12028.

The ARAL Program was designed to provide targeted academic support to learners who struggle with foundational competencies in reading, mathematics, and science. The program emphasizes remediation, tutorial support, and accessible learning interventions to help learners recover from educational setbacks caused by prolonged school closures and learning disruptions.

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Successful implementation of educational intervention programs depends not only on policy formulation but also on effective collaboration among stakeholders and proper allocation of resources. Stakeholders such as teachers, school administrators, parents, local government units (LGUs), community leaders, and private organizations play crucial roles in supporting learners and sustaining intervention programs. Studies have shown that collaborative leadership and community engagement strengthen educational initiatives and improve learner outcomes.

Resource allocation is equally important in ensuring effective program implementation. The availability of instructional materials, financial support, learning facilities, technology, and qualified personnel directly influences the quality of instruction and learner participation. Insufficient resources may hinder program delivery, reduce teacher effectiveness, and limit learner access to interventions.

Given the importance of collaboration and resources in educational recovery programs, this study examined the impact of stakeholder collaboration and resource allocation in the implementation of the ARAL Program. The findings may help improve future implementation strategies and strengthen support systems for learners.

This study was anchored on the Theory of Collaborative Governance and Resource-Based Theory.

Collaborative Governance Theory emphasizes the importance of cooperation among stakeholders in achieving common educational goals. The theory explains that successful program implementation requires shared decision-making, active participation, and collective responsibility among schools, communities, and government agencies.

Resource-Based Theory highlights the significance of organizational resources in achieving effective performance. In educational settings, adequate financial resources, instructional materials, human resources, and infrastructure are essential in ensuring efficient teaching and learning processes.

The integration of these theories explains that the effectiveness of the ARAL Program depends on both collaborative stakeholder engagement and efficient resource allocation.

METHODS

Research Design

This study employed a descriptive-correlational research design to examine the relationships among stakeholder collaboration, resource allocation, and the effectiveness of ARAL Program implementation.

Respondents of the Study

The respondents of this study consisted of selected individuals directly involved in the planning, implementation, monitoring, and support of the Academic Recovery and Accessible Learning (ARAL) Program in public schools within the Schools Division of Batangas City.

They were selected based on their roles, experiences, and direct involvement in the implementation of the program to ensure that the information gathered would provide relevant insights into stakeholder collaboration, resource allocation, and program effectiveness.

Specifically, the respondents were classified into the following groups:

- Teachers. 16 (Elementary and Junior High School) Teachers who served as ARAL implementers, learning facilitators, and intervention providers were included in the study. They provided information regarding instructional delivery, availability and utilization of learning resources, learner participation, collaboration with parents and other stakeholders, and challenges encountered during program implementation.

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- School Heads. 1 (Teacher in Charge) who supervised and managed the implementation of the ARAL Program was included as a respondent. They provided insights into program planning, administrative supervision, resource allocation, stakeholder engagement, monitoring, and the overall effectiveness of the intervention.
- Parents. 45 Parents or guardians of learners who participated in the ARAL Program were included to determine their level of involvement, support, and participation in their children's academic recovery. Their responses provided information regarding home-based learning assistance, communication with teachers, and challenges affecting learner attendance and participation.
- Community Stakeholders. 15 Representatives of local government units (LGUs), barangay officials, community organizations, and other partner institutions involved in supporting the ARAL Program were included. They provided information regarding community participation, resource mobilization, partnerships, financial or material assistance, and collaborative initiatives that contributed to program implementation.

Geographical Coverage and Sampling Procedure

The study covered selected public schools implementing the ARAL Program within the Schools Division of Batangas City. The geographical coverage was intended to capture the experiences and perspectives of different educational stakeholders across participating schools, providing a broader understanding of how collaboration and resource allocation influenced program implementation.

A purposive sampling technique was considered appropriate for identifying respondents who had direct knowledge, experience, or participation in the implementation of the ARAL Program. This ensured that the participants could provide relevant and meaningful information concerning the research variables.

The respondents' characteristics, including their stakeholder category, school affiliation, and extent of involvement in the ARAL Program, were considered in describing the study participants. These characteristics provided a basis for understanding their respective perspectives on stakeholder collaboration, resource allocation, and program effectiveness.

