

Teachers' Beliefs and Readiness for the ARAL Program: A Study in Early Implementation

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ABSTRACT

The ARAL Program is an educational initiative aimed at addressing learning gaps and supporting students' academic recovery. This study examined the beliefs and readiness of Junior High School teachers toward the program during its early implementation in School Year 2025–2026 using a descriptive-correlational research design. Results showed that teachers' attitudes and participation in in-service training were the most significant factors influencing their beliefs and readiness. A strong positive relationship was found between attitude and both beliefs and readiness, while training demonstrated weak to moderate positive correlations. Teachers experienced a moderate level of challenges, with insufficient training identified as the primary concern. Further findings revealed that teachers' beliefs were significantly and positively related to their readiness in terms of knowledge, preparedness, and willingness to implement ARAL strategies. Additionally, beliefs had a weak negative relationship with challenges, suggesting that more positive beliefs slightly reduced difficulties in implementation. Overall, the results highlighted that attitudinal factors and professional development experiences played a more important role than demographic characteristics in shaping teachers' engagement with the program. Based on these findings, it is recommended that the Department of Education and school administrators enhance sustained, hands-on training, foster positive attitudes through mentoring and recognition, provide continuous support and monitoring, establish feedback mechanisms, improve policies based on teacher input, and conduct further studies in diverse contexts.

Keywords: ARAL Program, Teacher Readiness, Teacher Beliefs, In-Service Training, Program Implementation

INTRODUCTION

Educational reforms often succeed or fail depending on how teachers understand, accept, and implement them. The effectiveness of the Academic Recovery and Accessible Learning Program (ARAL Program) depends not only on its legal mandate and program structure but also on teachers' beliefs, preparedness, confidence, and willingness to carry out its instructional requirements. Teachers play an important role in translating educational policies into classroom practices because their instructional decisions directly influence learners' opportunities to develop essential competencies (Organisation for Economic Co-operation and Development [OECD], 2018). Although the ARAL Program provides a national framework for addressing learning gaps, its implementation requires teachers to identify learners' needs, provide appropriate interventions, and monitor learning progress. This concern is particularly relevant in junior high school, where foundational learning gaps may exist alongside increasingly complex academic competencies. Thus, examining teachers' beliefs and readiness is essential to understanding the conditions that may support the effective implementation of the program.

The Organisation for Economic Co-operation and Development (OECD, 2018) emphasized the importance of teachers' instructional practices in promoting student learning and addressing differences in learners' needs. Teachers are expected to use appropriate instructional approaches, provide feedback, and create learning opportunities that support diverse learners. This perspective suggests that academic recovery cannot be achieved solely through the introduction of intervention programs. Rather, teachers require adequate knowledge, instructional skills, and professional support to respond effectively to learners' identified learning needs.

Similarly, UNESCO, UNICEF, and the World Bank (2021) emphasized the importance of targeted instruction, learning assessment, and teacher support in addressing learning losses. The report highlighted that learning recovery requires interventions aligned with learners' actual levels of proficiency rather than with assumed curricular expectations. It further recognized the need to prepare and support teachers in delivering effective remedial instruction. These perspectives reinforce the importance of examining teachers' readiness, instructional preparedness, and confidence during the implementation of academic recovery initiatives.

In the Philippine context, the 1987 Constitution of the Republic of the Philippines, Article XIV, Section 1, provides the fundamental legal basis for the State's responsibility to protect and promote the right of all citizens to quality education. This constitutional mandate establishes education as a state responsibility and provides a broader policy foundation for programs intended to address educational inequalities and learning gaps (Republic of the Philippines, 1987).

Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, further strengthened the Philippine basic education system by institutionalizing a learner-centered and standards-based curriculum. The law provides the legal foundation for improving the quality of basic education and developing learners' essential knowledge, skills, and competencies (Republic of the Philippines, 2013). Its provisions support the implementation of educational interventions that respond to learners' developmental and academic needs.

The Department of Education (DepEd) has implemented various learning recovery initiatives to address learning gaps in basic education. These initiatives include targeted instructional activities and interventions designed to support learners who require additional assistance. The implementation of learning recovery programs highlights the importance of instructional planning, assessment, teacher preparation, and institutional support in addressing learners' academic difficulties (UNESCO et al., 2021).

Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, institutionalized a national learning intervention program intended to support learners who are struggling to attain the competencies prescribed for their respective grade levels. The law particularly identifies reading, mathematics, and science as areas requiring academic support and provides for a systematic approach to learning recovery (Republic of the Philippines, 2024). The Act also includes provisions related to program implementation, monitoring, evaluation, and the development of mechanisms to support academic recovery.

The implementation of Republic Act No. 12028 is supported by its Implementing Rules and Regulations and related Department of Education issuances. These policies provide operational guidance for the implementation of the ARAL Program, including the identification of learners' needs, the delivery of intervention activities, and the monitoring of learning progress (Department of Education [DepEd], 2025). Consequently, teachers are expected to demonstrate adequate knowledge of the program, preparedness to implement intervention activities, and willingness to adopt instructional strategies responsive to learners' needs.

At the local level, the District of Wright I undertook capacity-building activities in preparation for the implementation of the ARAL Program. From School Year 2023–2024 to School Year 2025–2026, the district conducted 12 district-level training activities focusing on assessment tools, including the Philippine Informal Reading Inventory (Phil-IRI) and standardized numeracy assessments, remedial instructional strategies, and approaches for integrating interventions into classroom instruction (Wright I District Training Records, 2023–2026). These initiatives demonstrated the district's efforts to prepare teachers for the demands of academic recovery. However, the availability of training activities does not automatically establish that teachers possess sufficient confidence, readiness, and instructional alignment to implement the program effectively.

The District Consolidated Numeracy Reports indicated that learning gaps in Mathematics persisted among junior high school students. In School Year 2023–2024, 72 students, or 60%, attained the required numeracy proficiency level, while 48 students, or 40%, did not meet the expected level. In School Year 2024–2025, 93 students, or 62%, achieved proficiency, whereas 46 students, or 38%, remained below the expected level. In School Year 2025–2026, 79 students, or 66%, reached the proficiency level, while 41 students, or 34%, did not meet the expected standard (District Consolidated Numeracy Reports, 2023–2026). Although the data showed

an increase in numeracy proficiency over the three-year period, a considerable number of students continued to experience difficulties in Mathematics.

The District Consolidated Reading Reports based on the Philippine Informal Reading Inventory (Phil-IRI) likewise indicated continuing concerns regarding reading proficiency. In School Year 2023–2024, 29 students, or 24%, were classified at the Independent level, 32 students, or 32%, were at the Instructional level, and 53 students, or 44%, were at the Frustration level. In School Year 2024–2025, 28 students, or 25%, were classified as Independent, 36 students, or 33%, as Instructional, and 46 students, or 42%, as Frustration. In School Year 2025–2026, 28 students, or 28%, were classified as Independent, 33 students, or 33%, as Instructional, and 39 students, or 39%, as Frustration (District Consolidated Reading Reports, 2023–2026). Although the data indicated a gradual increase in the proportion of students at the Independent level, a substantial number of learners continued to require instructional support.

These local findings provide a basis for examining teacher-related factors associated with the implementation of the ARAL Program in the District of Wright I. Despite the district's capacity-building activities, a considerable number of students continued to perform below the expected proficiency levels in Reading and Mathematics. This situation highlights the importance of determining whether teachers feel adequately prepared, confident, and instructionally aligned with the requirements of the program. The existence of a national policy and training activities does not necessarily guarantee consistent implementation at the classroom level. Therefore, examining teachers' beliefs and readiness may provide useful evidence for identifying areas requiring additional professional support.