Research Instrument

The study used a researcher-made questionnaire divided into four parts: Stakeholder collaboration, Resource allocation, Program effectiveness, Challenges encountered

Interview guides were also utilized to validate survey responses.

Data Gathering Procedure

The data-gathering process was conducted systematically to ensure the accuracy, reliability, validity, and ethical integrity of the information collected for the study entitled *“Impact of Stakeholder Collaboration and Resource Allocation in the Implementation of the Academic Recovery and Accessible Learning Program.”* The researcher followed a series of procedures to obtain relevant information from teachers, school heads, parents, and community stakeholders involved in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

Securing Permission and Institutional Approval

Before the conduct of the study, formal permission was secured from the Schools Division Superintendent of the Schools Division of Batangas City and the concerned Public Schools District Supervisor (PSDS). The researcher also coordinated with the school heads of the participating public schools to inform them about the purpose, scope, objectives, and procedures of the research. All data-gathering activities were undertaken in accordance with the applicable policies and guidelines of the Department of Education.

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Preparation and Validation of Research Instruments

The researcher prepared a researcher-made questionnaire based on the objectives and research questions of the study. The instrument was organized into four major components: (1) Stakeholder Collaboration, (2) Resource Allocation, (3) Effectiveness of the ARAL Program, and (4) Challenges Encountered.

An interview guide was also prepared to gather supplementary qualitative information and further understand the experiences and perspectives of the respondents. The instruments were subjected to expert review to assess their relevance, clarity, appropriateness, and alignment with the research objectives. Necessary revisions were incorporated based on the comments and recommendations of the validators. Pilot testing and reliability analysis were undertaken, where applicable, to establish the consistency of the questionnaire before its administration.

Identification and Selection of Respondents

The respondents were identified based on their direct involvement, experience, and participation in the implementation of the ARAL Program. These included teachers, school heads, parents, and community stakeholders from selected public schools within the Schools Division of Batangas City.

Purposive sampling was employed to ensure that the selected participants possessed relevant knowledge and actual experiences concerning stakeholder collaboration, resource allocation, and program implementation. The number of respondents from each stakeholder category was documented to establish the distribution and representation of the study participants.

Administration of Survey Questionnaires

Before administering the questionnaires, the researcher explained the purpose of the study, the nature of participation, and the intended use of the information to all prospective respondents. Informed consent was obtained, and participation was made entirely voluntary.

The questionnaires were distributed to the identified respondents through appropriate coordination with the concerned school administrators. Respondents were given sufficient time to answer the questions based on their actual experiences and observations regarding the implementation of the ARAL Program. The researcher ensured that the respondents understood the instructions and that no participant was pressured or influenced to provide particular answers.

Conduct of Interviews

To supplement and validate the information gathered through the survey questionnaires, interviews were conducted with selected teachers, school heads, parents, and community stakeholders. The interviews focused on their experiences, contributions, and challenges concerning stakeholder participation, resource mobilization, instructional support, learner attendance, and the overall implementation of the ARAL Program.

The interview process provided opportunities for respondents to elaborate on their answers, explain specific experiences, and identify factors that influenced program implementation. Responses were documented accurately and treated with strict confidentiality. Interview findings were subsequently organized and analyzed according to recurring themes relevant to the research objectives.

Collection and Verification of Supporting Records

Available supporting documents and school records relevant to ARAL Program implementation were examined, subject to the necessary authorization. These included program implementation reports, attendance monitoring records, documentation of stakeholder participation, inventory or utilization records of instructional materials, and other relevant reports.

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Where available and authorized, learner achievement records, including reading, mathematics, and science assessment results, were also considered to provide supplementary evidence of learner progress. Learner attendance and participation records were examined to determine the extent of engagement in the intervention. All records containing personal or identifiable information were handled responsibly, with appropriate safeguards to protect the privacy of learners and other individuals.

Retrieval, Checking, and Organization of Data

After the administration of the questionnaires and completion of interviews, the accomplished instruments were retrieved and checked for completeness and consistency. Responses were systematically coded, tabulated, and organized according to the major variables of the study.

Incomplete or unclear responses were appropriately identified and handled without altering.