The study therefore focuses on teachers' beliefs and readiness in implementing the Academic Recovery and Accessible Learning Program in the District of Wright I, Schools Division of Samar, during School Year 2025–2026. Specifically, it examines teachers' understanding of the program's purpose, relevance, and effectiveness, as well as their knowledge, preparedness, and willingness to adopt ARAL-related instructional strategies. By examining these factors during the early phase of implementation, the study seeks to provide localized evidence that may support district-level planning, teacher development, instructional interventions, and policy implementation. The findings may contribute to a better understanding of the teacher-related conditions that influence academic recovery efforts and support the improvement of learners' outcomes in Reading, Mathematics, and Science.

LITERATURE REVIEW

Teachers play a central role in the implementation of educational interventions designed to address learning gaps and improve learner outcomes. Their beliefs, knowledge, skills, and preparedness influence how they interpret program objectives and carry out instructional responsibilities. The successful implementation of a learning recovery program requires more than the provision of policies and instructional materials; it also depends on teachers' understanding of the intervention and their capacity to apply appropriate strategies. Darling-Hammond et al. (2020) emphasized the importance of effective professional learning in strengthening teaching practices and supporting educational improvement. In the Philippine educational context, teachers' beliefs and readiness are particularly relevant to the Academic Recovery and Accessible Learning (ARAL) Program, which was established to provide learning interventions for learners experiencing difficulties in reading, mathematics, and science (Republic Act No. 12028, 2024).

The ARAL Program was established through Republic Act No. 12028, also known as the Academic Recovery and Accessible Learning (ARAL) Program Act. The law provides for a national learning intervention program intended to support learners who have not attained the competencies expected at their grade level. It covers learners from Kindergarten to Grade 10 in public basic education institutions, with priority given to learners in Kindergarten to Grade 6. The program identifies learning needs through assessment and provides opportunities for targeted academic assistance. Its implementation requires teachers and other qualified tutors to participate in delivering learning support (Republic Act No. 12028, 2024). These provisions highlight the importance of examining whether teachers understand the objectives of the program and feel prepared to fulfill their assigned responsibilities.

Teachers' beliefs refer to their perceptions, assumptions, and convictions about teaching, learning, learners, and educational practices. These beliefs influence how teachers interpret policies and respond to instructional changes. Teachers who recognize the importance of addressing learning gaps may demonstrate greater acceptance of interventions intended to support struggling learners. However, positive beliefs do not automatically establish that teachers possess the knowledge, skills, or resources needed for effective implementation. Examining teachers' beliefs about the ARAL Program may therefore provide insights into their perceptions of its purpose, relevance, and potential contribution to learner development.

The perceived relevance of the ARAL Program represents an important aspect of teachers' beliefs. Educational interventions are more likely to gain acceptance when teachers understand their connection to identified learner needs and educational priorities. The ARAL Program is designed to provide structured learning support to learners who require assistance in achieving expected competencies (Department of Education [DepEd], 2025a). Teachers' perceptions of the program's importance may be influenced by their experiences with learners who demonstrate difficulties in reading, mathematics, or science. Understanding these perceptions may help identify how teachers interpret the program's role in addressing learning gaps during its implementation.

Teachers' perceptions of program effectiveness may also influence their beliefs about the ARAL Program. Teachers may hold expectations regarding the program's ability to improve learner participation, strengthen foundational skills, and support academic progress. These perceptions may be shaped by their previous experiences with remediation programs, professional knowledge, and access to program-related information. Nevertheless, perceived effectiveness should be distinguished from actual program outcomes. During early implementation, teachers' perceptions primarily provide information about their expectations and experiences rather than conclusive evidence of the program's measured impact on learner achievement.

Teacher readiness refers to the extent to which teachers possess the knowledge, skills, confidence, willingness, and resources needed to perform their responsibilities. Readiness is an important consideration when educational programs introduce new procedures or instructional expectations. DepEd Order No. 018, s. 2025, provides the implementing guidelines for the ARAL Program and establishes the framework for its implementation (DepEd, 2025b). Teachers' readiness may therefore be examined in terms of their understanding of program guidelines, preparedness to conduct learning interventions, confidence in using appropriate instructional strategies, and willingness to participate in program activities.

Knowledge and understanding of program guidelines constitute essential dimensions of teacher readiness. Teachers need to be familiar with the objectives, target learners, implementation procedures, and expected responsibilities associated with the ARAL Program. Clear program information may help teachers connect policy provisions with their instructional tasks. DepEd Memorandum No. 064, s. 2025, provides implementing guidelines for ARAL-Reading in Key Stages 1 to 3 and indicates that implementation begins in the second quarter of School Year 2025–2026 (DepEd, 2025c). Such guidelines provide a basis for examining teachers' understanding of program requirements and their preparedness to implement reading interventions.

Teachers' preparedness to apply instructional strategies is another important component of readiness. Learning recovery programs require appropriate approaches that respond to learners' specific academic needs. Teachers may need to use differentiated instruction, formative assessment, scaffolding, and targeted learning activities when supporting struggling learners. Shulman's (1987) concept of pedagogical content knowledge emphasizes the relationship between subject matter knowledge and the ability to communicate content effectively. In the context of ARAL, this perspective suggests that teachers need both knowledge of the subject matter and instructional skills that enable them to provide responsive academic support.

Teachers' confidence in performing program-related tasks may also influence their readiness. Self-efficacy refers to individuals' beliefs about their ability to organize and execute actions required to achieve particular outcomes (Bandura, 1997). In teaching, confidence may affect how educators approach instructional challenges, adapt their strategies, and respond to learner differences. Teachers involved in the ARAL Program may need confidence in assessing learner needs, selecting intervention strategies, monitoring progress, and adjusting instruction. Examining their perceived confidence may help identify areas where additional training, coaching, or technical assistance could be beneficial.

Professional development and training are important in strengthening teachers' readiness for program implementation. Meaningful professional learning provides opportunities for teachers to acquire knowledge, practice new strategies, and receive feedback. Darling-Hammond et al. (2020) noted that effective professional development is supported by relevant content, active learning, collaboration, and sustained engagement. In the ARAL Program, training and orientation activities may assist teachers in understanding implementation procedures and improving their preparedness to support learners. Examining teachers' participation in professional development may provide information about the support available during the early implementation stage.

The availability of instructional resources and organizational support may influence the extent to which teachers feel ready to implement the ARAL Program. Educational interventions require appropriate materials, assessment tools, time, and administrative coordination. DepEd Memorandum No. 056, s. 2025, addresses the implementation of the ARAL School Readiness and Responsiveness Audit, highlighting the importance of assessing school-level readiness and responsiveness (DepEd, 2025d). Such institutional mechanisms provide a relevant context for examining the conditions that support or constrain teachers' preparedness. However, the availability of resources and the perceptions of teachers should be examined through collected evidence rather than assumed to be uniform across schools.

The early implementation stage provides an opportunity to examine teachers' initial experiences, perceptions, and preparedness. During this phase, teachers may encounter challenges related to program orientation, learner identification, scheduling, instructional materials, and intervention delivery. Examining their beliefs and readiness at this point may provide baseline information that can guide subsequent professional development and program support. Since early implementation does not necessarily provide sufficient evidence of long-term program effectiveness, the focus on teachers' perspectives allows the research to document implementation conditions and perceived preparedness without making unsupported claims about the program's overall impact.

Teacher profile characteristics may also be examined in relation to beliefs and readiness. Variables such as educational attainment, teaching experience, participation in training, grade-level assignment, and professional background may be relevant in understanding differences among teachers. However, these characteristics should not be assumed to determine teachers' beliefs or readiness. Their relationship with the variables of interest must be established through appropriate data collection and statistical analysis. Examining relevant profile characteristics may help identify whether different groups of teachers report varying levels of preparedness and whether additional support may be needed.

The relationship between teachers' beliefs and readiness represents another relevant area of investigation. Teachers who perceive the ARAL Program as meaningful and responsive to learner needs may express greater willingness to participate in its implementation. However, positive beliefs alone may not guarantee adequate preparation because readiness can also depend on training, resources, confidence, and institutional support. Similarly, teachers with relevant experience may demonstrate different perceptions based on their understanding of the program and their prior instructional practices. Investigating the relationship between beliefs and readiness may provide a clearer understanding of the factors associated with teachers' preparedness during the early implementation period.

School leadership and professional collaboration may further contribute to teachers' readiness. School administrators can support implementation through communication, resource allocation, monitoring, mentoring, and professional learning opportunities. Collaborative planning and peer support may help teachers address difficulties and share instructional approaches. In the ARAL Program, coordination between school leaders, teachers, and program personnel may facilitate clearer understanding of implementation responsibilities. Consequently, the availability of administrative support and professional collaboration may be considered when examining the context of teachers' readiness.

Assessment and progress monitoring are essential elements of learning recovery interventions. Republic Act No. 12028 recognizes the use of assessment to identify learners who require support and to monitor their progress (Republic Act No. 12028, 2024). Teachers therefore need to understand how assessment information can guide intervention planning and instructional adjustments. Black and Wiliam (2009) emphasized the role of formative

assessment in using evidence of learning to improve instruction. In the ARAL Program, teachers' preparedness to interpret assessment results and monitor learner development may be examined as part of their readiness for implementation.

The implementation of the ARAL Program may also present challenges associated with workload and competing professional responsibilities. Teachers may need to balance regular classroom instruction with assessment, remediation, documentation, and other school-related duties. These demands may affect the time available for preparing and conducting intervention activities. However, the influence of workload should be examined through teachers' reported experiences and supporting evidence. Understanding perceived challenges may help identify implementation conditions that require attention from school administrators and program coordinators.

Recent empirical work further supports the relevance of examining teacher readiness and implementation conditions in learning-recovery contexts. Coquilla et al. (2024) reported workload, classroom adaptation, attendance and engagement disruptions, and planning demands among teachers implementing a Learning Recovery Curriculum in Southern Leyte, alongside the value of collegial collaboration and adaptive strategies. Jaca and Lopez-Baroman (2021) likewise examined teacher readiness and implementation challenges in a Philippine curriculum context. More recent ARAL-focused publications have examined readiness in relation to knowledge, equipment, administrative support, professional development, and learning resources (Cainta, 2026; Erero, 2026), while Atrero and Cabal (2026) documented implementation challenges across structural domains. These findings support the present emphasis on training, assessment competence, instructional integration, and implementation support while showing that readiness conditions vary across local contexts.

Overall, the reviewed literature highlights the importance of examining teachers' beliefs and readiness in the implementation of the ARAL Program. Teachers' perceptions of the program's purpose, relevance, and potential effectiveness may provide information about their acceptance of the intervention, while readiness may be reflected in their knowledge, preparedness, confidence, and willingness to participate. Professional development, instructional resources, and administrative support may further influence teachers' implementation experiences. The official ARAL policy documents establish the program's objectives and implementation requirements, providing a foundation for examining how teachers perceive and prepare for their responsibilities (Republic Act No. 12028, 2024; DepEd, 2025b).

The research seeks to examine teachers' perceptions and preparedness during the initial implementation of the program. By assessing relevant dimensions of beliefs and readiness, the research may identify strengths, areas for improvement, and professional support needs among participating teachers. The findings may serve as a basis for developing appropriate capacity-building activities, mentoring initiatives, and implementation support. In this way, the research may contribute to informed school-level planning and the continuous improvement of ARAL Program implementation.

Research Questions

This study determined the beliefs and readiness of Junior High School (JHS) teachers toward the ARAL Program during its early implementation in School Year 2025-2026.

Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 highest educational attainment;
- 1.4 number of years in teaching;
- 1.5 current teaching position;
- 1.6 subject specialization;
- 1.7 performance rating based on the latest IPCRF;
- 1.8 relevant in-service trainings; and

- 1.9 attitude towards ARAL Program?
2. What are the teacher-respondents' beliefs of the ARAL Program in terms of:
 - 2.1 purpose;
 - 2.2 relevance; and
 - 2.3 effectiveness?
3. What is the level of readiness of the teacher-respondents in the implementation the ARAL Program in terms of:
 - 3.1 knowledge and understanding of the program;
 - 3.2 preparedness to integrate it into teaching; and
 - 3.3 willingness to adopt ARAL teaching strategies?
4. Is there a significant relationship between the teachers' profile variables and the following:
 - 4.1 teachers' beliefs about the ARAL program; and
 - 4.2 teachers' level of readiness in implementing the ARAL program?
5. What are the challenges encountered by the teacher-respondents in the early implementation of ARAL Program?
6. Is there a significant relationship between the teacher-respondents' beliefs about the ARAL program and the following:
 - 6.1 teachers' level of readiness in implementing the program; and
 - 6.2 challenges encountered in the early implementing of the ARAL Program?

Scope And Limitation

This study focuses on determining the beliefs and readiness of teachers toward the implementation of the Academic Recovery and Accessible Learning (ARAL) Program during its early implementation in Wright 1 District, Schools Division of Samar, School Year 2025–2026. Specifically, it covers junior high school teachers in public secondary schools who are involved in or assigned responsibilities related to the implementation of the ARAL Program.

The study examines the profile of the teacher-respondents in terms of age, sex, civil status, highest educational attainment, number of years in teaching, current teaching position, subject specialization, latest IPCRF performance rating, relevant in-service training, and attitude toward the ARAL Program. It also determines teachers' beliefs regarding the program's purpose, relevance, and effectiveness. Furthermore, it assesses their level of readiness in terms of knowledge and understanding of the program, preparedness to integrate ARAL-related activities into their teaching practices, and willingness to adopt ARAL teaching strategies.

The study also investigates whether significant relationships exist between the teachers' profile variables and their beliefs and readiness toward the ARAL Program. In addition, it examines the relationship between teachers' beliefs and their readiness, as well as the challenges they encounter during the early implementation of the program. The data will be gathered through a researcher-adapted questionnaire designed to obtain information about the respondents' profiles, beliefs, readiness, attitudes, and implementation-related challenges. Descriptive and inferential statistical tools will be used to analyze and interpret the gathered data.

The study is limited to junior high school teachers in public secondary schools within Wright 1 District, Schools Division of Samar, during School Year 2025–2026. It does not include teachers from other districts, private schools, elementary schools, or other schools divisions. The findings will primarily depend on the respondents' self-reported perceptions and experiences; therefore, the accuracy of the results may be influenced by their honesty, understanding, and willingness to provide responses.