Statistical Treatment of Data

The study utilized a researcher-made questionnaire designed to gather data on stakeholder collaboration, resource allocation, program effectiveness, and challenges encountered in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. To establish the validity of the instrument, the questionnaire were submitted to experts in educational research, school administration, and program implementation for content validation. These experts were evaluated the relevance, clarity, appropriateness, and alignment of each item with the objectives and research questions of the study.

Comments and recommendations from the validators were incorporated into the final version of the questionnaire to ensure that the instrument adequately measures the variables under investigation. A pilot test shall also be conducted among selected respondents who are not part of the actual study participants but possess similar characteristics to the target respondents.

To establish reliability, the results of the pilot testing were subjected to Cronbach's Alpha analysis to determine the internal consistency of the questionnaire. A Cronbach's Alpha coefficient of 0.70 or higher were considered an acceptable indication of reliability. The reliability results were examined for each major section of the questionnaire to determine whether the items consistently measure their intended constructs.

Furthermore, the interview guide were reviewed by research experts to ensure that the questions are appropriate, unbiased, and capable of eliciting relevant information from teachers, school heads, parents, and community stakeholders.

Ethical considerations

The study entitled “Impact of Stakeholder Collaboration and Resource Allocation in the Implementation of the Academic Recovery and Accessible Learning Program” observed the fundamental ethical principles of educational research to ensure the protection, dignity, rights, and welfare of all participants. Since the study involved teachers, school heads, parents, and community stakeholders from public schools implementing the ARAL Program, the following ethical considerations were strictly observed:

Informed Consent and Voluntary Participation

All respondents were properly informed about the purpose, objectives, scope, and procedures of the study before participating. Their participation was entirely voluntary, and informed consent was obtained prior to the administration of questionnaires and conduct of interviews.

Respondents were given sufficient information to make an informed decision about their participation. They were also informed that they could decline or withdraw from the study at any time without experiencing any penalty, discrimination, or negative consequences.

Confidentiality and Anonymity of Information

The confidentiality of all information gathered from the respondents was strictly maintained. Personal identities, including names and other identifying information, were not disclosed in the presentation, analysis, and interpretation of data. Responses from teachers, school heads, parents, and community stakeholders were treated with utmost confidentiality. The collected information was used exclusively for academic and research purposes.

Privacy and Data Protection

The researcher ensured that all personal information and research data were handled responsibly and securely. Completed questionnaires, interview responses, and other research documents were kept in a secure location and were accessible only to the researcher and authorized individuals when necessary. Data were processed, analyzed, and reported in accordance with applicable data privacy principles and relevant institutional policies.

Permission and Institutional Approval

Before conducting the study, the necessary permission was secured from the Schools Division Superintendent and the Public Schools District Supervisor (PSDS), as indicated in the research methodology. The researcher ensured that all data-gathering activities complied with the policies and guidelines of the Department of Education. Coordination with concerned school administrators and stakeholders was also undertaken to ensure the proper implementation of the research procedures.

Respect for Participants and Non-Maleficence

The researcher ensured that all participants were treated with respect, fairness, and consideration regardless of their positions, backgrounds, or involvement in the ARAL Program. Questions in the survey questionnaires and interviews were designed to avoid causing emotional discomfort, embarrassment, discrimination, or professional disadvantage. No respondent was compelled to provide information that they considered sensitive or inappropriate to disclose.

Honesty, Objectivity, and Integrity in Research

The researcher maintained honesty and objectivity throughout the research process. All responses, findings, and interpretations were presented accurately without manipulation, fabrication, or falsification of data. The researcher ensured that the results reflected the actual experiences and perceptions of the respondents regarding stakeholder collaboration, resource allocation, program effectiveness, and challenges encountered during the implementation of the ARAL Program.

Fairness and Equal Treatment of Respondents

All qualified respondents were given equal opportunities to participate in the study. No individual or group was unfairly favored, excluded, or discriminated against based on their position, personal circumstances, or level of involvement in the ARAL Program. The selection and treatment of respondents were guided by fairness and respect for individual rights.

Responsible Presentation and Utilization of Research Findings

The findings of the study were intended to provide meaningful insights into strengthening stakeholder collaboration, improving resource allocation, and enhancing the implementation of the Academic Recovery and Accessible Learning Program. The researcher ensured that the results would be used constructively to support educational improvement, inform school-level decision-making, and strengthen partnerships among school administrators, teachers, parents, local government units, and community stakeholders. Individual respondents and participating schools would not be exposed to unnecessary criticism or reputational harm through the reporting of findings.