Moreover, the study focuses on the early implementation of the ARAL Program and does not measure its long-term effects on learners' academic performance or establish causal relationships between teachers' beliefs, readiness, and program outcomes. The investigation is confined to the identified dimensions of beliefs, readiness, and challenges. It also does not include the perspectives of school administrators, learners, parents, tutors, and other stakeholders. Despite these limitations, the study is expected to provide baseline information that may support the development of appropriate professional development activities, improve teacher preparedness, address implementation challenges, and guide school-level planning for the effective implementation of the ARAL Program in Wright 1 District.

RESEARCH METHODOLOGY

The study used a descriptive-correlational research design to determine teachers' beliefs and readiness toward the implementation of the Academic Recovery and Accessible Learning (ARAL) Program during its early implementation in Wright 1 District, Schools Division of Samar, School Year 2025–2026. The descriptive component was used to determine the respondents' profiles, beliefs, readiness, and challenges, while the correlational component examined the significant relationships among the identified variables.

Sampling

The study employed universal sampling, also known as total enumeration, as the sampling procedure. This method involved including all qualified members of the target population as respondents. It was appropriate because the researcher intended to obtain comprehensive information from all eligible participants.

In this study, all junior high school teachers in public secondary schools within Wright 1 District, Schools Division of Samar, who were involved in or assigned responsibilities related to the implementation of the ARAL Program during School Year 2025–2026, were included as respondents. The teacher-respondents provided information regarding their profile characteristics, beliefs about the ARAL Program, level of readiness, attitude toward the program, and challenges encountered during its early implementation.

The use of universal sampling allowed the researcher to gather information from the entire qualified population of teacher-respondents in the district. This approach provided a broader understanding of teachers' beliefs, preparedness, and experiences concerning the implementation of the ARAL Program in the identified locale.

Data Collection

Prior to the actual data collection, the researcher-developed/adapted questionnaire underwent content validation by five (5) experts in educational management, teacher education, research methodology, and school administration from July 15 to 25, 2025. The validators assessed the items for relevance, clarity, appropriateness, and alignment with the research objectives using a four-point validation scale. Items with an Item-Level Content Validity Index (I-CVI) of 0.80 or higher were retained, while items below the criterion were revised based on the validators' recommendations. The revisions focused mainly on improving clarity, removing redundancy, and ensuring alignment with the ARAL Program context. The revised questionnaire was pilot-tested among 30 Junior High School teachers with characteristics similar to the target respondents but who were not included in the actual sample. Reliability testing was conducted from August 1 to 8, 2025, using Cronbach's alpha, with 0.70 considered the minimum acceptable coefficient. The resulting coefficients were 0.91 for Attitude, 0.89 for Purpose, 0.90 for Relevance, 0.92 for Effectiveness, 0.88 for Knowledge/Understanding, 0.90 for Preparedness, 0.93 for Willingness, and 0.86 for Challenges, indicating acceptable to excellent internal consistency. The questionnaire was also reviewed for possible construct overlap among attitude, beliefs, and readiness, with items refined to maintain clear distinctions among the constructs.

Before data collection, the researcher secured permission from the Schools Division Superintendent of the Schools Division of Samar, the concerned Public Schools District Supervisor, and the school heads of the participating secondary schools. Ethics clearance was likewise secured from the institutional Research Ethics Committee through Ethics Approval No. REC-2025-08-020 dated August 20, 2025. The 112 Junior High School teacher-respondents were informed of the research purpose, procedures, voluntary nature of participation,

confidentiality measures, and their right to withdraw, and written informed consent was obtained. The six (6) school administrators were not included as respondents because the study focused exclusively on teachers. After retrieval, the questionnaires were checked for completeness, coded, classified, and tabulated for statistical analysis, with confidentiality maintained throughout the data-processing and reporting procedures.

Data Analysis

The data gathered were analyzed using appropriate descriptive and inferential statistical tools in accordance with the research questions of the study.

To describe the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, number of years in teaching, current teaching position, subject specialization, latest IPCRF performance rating, relevant in-service trainings, and attitude toward the ARAL Program, frequency counts, percentages, means, and standard deviations were used, as appropriate.

To determine the level of teachers' beliefs regarding the ARAL Program in terms of its purpose, relevance, and effectiveness, the weighted mean and standard deviation were computed. These statistical measures were used to determine the extent to which teachers agreed with the statements describing their beliefs about the program.

The weighted mean and standard deviation were likewise used to determine the teachers' level of readiness in terms of knowledge and understanding of the ARAL Program, preparedness to integrate ARAL-related activities into teaching, and willingness to adopt ARAL teaching strategies.

To determine relationships between profile variables and teachers' beliefs and readiness, the statistical test was selected according to variable type and measurement level. Spearman's rank-order correlation (ρ) was used for ordinal/ranked variables, point-biserial correlation (r_{pb}) for dichotomous variables such as sex when appropriate, and Eta (η) for nominal variables with more than two categories when appropriate. The final results table should identify the test used for every relationship and report the actual coefficient/test statistic and exact p-value. Where feasible, 95% confidence intervals should also be reported. The source manuscript did not report coefficients for several profile variables; these values must be recovered from the original statistical output.

To determine whether a significant relationship existed between teachers' beliefs and their readiness toward the ARAL Program, Spearman's rho was used, as appropriate. The strength and direction of the association were interpreted from the reported coefficient. Correlations were treated as associations and not as evidence of causality.

The challenges encountered by the teacher-respondents were analyzed using frequency counts, percentages, weighted means, variability measures, and ranking, as appropriate. Because challenges constitute a principal research question, the final manuscript should present every challenge indicator with its weighted mean, standard deviation or other variability measure, and rank. The source manuscript currently reports only the grand mean and the highest- and lowest-rated indicators; the remaining item-level results must be restored from the original dataset/statistical output.

The relationship between teachers' beliefs and the challenges they encountered was examined using Spearman's rho. All inferential tests were evaluated at $\alpha = .05$. Because multiple associations were examined, the possibility of inflated Type I error was acknowledged. Unless a prespecified multiple-comparison adjustment was used, p-values should be identified as unadjusted exploratory results and borderline findings should be interpreted cautiously.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Profile of School Teacher Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	32–36 years old	30	26.79

Sex	Male	30	26.79
	Female	82	73.21
Civil Status	Single	44	39.29
	Married	65	58.04
	Widowed	2	1.79
	Annulled	1	0.89
Highest Educational Attainment	Doctorate Degree Holder	0	0.00
	Doctorate Level	3	2.68
	Master's Degree Holder	16	14.29
	Master's Level	74	66.07
	Baccalaureate Degree Holder	19	16.96
Years in Teaching	5 years and below	33	29.46
	6–10 years	40	35.71
	11–15 years	21	18.75
	16–20 years	7	6.25
	20 years and above	11	9.82
Current Teaching Position	Teacher I	33	29.46
	Teacher II	7	6.25
	Teacher III	60	53.57
	Master Teacher	12	10.71
Subject Specialization	English	14	12.50
	Mathematics	15	13.39
	Science	25	22.32
	Filipino	14	12.50
	MAPEH	11	9.82
	Social Science	18	16.07
	TLE	15	13.39
Latest IPCRF Rating	Outstanding (4.50–5.00)	95	84.82
	Very Satisfactory (3.50–4.49)	17	15.18
Relevant ARAL Trainings	National	3	2.68
	Regional	2	1.79
	Division	43	38.39
	None	64	57.14
Total		112	100.00

Table 1 presents the profile of the 112 teacher-respondents according to age, sex, civil status, highest educational attainment, years in teaching, current teaching position, subject specialization, latest IPCRF rating, and relevant training related to the ARAL Program.