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Avoidance of Conflict of Interest

The researcher maintained professional integrity and impartiality throughout the conduct of the study. Personal relationships, professional affiliations, and institutional interests were not allowed to influence the collection, analysis, interpretation, and reporting of research findings. The study was conducted solely to generate objective information that could contribute to the effective implementation of the ARAL Program.

Overall Ethical Commitment

The researcher upheld the principles of respect for persons, beneficence, non-maleficence, justice, confidentiality, and research integrity throughout the study. These ethical safeguards ensured that the rights and welfare of all respondents were protected while generating reliable and meaningful findings that could contribute to the continuous improvement and sustainability of the Academic Recovery and Accessible Learning Program.

Presentation, Analysis, and Interpretation of Data

Stakeholder Collaboration

Results showed a high level of stakeholder collaboration. Teachers and school heads reported strong support from parents, LGUs, and community stakeholders during the implementation of the ARAL Program.

Table 1. Level of Stakeholder Collaboration

Indicators	Weighted Mean	Interpretation
Parent Involvement	4.35	Very High
Teacher Collaboration	4.52	Very High
LGU Participation	4.2	High
Community Support	4.4	Very High

The table shows that stakeholder collaboration in the implementation of the ARAL Program was generally very high. Teacher collaboration obtained the highest weighted mean of 4.52, indicating strong coordination among teachers during program implementation.

Resource Allocation

Respondents indicated that instructional materials and teacher support were generally adequate. However, some schools experienced shortages in financial resources and learning facilities.

Table 2. Level of Resource Allocation

Indicators	Weighted Mean	Interpretation
Financial Resources	3.9	High
Instructional Materials	4.25	Very High
Human Resources	4.3	Very High
Learning Facilities	3.85	High

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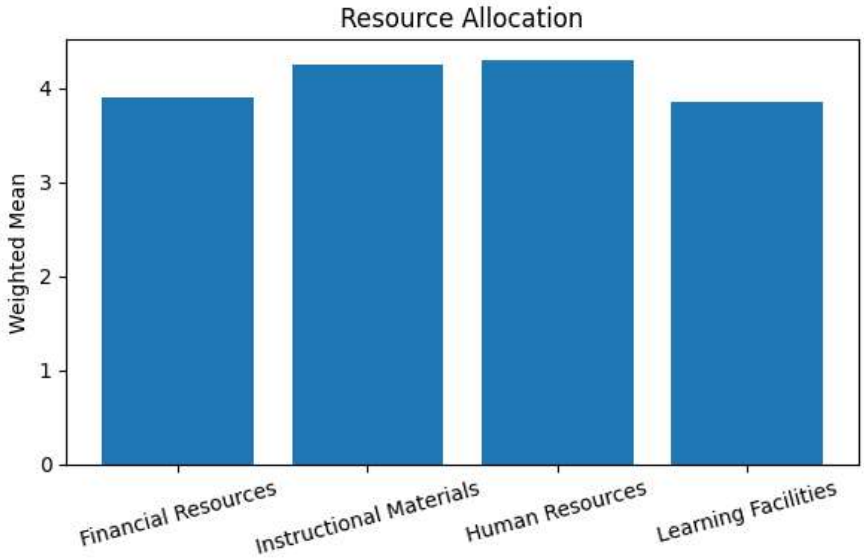
Results revealed that human resources and instructional materials were rated very high, while financial resources and learning facilities were rated high.