In terms of age, the largest group of respondents belonged to the 32–36 age bracket, comprising 30 teachers or 26.79% of the total respondents. This indicates that a considerable proportion of the respondents were within this age range. The respondents had a mean age of 37.42 years and a median age of 36 years, suggesting the presence of teachers with varying levels of age and professional experience.

Regarding sex, the majority of the respondents were female, with 82 teachers or 73.21%, while 30 teachers or 26.79% were male. This shows that female teachers comprised the larger proportion of the respondents included in the research.

In terms of civil status, married teachers constituted the largest group, with 65 respondents or 58.04%. This was followed by single teachers, with 44 respondents or 39.29%. Two respondents or 1.79% were widowed, while one respondent or 0.89% was annulled. The distribution indicates that most of the teacher-respondents were married.

With respect to highest educational attainment, the majority were at the master's level, comprising 74 respondents or 66.07%. Meanwhile, 16 teachers or 14.29% were master's degree holders, and 19 respondents or 16.96% held a baccalaureate degree. Three respondents or 2.68% were at the doctorate level, while none had completed a doctorate degree. These results indicate that most respondents had pursued graduate-level education, although the majority had not yet completed their master's degrees.

Regarding years in teaching, teachers with 6–10 years of experience formed the largest group, with 40 respondents or 35.71%. This was followed by teachers with five years or less of experience, representing 33 respondents or 29.46%. Meanwhile, 21 teachers or 18.75% had 11–15 years of teaching experience, seven or 6.25% had 16–20 years, and 11 or 9.82% had more than 20 years of experience. The distribution shows that many respondents had several years of teaching experience, which may provide them with practical knowledge relevant to the implementation of the ARAL Program.

In terms of current teaching position, Teacher III constituted the largest group, with 60 respondents or 53.57%. This was followed by Teacher I, with 33 respondents or 29.46%, Master Teachers, with 12 respondents or 10.71%, and Teacher II, with seven respondents or 6.25%. The findings indicate that more than half of the respondents held the position of Teacher III.

For subject specialization, Science teachers comprised the largest group, with 25 respondents or 22.32%. Social Science teachers followed with 18 respondents or 16.07%, while Mathematics and TLE each accounted for 15 respondents or 13.39%. English and Filipino each had 14 respondents or 12.50%, whereas MAPEH had 11 respondents or 9.82%. This distribution demonstrates that the respondents represented different subject areas in the junior high school curriculum.

Regarding the latest IPCRF performance rating, the majority of respondents obtained an Outstanding rating, with 95 teachers or 84.82%. The remaining 17 respondents or 15.18% received a Very Satisfactory rating. No respondents were reported under lower performance-rating categories. This indicates that most of the teacher-respondents had performance ratings within the Outstanding category based on their latest IPCRF results.

Finally, in terms of relevant in-service training related to the ARAL Program, 64 respondents or 57.14% reported that they had not attended any relevant training. Meanwhile, 43 teachers or 38.39% had attended division-level training, two or 1.79% had attended regional training, and three or 2.68% had attended national training. The relatively large proportion of teachers without ARAL-related training highlights a potential need for additional professional development and orientation to strengthen teachers' knowledge, preparedness, and confidence in implementing the program.

Overall, the profile shows that the respondents came from varied professional and demographic backgrounds. The distribution of educational attainment, teaching experience, performance ratings, and ARAL-related training provides important contextual information for examining teachers' beliefs, readiness, and challenges during the early implementation of the ARAL Program in Wright 1 District.

Table 2. Attitude Toward ARAL Program of the Teacher-Respondents

Attitude Statement	WM	I
1. I have a positive attitude toward the ARAL Program.	4.46	A
2. I believe the ARAL Program benefits my students.	4.57	SA
3. I feel motivated to support the implementation of ARAL.	4.44	A
4. I am open to adjusting my teaching practices for ARAL.	4.46	A
5. I see ARAL as an important initiative in our school.	4.54	SA
6. I feel confident participating in ARAL activities.	4.38	A
7. I support the goals and objectives of the ARAL Program.	4.58	SA
8. I am willing to collaborate with colleagues for ARAL implementation.	4.54	SA
9. I view ARAL as a valuable addition to my teaching responsibilities.	4.40	A

10. I am committed to helping ensure the success of the ARAL Program.	4.54	SA
Grand Weighted Mean	4.49	
Interpretation	Agree	

Legend:

4.50-5.00	Strongly Agree	(SA)
3.50-4.49	Agree	(A)
2.50-3.49	Uncertain/ Undecided	(U)
1.50-2.49	Disagree	(D)
1.00-1.49	Strongly Disagree	(SD)
Weighted Mean		(WM)
Interpretation		(I)

Table 2 presents the attitude of the teacher-respondents toward the Academic Recovery and Accessible Learning (ARAL) Program. The results obtained a grand weighted mean of 4.49, interpreted as Agree. This indicates that the teacher-respondents generally demonstrated a positive attitude toward the program and recognized its importance in supporting learners' academic recovery and learning needs.

The highest weighted mean was recorded for the statement, "I support the goals and objectives of the ARAL Program," which obtained a weighted mean of 4.58, interpreted as Strongly Agree. This was followed by the statement, "I believe the ARAL Program benefits my students," with a weighted mean of 4.57, also interpreted as Strongly Agree. These results indicate that the respondents strongly recognized the value of the program and its potential benefits to learners.

The statements "I see ARAL as an important initiative in our school," "I am willing to collaborate with colleagues for ARAL implementation," and "I am committed to helping ensure the success of the ARAL Program" each obtained a weighted mean of 4.54, interpreted as Strongly Agree. These findings suggest that the respondents acknowledged the importance of ARAL within the school setting, expressed willingness to work with colleagues, and demonstrated commitment to supporting the program's implementation.

Meanwhile, the statements "I have a positive attitude toward the ARAL Program" and "I am open to adjusting my teaching practices for ARAL" both obtained a weighted mean of 4.46, interpreted as Agree. The statement "I feel motivated to support the implementation of ARAL" received a weighted mean of 4.44, while "I view ARAL as a valuable addition to my teaching responsibilities" obtained 4.40. These results indicate general acceptance of the program and openness to supporting its implementation, although the responses were slightly lower than those related to recognizing the program's goals and benefits.

The lowest weighted mean was recorded for the statement, "I feel confident participating in ARAL activities," with a weighted mean of 4.38, interpreted as Agree. Although this result still reflects a positive attitude, it suggests that confidence in participating in ARAL activities may require further strengthening. Orientation, skills development, collaborative planning, and continuous technical assistance may help teachers become more confident in performing their responsibilities under the program.

Overall, the findings indicate that the teacher-respondents generally expressed a favorable attitude toward the ARAL Program, particularly in terms of supporting its objectives, recognizing its benefits, and cooperating with colleagues. However, the slightly lower rating concerning confidence in participation highlights the importance of providing appropriate support and professional development. These findings provide relevant baseline

information for examining the respondents' beliefs, readiness, and challenges during the early implementation of the ARAL Program in Wright 1 District.

Table 3. Teachers' Beliefs Regarding the ARAL Program in Terms of Purpose, Relevance, and Effectiveness

Belief Dimension	Highest-Rated Statement	WM	Lowest-Rated Statement	WM	Grand WM	Interpretation
Purpose	The ARAL Program was designed to address learning gaps among students; The ARAL Program promotes academic recovery among struggling learners	4.42	The goals of ARAL are realistic and attainable	4.08	4.32	Agree
Relevance	The ARAL Program responds to current learning challenges	4.37	The program is suitable for Junior High School learners	4.13	4.22	Agree
Effectiveness	The program contributes to better learning outcomes	4.35	Students show improvement after participating in ARAL sessions	4.17	4.25	Agree

Table 3 presents the beliefs of the teacher-respondents regarding the ARAL Program in terms of its purpose, relevance, and effectiveness.