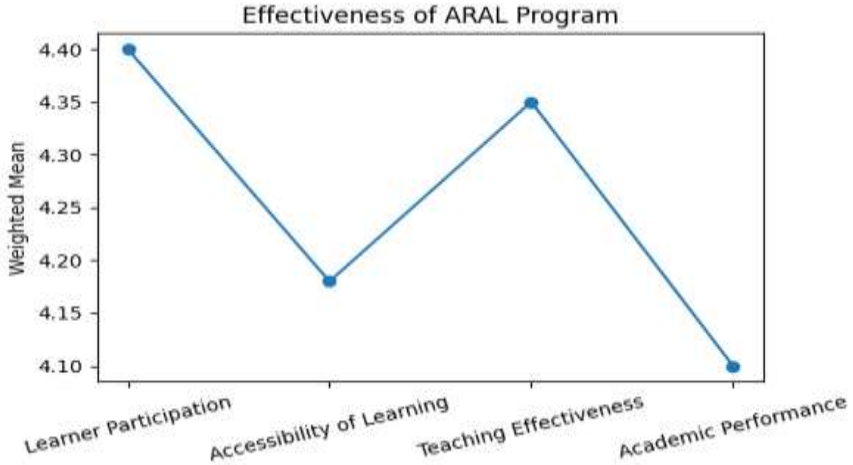
Program Effectiveness

The ARAL Program was found effective in improving learner participation, reading comprehension, and academic engagement.

Table 3. Effectiveness of the ARAL Program

Indicators	Weighted Mean	Interpretation
Learner Participation	4.4	Very High
Accessibility of Learning	4.18	High
Teaching Effectiveness	4.35	Very High
Academic Performance	4.1	High

The ARAL Program was rated very high in learner participation and teaching effectiveness. This indicates that the program successfully supported learners and enhanced instructional delivery.



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Relationship Between Variables

Statistical analysis revealed a significant relationship between stakeholder collaboration and program effectiveness. Likewise, resource allocation significantly influenced implementation success.

Challenges Encountered

The major challenges identified were:

Irregular learner attendance, Limited instructional materials, Insufficient funding, Lack of parental participation and Time constraints among teachers

RESULTS AND DISCUSSION

Summary

This study, entitled "Impact of Stakeholder Collaboration and Resource Allocation in the Implementation of the Academic Recovery and Accessible Learning Program," examined the role of stakeholder collaboration and resource allocation in strengthening the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in public schools. Specifically, it sought to determine the extent of stakeholder collaboration, assess the adequacy of resources allocated for program implementation, evaluate the perceived effectiveness of the ARAL Program, identify challenges encountered by program implementers and stakeholders, and examine the relationships among the major research variables.

The study employed a descriptive-correlational research design to determine the relationships between stakeholder collaboration, resource allocation, and ARAL Program effectiveness. The respondents consisted of teachers, school heads, parents, and community stakeholders from public schools implementing the ARAL Program. A purposive sampling technique was utilized to identify participants with relevant knowledge and direct involvement in program implementation. Data were gathered using a researcher-made questionnaire consisting of four major components: stakeholder collaboration, resource allocation, program effectiveness, and challenges encountered. Supplementary interviews were also conducted to obtain additional insights into the experiences and perspectives of the respondents.

The collected data were analyzed using frequency and percentage, weighted mean, Pearson Product-Moment Correlation Coefficient, and thematic analysis. These statistical and qualitative techniques were employed to describe respondents' assessments, examine relationships among the research variables, and identify recurring themes concerning the implementation of the ARAL Program.

The findings revealed that stakeholder collaboration was generally assessed as Very High. Teacher collaboration obtained the highest weighted mean of 4.52, followed by community support at 4.40 and parent involvement at 4.35. These results indicated that coordination among teachers and active participation from parents and community stakeholders were important components of program implementation. Local government participation also received a favorable assessment, with a weighted mean of 4.20.

In terms of resource allocation, human resources obtained a weighted mean of 4.30, while instructional materials received 4.25, both interpreted as Very High. Financial resources and learning facilities obtained weighted means of 3.90 and 3.85, respectively, interpreted as High. These findings suggested that although human resources and instructional materials were generally sufficient, financial support and physical learning facilities remained areas requiring improvement to ensure more effective and accessible program delivery.

Regarding program effectiveness, learner participation obtained a weighted mean of 4.40, while teaching effectiveness received 4.35, both interpreted as Very High. Accessibility of learning interventions obtained a weighted mean of 4.18, and academic performance received 4.10, both interpreted as High. These results indicated favorable perceptions of the ARAL Program in supporting learner participation, strengthening instructional delivery, and providing opportunities for academic assistance. The study also identified several

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challenges affecting program implementation. These included irregular learner attendance, limited instructional materials, insufficient financial support, lack of consistent parental participation, and time constraints among teachers. These concerns highlighted the need for stronger home-school partnerships, improved resource management, more consistent stakeholder participation, and responsive implementation strategies.

Furthermore, the study's statistical analysis indicated relationships between stakeholder collaboration and ARAL Program effectiveness, as well as between resource allocation and program implementation success. These findings emphasized the importance of coordinated stakeholder engagement and adequate resources in supporting the delivery of academic recovery interventions. The actual correlation coefficients and corresponding significance levels are necessary to establish the strength and statistical significance of these relationships.

Based on the findings, the study emphasized the importance of strengthening school-community partnerships, improving the strategic allocation and utilization of resources, intensifying parental involvement, establishing clear stakeholder accountability mechanisms, and institutionalizing systematic monitoring and evaluation. It also highlighted the need for continuous capacity-building among teachers and stakeholders to enhance the quality and sustainability of program implementation.

CONCLUSIONS

Based on the findings of the study entitled Impact of Stakeholder Collaboration and Resource Allocation in the Implementation of the Academic Recovery and Accessible Learning Program," the following conclusions were drawn:

Stakeholder collaboration plays a significant role in the effective implementation of the ARAL Program.

The findings revealed that collaboration among teachers, school heads, parents, local government units, and community stakeholders contributes to stronger program coordination, improved instructional support, and increased learner participation. Among the indicators of stakeholder collaboration, teacher collaboration obtained the highest weighted mean of 4.52, followed by community support at 4.40 and parent involvement at 4.35. These results highlight the importance of shared responsibility, active participation, and coordinated efforts in addressing learners' academic needs.

Adequate resource allocation contributes to efficient program implementation and instructional delivery.

The findings indicated that human resources and instructional materials were generally adequate, obtaining weighted means of 4.30 and 4.25, respectively. However, financial resources and learning facilities received relatively lower weighted means of 3.90 and 3.85. This suggests that although schools demonstrated considerable capacity to implement the program, limitations in financial support and physical facilities remain areas requiring attention. The availability, accessibility, and proper utilization of resources are therefore **essential in sustaining the delivery of effective learning interventions.**

The ARAL Program demonstrates positive implementation outcomes in terms of learner participation and teaching effectiveness.

The respondents assessed learner participation at a weighted mean of 4.40 and teaching effectiveness at 4.35, both interpreted as Very High. Accessibility of learning interventions and academic performance obtained weighted means of 4.18 and 4.10, respectively, interpreted as High.

These findings suggest that the program provides meaningful opportunities for academic support and strengthens instructional delivery. However, actual improvements in learner achievement require further verification through documented assessment results and longitudinal monitoring.

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Stakeholder collaboration and resource allocation are important factors associated with ARAL Program effectiveness.

The study's statistical analysis indicated significant relationships between stakeholder collaboration and program effectiveness, as well as between resource allocation and successful program implementation. These findings emphasize that effective learning recovery initiatives require both active stakeholder participation and adequate organizational resources. Nevertheless, the actual strength and statistical significance of these relationships should be established through the presentation of the corresponding correlation coefficients and p-values.

Resource limitations and inconsistent stakeholder participation remain challenges in program implementation.

Despite the generally favorable assessments, the study identified irregular learner attendance, limited instructional materials, insufficient funding, lack of parental participation, and teachers' time constraints as major implementation challenges. These concerns demonstrate that the success of the ARAL Program is influenced not only by the availability of resources and stakeholder partnerships but also by the consistency of participation, proper coordination, and responsiveness to the needs of learners and implementers.

Sustainable implementation of the ARAL Program requires continuous collaboration, strategic resource management, and systematic monitoring.

The overall findings establish the importance of strengthening partnerships among schools, families, government agencies, and community organizations while ensuring the equitable allocation and efficient utilization of available resources. Regular monitoring and evaluation, evidence-based decision-making, capacity-building, and sustained stakeholder engagement are necessary to address implementation gaps and improve the delivery of academic recovery interventions.

In general, the study concludes that stakeholder collaboration and resource allocation are essential organizational factors in the effective implementation of the Academic Recovery and Accessible Learning Program. Their complementary roles help strengthen program coordination, instructional delivery, learner participation, and the provision of accessible learning support. However, sustaining these gains requires stronger parental involvement, improved financial and physical resources, clear stakeholder accountability, and systematic monitoring of program outcomes.