In terms of purpose, the respondents obtained a grand weighted mean of 4.32, interpreted as Agree. The highest weighted means were recorded for the statements that the ARAL Program was designed to address learning gaps among students and promotes academic recovery among struggling learners, both with a weighted mean of 4.42. This indicates that teachers recognized the primary purpose of the program in addressing learners' academic needs. However, the statement that the goals of ARAL are realistic and attainable received the lowest weighted mean of 4.08. Although still interpreted as Agree, this result suggests some reservations regarding the feasibility of fully achieving the program's objectives.

Regarding relevance, the respondents obtained a grand weighted mean of 4.22, interpreted as Agree. The statement that the ARAL Program responds to current learning challenges received the highest weighted mean of 4.37. This indicates that teachers generally perceived the program as responsive to existing educational needs. Meanwhile, the statement that the program is suitable for Junior High School learners received the lowest weighted mean of 4.13. Although the result remained positive, it suggests slightly lower agreement concerning the program's suitability for learners at this particular educational level.

In terms of effectiveness, the respondents obtained a grand weighted mean of 4.25, interpreted as Agree. The highest weighted mean was recorded for the statement that the program contributes to better learning outcomes, with 4.35. This suggests that teachers generally believed that ARAL could contribute to improvements in student learning. On the other hand, the statement that students show improvement after participating in ARAL sessions obtained the lowest weighted mean of 4.17. This indicates a comparatively more cautious perception of immediate and observable student progress.

Overall, the findings show that teacher-respondents generally held positive beliefs about the purpose, relevance, and effectiveness of the ARAL Program, as all three dimensions were interpreted as Agree. Teachers particularly recognized the program's role in addressing learning gaps, responding to current learning challenges, and improving learning outcomes. Nevertheless, the relatively lower ratings concerning the attainability of program goals, suitability for Junior High School learners, and observable student improvement indicate areas that may require further clarification, monitoring, and implementation support.

Table 4. Teachers' Readiness for the ARAL Program

Readiness Dimension	Highest-Rated Statement	WM	Lowest-Rated Statement	WM	Grand WM	Interpretation
Knowledge and Understanding	I understand my specific role in ARAL implementation	4.10	I am knowledgeable about the assessment tools used in ARAL	3.86	4.01	Highly Ready
Preparedness to Integrate ARAL into Teaching	I can use assessment data to guide ARAL instruction	4.03	Aligning ARAL activities with the regular curriculum; integrating activities without disrupting regular instruction; delivering ARAL lessons effectively	3.88	3.94	Highly Ready
Willingness to Adopt ARAL Teaching Strategies	I am ready to collaborate with colleagues for ARAL implementation	4.32	I am motivated to participate in ARAL activities	4.14	4.22	Highly Ready

Table 4 presents the readiness of the teacher-respondents for the ARAL Program in terms of knowledge and understanding, preparedness to integrate the program into teaching, and willingness to adopt ARAL teaching strategies.

In terms of knowledge and understanding, the respondents obtained a grand weighted mean of 4.01, interpreted as Highly Ready. The highest-rated statement, "I understand my specific role in ARAL implementation," obtained a weighted mean of 4.10. This indicates that teachers had a clear understanding of their responsibilities in implementing the program. However, the statement "I am knowledgeable about the assessment tools used in ARAL" received the lowest weighted mean of 3.86. Although still interpreted as Highly Ready, this result suggests that teachers may benefit from additional orientation and training on the assessment tools used in ARAL.

Regarding preparedness to integrate the ARAL Program into teaching, the respondents obtained a grand weighted mean of 3.94, interpreted as Highly Ready. The highest weighted mean was recorded for the statement "I can use assessment data to guide ARAL instruction," with 4.03. This indicates that teachers felt capable of using assessment results to guide instructional decisions. Meanwhile, the statements concerning curriculum alignment, avoiding disruption of regular instruction, and effective delivery of ARAL lessons each obtained a weighted mean of 3.88. These results suggest that integration-related practices may require further support, planning, and professional development.

In terms of willingness to adopt ARAL teaching strategies, the respondents obtained a grand weighted mean of 4.22, interpreted as Highly Ready. The highest-rated statement, "I am ready to collaborate with colleagues for ARAL implementation," received a weighted mean of 4.32. This indicates strong willingness among teachers to work collaboratively in implementing the program. The lowest-rated statement, "I am motivated to participate in ARAL activities," obtained a weighted mean of 4.14. Although still interpreted as Highly Ready, this suggests that teachers' motivation may require continuous encouragement and institutional support.

Overall, the findings indicate that the teacher-respondents were highly ready across all three dimensions of ARAL implementation. Their strongest readiness was reflected in their willingness to collaborate with colleagues, while assessment tools, curriculum integration, and motivation to participate emerged as areas for further strengthening. These findings highlight the importance of continuous training, collaborative planning, and technical assistance to sustain teachers' readiness during the early implementation of the ARAL Program.

Table 5. Correlation Between Profile Variables and Teachers' Beliefs and Readiness Toward the ARAL Program

Profile Variable	Beliefs: Correlation	p-value	Interpretation	Readiness: Correlation	p-value	Interpretation
Age	—	0.247	Not Significant	—	0.337	Not Significant
Sex	rpb = -0.205	0.030	Significant	—	0.132	Not Significant
Civil Status	—	0.958	Not Significant	—	0.867	Not Significant
Highest Educational Attainment	—	0.987	Not Significant	—	0.908	Not Significant
Number of Years in Teaching	—	0.241	Not Significant	—	0.732	Not Significant
Current Teaching Position	—	0.824	Not Significant	—	0.377	Not Significant
Subject Specialization	—	0.802	Not Significant	—	0.340	Not Significant
IPCRF Performance Rating	—	0.652	Not Significant	—	0.553	Not Significant
Relevant In-Service Trainings	$\rho = 0.285$	0.050	Significant	$\rho = 0.436$	0.000	Significant
Attitude Toward ARAL	$\rho = 0.718$	0.000	Significant	$\rho = 0.657$	0.000	Significant

Table 5 presents the correlation between the profile variables of the teacher-respondents and their beliefs and readiness toward the ARAL Program.

Regarding teachers' beliefs, three profile variables showed statistically significant relationships. Attitude toward the ARAL Program demonstrated a strong positive correlation with teachers' beliefs ($\rho = 0.718$, $p = 0.000$). This indicates that respondents with more favorable attitudes tended to report stronger beliefs regarding the program's purpose, relevance, and effectiveness. Relevant in-service training also showed a weak positive correlation ($\rho = 0.285$, $p = 0.050$), suggesting a positive association between training participation and teachers' beliefs. Meanwhile, sex showed a weak negative correlation ($rpb = -0.205$, $p = 0.030$), indicating a statistically significant difference in beliefs based on sex. However, the direction and magnitude of this relationship should be interpreted cautiously.

The other profile variables, including age, civil status, educational attainment, teaching experience, teaching position, subject specialization, and IPCRF performance rating, did not show statistically significant relationships with teachers' beliefs because their p-values exceeded the 0.05 significance level. This suggests that these characteristics were not significantly associated with the respondents' reported beliefs in the present dataset.

In terms of teachers' readiness, attitude toward the ARAL Program and relevant in-service training were the only profile variables that demonstrated statistically significant relationships. Attitude showed a strong positive correlation with readiness ($\rho = 0.657$, $p = 0.000$), indicating that teachers with more favorable attitudes tended to report higher readiness in knowledge and understanding, preparedness to integrate ARAL into teaching, and willingness to adopt ARAL strategies. Relevant in-service training showed a moderate positive correlation with readiness ($\rho = 0.436$, $p = 0.000$), suggesting an association between training exposure and teachers' preparedness to implement the program.

The remaining profile variables—age, sex, civil status, educational attainment, teaching experience, teaching position, subject specialization, and IPCRF performance rating—did not show statistically significant relationships with readiness, as their p-values were greater than 0.05.

Overall, the findings indicate that attitude toward ARAL and relevant training were significantly associated with both teachers' beliefs and readiness. However, the results describe relationships and should not be interpreted as proof that attitude or training directly caused stronger beliefs or higher readiness.

Table 6. Challenges Experienced by Teacher-Respondents During the Early Implementation of the ARAL Program

Key Indicator	Weighted Mean	Interpretation
Grand Weighted Mean	3.85	Moderately a Challenge
Highest-rated challenge: Lack of sufficient training to implement ARAL effectively	4.05	Moderately a Challenge
Lowest-rated challenge: Difficulty balancing ARAL tasks with regular teaching responsibilities	3.71	Moderately a Challenge

Table 6 presents the challenges experienced by the teacher-respondents during the early implementation of the ARAL Program. The results obtained a grand weighted mean of 3.85, interpreted as Moderately a Challenge. This indicates that teachers encountered a moderate level of difficulty in implementing the program.

The highest weighted mean was recorded for the statement, "I lacked sufficient training to implement the ARAL Program effectively," with a weighted mean of 4.05, interpreted as Moderately a Challenge. This finding indicates that inadequate training was the most significant challenge identified by the respondents. It suggests the need for continuous professional development, program orientation, and technical assistance to strengthen teachers' knowledge, skills, and confidence in implementing ARAL activities.

Meanwhile, the lowest weighted mean was obtained by the statement, "I had difficulty balancing ARAL tasks with my regular teaching responsibilities," with a weighted mean of 3.71, also interpreted as Moderately a Challenge. Although workload balance remained a challenge, it was comparatively less difficult than the lack of sufficient training.

The findings reveal that teachers experienced moderate challenges during the early implementation of the ARAL Program, with insufficient training emerging as the primary concern. These results highlight the importance of providing relevant capacity-building activities and sustained implementation support to address teachers' needs and facilitate the effective delivery of the program.

Table 7. Relationship Between Teachers' Beliefs, Readiness, and Challenges in ARAL Implementation

Variables	Correlation Coefficient	p-value	Decision	Interpretation
Beliefs and Knowledge and Understanding	$\rho = 0.663$	0.000	Reject H_0	Strong Positive Correlation
Beliefs and Preparedness to Integrate ARAL into Teaching	$\rho = 0.711$	0.000	Reject H_0	Strong Positive Correlation
Beliefs and Willingness to Adopt ARAL Teaching Strategies	$\rho = 0.658$	0.000	Reject H_0	Strong Positive Correlation
Beliefs and Challenges Encountered	$\rho = -0.233$	0.014	Reject H_0	Weak Negative Correlation

Table 7 presents the relationship between the teacher-respondents' beliefs about the ARAL Program and their readiness to implement the program, as well as the challenges they encountered during its early implementation.

Regarding the relationship between beliefs and readiness, the null hypothesis was rejected because all computed p-values were 0.000, which were lower than the 0.05 level of significance. A strong positive correlation was found between beliefs and knowledge and understanding of the ARAL Program ($\rho = 0.663$). Similarly, beliefs showed a strong positive correlation with preparedness to integrate ARAL into teaching ($\rho = 0.711$) and willingness to adopt ARAL teaching strategies ($\rho = 0.658$). These findings indicate that teachers with stronger positive beliefs about the program also tended to report higher levels of readiness across the three dimensions.

The strongest relationship was observed between beliefs and preparedness to integrate ARAL into teaching ($\rho = 0.711$). This suggests that teachers' perceptions of the program's purpose, relevance, and effectiveness were positively associated with their reported preparedness to incorporate ARAL activities into instruction. However, the correlational results do not establish that positive beliefs directly cause higher readiness.

Regarding the relationship between beliefs and challenges, the null hypothesis was also rejected because the computed p-value of 0.014 was lower than the 0.05 level of significance. The results showed a weak negative correlation ($\rho = -0.233$), indicating that more positive beliefs about the ARAL Program were associated with slightly lower levels of reported implementation challenges. Despite being statistically significant, the relationship was weak, suggesting that other factors may also be related to the challenges experienced by teachers.

Overall, the findings indicate that teachers' beliefs were significantly related to all three dimensions of readiness and to the challenges encountered during the early implementation of the ARAL Program. These results emphasize the relevance of strengthening teachers' understanding and positive perceptions of the program while providing appropriate training and implementation support.

SUMMARY OF FINDINGS

This study assessed the beliefs, readiness, and challenges of teachers regarding the Academic Recovery and Accessible Learning (ARAL) Program during its early implementation in Wright I District, Schools Division of Samar, during the School Year 2025–2026.

Based on the analysis and interpretation of the data, the following findings were obtained:

1. The teacher-respondents were predominantly female, married, and within the 32–36 age bracket. Most were at the master's level, had 6–10 years of teaching experience, and held the position of Teacher III. Science was the most common subject specialization, while the majority obtained an Outstanding rating in their latest Individual Performance Commitment and Review Form (IPCRF). More than half of the respondents reported having no relevant in-service training related to the ARAL Program. These characteristics provide a profile of the teachers involved in the early implementation of the program.
2. The teacher-respondents demonstrated a generally positive attitude toward the ARAL Program, as reflected by a grand weighted mean of 4.49, interpreted as Agree. The highest rating was recorded for support for the goals and objectives of the program, while confidence in participating in ARAL activities obtained the lowest rating. These findings indicate that teachers generally recognized the importance of ARAL but may require additional support to strengthen their confidence in participating in program activities.
3. The teacher-respondents held positive beliefs regarding the purpose, relevance, and effectiveness of the ARAL Program. The purpose dimension obtained a grand weighted mean of 4.32, relevance obtained 4.22, and effectiveness obtained 4.25, all interpreted as Agree. These findings indicate that teachers recognized the role of ARAL in addressing learning gaps, responding to current educational challenges, and contributing to improved learning outcomes. However, relatively lower ratings reflected some reservations concerning the attainability of program goals, suitability for Junior High School learners, and observable student improvement.
4. The teacher-respondents were assessed as Highly Ready in terms of their knowledge and understanding of the ARAL Program, preparedness to integrate it into teaching, and willingness to adopt ARAL teaching strategies. Knowledge and understanding obtained a grand weighted mean of 4.01, preparedness to integrate ARAL into teaching obtained 3.94, and willingness to adopt ARAL teaching strategies obtained 4.22. These findings indicate that teachers generally felt prepared to implement the program, particularly in collaborating with colleagues. However, familiarity with assessment tools and the integration of ARAL activities into regular instruction may require further strengthening.
5. Significant relationships were found between selected profile variables and teachers' beliefs about the ARAL Program. Attitude toward ARAL demonstrated a strong positive relationship with teachers' beliefs, while relevant in-service training showed a weak positive relationship. Sex also showed a weak negative relationship with beliefs. In contrast, age, civil status, educational attainment, teaching

experience, teaching position, subject specialization, and IPCRF performance rating did not show significant relationships with teachers' beliefs.