The effectiveness and long-term sustainability of the ARAL Program depend on a shared commitment among educational institutions, families, government agencies, and community stakeholders to ensure that every learner receives appropriate academic support and meaningful opportunities to recover and improve learning competencies.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed to strengthen the implementation, effectiveness, and sustainability of the Academic Recovery and Accessible Learning (ARAL) Program:

Strengthen Strategic Resource Allocation and Utilization

The Department of Education, through the Schools Division Office and school administrators, should strengthen the planning, allocation, and utilization of financial, instructional, human, and physical resources intended for the implementation of the ARAL Program. Priority should be given to schools with greater learning recovery needs and insufficient instructional materials, learning facilities, and financial support. Schools should establish a systematic inventory and monitoring mechanism to ensure that available resources are distributed equitably, utilized efficiently, and aligned with the actual needs of learners and teachers.

Intensify Parental Involvement and Home-School Collaboration

Schools should establish stronger mechanisms to encourage active parental participation in the academic recovery of learners. Regular parent-teacher conferences, progress monitoring, home-learning activities, and orientation sessions should be conducted to help parents understand their responsibilities in supporting the ARAL Program. School administrators and teachers should also develop communication strategies that encourage parents to monitor learner attendance, provide learning assistance at home, and maintain consistent communication with teachers regarding their children's academic progress.

Establish Clear Stakeholder Roles and Accountability Mechanisms

School administrators should strengthen stakeholder partnerships by clearly defining the roles, responsibilities, and expected contributions of teachers, parents, local government units, barangay officials, community organizations, and other partner institutions. Partnership agreements, stakeholder commitment plans, and periodic coordination meetings may be institutionalized to promote shared responsibility and accountability. A clear system for documenting stakeholder contributions, resource assistance, participation, and commitments should also be established to ensure transparency and sustained collaboration in program implementation.

Institutionalize Systematic Monitoring and Evaluation

Schools should develop a comprehensive monitoring and evaluation system to regularly assess the implementation and effectiveness of the ARAL Program. Monitoring should cover learner attendance, participation, academic achievement, instructional delivery, resource utilization, and stakeholder engagement. Baseline and post-intervention assessment results in reading, mathematics, and science should be compared to determine measurable learner progress. Regular monitoring reports and evaluation meetings should be conducted to identify implementation gaps, address emerging challenges, and formulate appropriate interventions based on documented evidence.

Provide Continuous Capacity-Building for Teachers and Stakeholders

The Schools Division Office and school administrators should provide continuous professional development and capacity-building activities for teachers and other program implementers. These activities should focus on effective remediation strategies, differentiated instruction, learner assessment, instructional resource utilization, and collaborative program management. Parents and community stakeholders should likewise be oriented on practical ways to support learners and contribute to the sustainability of the ARAL Program.

Develop a Sustainable School-Community Partnership Framework

Schools should strengthen existing partnerships with local government units, private organizations, community leaders, and other education stakeholders to ensure continuous support for learning recovery initiatives. Resource mobilization activities and collaborative programs should be aligned with the identified needs of schools and learners. A sustainable partnership framework should be developed to ensure that stakeholder contributions extend beyond short-term assistance and become part of a continuing commitment to improving educational outcomes.

Conduct Longitudinal and Mixed-Methods Research for Future Studies

Future researchers are encouraged to conduct longitudinal studies to examine the long-term effectiveness and sustainability of the ARAL Program. Such studies may track learners' academic achievement, attendance, participation, and learning progress over multiple assessment periods or school years. A mixed-methods research approach is also recommended to integrate quantitative evidence, such as assessment results and attendance records, with qualitative information gathered through interviews, focus group discussions, and stakeholder experiences. This approach would provide a more comprehensive understanding of how

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stakeholder collaboration and resource allocation influence program implementation and long-term learner outcomes.

Expand the Scope of Future Research

Future studies may consider a wider geographical coverage involving additional public schools and a larger representation of teachers, school heads, parents, and community stakeholders. Researchers may also examine other factors influencing ARAL Program effectiveness, including leadership practices, instructional strategies, parental engagement, stakeholder accountability, resource sustainability, and learner motivation. Comparative studies across schools with varying levels of resource availability and stakeholder participation may further identify effective practices that can be adopted and replicated in other educational settings.

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