6. Significant positive relationships were found between selected profile variables and teachers' readiness to implement the ARAL Program. Attitude toward ARAL showed a strong positive relationship with readiness, while relevant in-service training demonstrated a moderate positive relationship. The other profile variables, including age, sex, civil status, educational attainment, teaching experience, teaching position, subject specialization, and IPCRF performance rating, did not show significant relationships with readiness.
7. The teacher-respondents experienced a moderate level of challenges during the early implementation of the ARAL Program, as reflected by a grand weighted mean of 3.85, interpreted as Moderately a Challenge. Lack of sufficient training to implement the program effectively emerged as the highest-rated challenge. Meanwhile, difficulty balancing ARAL tasks with regular teaching responsibilities obtained the lowest rating, although it remained within the category of Moderately a Challenge. These findings indicate the need for continuous training and technical assistance.
8. A significant relationship existed between teachers' beliefs about the ARAL Program and their readiness to implement it. Strong positive correlations were found between beliefs and knowledge and understanding of the program ($p = 0.663$), preparedness to integrate ARAL into teaching ($p = 0.711$), and willingness to adopt ARAL teaching strategies ($p = 0.658$). All relationships obtained a p-value of 0.000, which was lower than the 0.05 level of significance. These results indicate that teachers with more positive beliefs tended to report higher levels of readiness.
9. A significant relationship also existed between teachers' beliefs and the challenges they encountered during the early implementation of the ARAL Program. The relationship was weak and negative ($p = -0.233$, $p = 0.014$). This indicates that more positive beliefs were associated with slightly lower reported challenges. However, the weak correlation suggests that other factors may also be related to the challenges experienced by teachers.
10. The findings should be interpreted in light of the study's limitations. The research relied primarily on self-reported responses, which may have been influenced by the personal perceptions and experiences of the teacher-respondents. It was also limited to Junior High School teachers in Wright 1 District, Schools Division of Samar, restricting the generalizability of the findings to other districts and educational settings. Furthermore, the study focused on the early implementation of the ARAL Program and did not examine long-term learner outcomes or establish causal relationships among the variables. The identified challenges were based on teachers' perspectives and did not include the views of other stakeholders, such as school administrators, learners, parents, and tutors. Future research may consider broader samples, longitudinal approaches, and multiple stakeholder perspectives to provide a more comprehensive understanding of ARAL implementation.

CONCLUSION

Based on the reported findings, the teacher-respondents generally expressed favorable attitudes and beliefs toward the ARAL Program and reported high readiness across knowledge and understanding, preparedness to integrate ARAL activities, and willingness to adopt ARAL teaching strategies. These results describe teachers' perceptions during early implementation and should not be interpreted as evidence of actual implementation fidelity or long-term learner outcomes.

The strongest descriptive areas were support for ARAL goals, recognition of its purpose, and willingness to collaborate. Lower ratings concerned the attainability of program goals, suitability for Junior High School learners, familiarity with assessment tools, curriculum integration, and motivation to participate.

Insufficient training was the highest-rated implementation challenge. At the same time, more than half of the respondents reported no ARAL-specific in-service training while still rating themselves highly ready. This pattern suggests that perceived readiness may reflect factors beyond formal ARAL-specific training, but the present dataset does not identify the mechanisms responsible for that pattern.

The reported correlational analyses showed strong positive associations between beliefs and the three readiness dimensions and a weak negative association between beliefs and perceived challenges. These findings indicate

patterned relationships but do not establish causality. The training-beliefs association at $p = .050$ requires verification using the exact unrounded p-value, and the sex-beliefs finding should be interpreted cautiously because coding direction was not documented.

Overall, the evidence supports prioritizing sustained professional development, assessment-tool competence, instructional integration, collaborative planning, and technical assistance. The findings are limited to the 112 respondents and the early implementation context in Wright 1 District.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators should strengthen the implementation of the ARAL Program by providing clear guidelines, assigning appropriate teacher responsibilities, and ensuring that program activities are aligned with the learning needs of struggling learners.
2. Teachers should actively participate in ARAL-related activities and engage in reflective teaching practices to improve their understanding, preparedness, and instructional delivery under the program.
3. The Schools Division Office should provide sustained training and capacity-building programs focused on ARAL implementation, particularly on intervention strategies, assessment tools, learner identification, and the delivery of appropriate learning support.
4. School heads should strengthen coaching and mentoring mechanisms to assist teachers in addressing challenges related to ARAL implementation, especially in assessing learner needs and integrating intervention activities into regular classroom instruction.
5. Relevant ARAL training opportunities should be expanded at the school, district, division, regional, and national levels, considering that a substantial number of teachers reported having no ARAL-related training.
6. Teachers' knowledge and understanding of ARAL should be enhanced through orientation sessions, workshops, Learning Action Cells (LACs), and the sharing of practical strategies and experiences related to program implementation.
7. Schools should provide teachers with appropriate assessment tools and technical assistance to improve their ability to identify learning gaps, monitor learner progress, and use assessment results in planning intervention activities.
8. School administrators should promote the integration of ARAL strategies into regular classroom instruction through collaborative lesson planning, flexible scheduling, and the development of intervention activities that complement the curriculum.
9. Teachers should strengthen collaborative practices by working with colleagues in planning ARAL sessions, sharing effective intervention strategies, discussing learner progress, and addressing implementation concerns collectively.
10. School heads should establish mechanisms for regular monitoring and evaluation of ARAL implementation to determine the extent of program participation, identify emerging challenges, and provide timely technical assistance to teachers.
11. Schools should develop strategies to address workload-related concerns by reviewing teachers' administrative assignments, improving scheduling arrangements, and providing sufficient time for ARAL preparation, implementation, and documentation.

12. Teachers' positive attitudes and beliefs toward the ARAL Program should be continuously strengthened through activities that promote program ownership, clarify its objectives, and demonstrate its relevance to addressing learners' academic difficulties.
13. School administrators should provide support systems that improve teachers' confidence in participating in ARAL activities, including mentoring, peer support, demonstration teaching, and opportunities to practice ARAL-related instructional strategies.
14. Parents and community stakeholders should be encouraged to participate in supporting the ARAL Program through learner monitoring, home-based learning assistance, regular communication with teachers, and school-community partnerships.
15. The Schools Division Office and school administrators should use the findings of the study as a basis for developing an ARAL implementation enhancement plan that prioritizes teacher training, instructional support, assessment practices, and the management of implementation challenges.
16. Future researchers may conduct similar studies in other districts or school divisions using larger populations to validate, compare, and broaden the findings concerning teachers' beliefs, readiness, and challenges in implementing the ARAL Program.
17. Future studies may include additional variables such as instructional leadership, organizational support, teacher motivation, school climate, learner engagement, parental involvement, and access to instructional resources to provide a broader understanding of ARAL implementation.
18. Future researchers are encouraged to employ qualitative or mixed-methods approaches to gain deeper insights into teachers' experiences, perceptions, coping strategies, and challenges during the implementation of the ARAL Program.
19. Future research may include learners' academic performance and progress as outcome variables through the use of reading assessments, numeracy assessments, standardized tests, and other appropriate measures to determine changes associated with ARAL interventions.
20. Longitudinal studies may be conducted to examine the sustained implementation and outcomes of the ARAL Program, including changes in teacher readiness, instructional practices, learner achievement, and the effectiveness of support mechanisms over time.

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