

Collaborative Recovery: Teachers' and Parents' Levels of Involvement in Implementing the Academic Recovery and Accessible Learning (ARAL) Program

Justine Ann Marie D. Adora^{1*}, Mercedes A. Alastoy², Alyssa G. Bacuetes³,
Lenylyn S. Botor⁴, Nika M. Briones⁵, Rose Bee C. Capatian⁶

University of Eastern Philippines, Graduate Studies

Corresponding Author: Justine Ann Marie D. Adora jamd.adora@gmail.com

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ABSTRACT

This study examined the teachers' and parents' levels of involvement in implementing the Academic Recovery and Accessible Learning (ARAL) Program in three elementary schools in Laoang II District, Laoang, Northern Samar, during the 2025–2026 school year. Guided by Epstein's Theory of Overlapping Spheres of Influence, the study employed a descriptive-comparative research design involving nine teachers and twenty-one parents selected through convenience sampling. Data were collected using researcher-developed, expert-validated questionnaires and analyzed through descriptive and inferential statistics. The findings revealed that teachers were Always/Highly Involved, whereas parents were Often/Involved, with teachers demonstrating significantly higher levels of involvement across all three domains. The study recommends strengthening school-home collaboration through regular communication, parent capacity-building, and coordinated learning support to promote more consistent stakeholder involvement in the ARAL Program implementation.

INTRODUCTION

Learning loss has emerged as one of the most pressing educational challenges in the aftermath of the COVID-19 pandemic. Prolonged school closures widened learning gaps, particularly in foundational literacy and numeracy, leaving many learners below expected competency levels (World Bank, 2022; Schady et al., 2023; Jakubowski et al., 2024). In response, governments and international organizations have emphasized that effective learning recovery requires sustained collaboration among schools, families, communities, and policymakers rather than relying solely on classroom instruction (UNESCO, UNESCO Institute for Statistics, UNICEF and the World Bank, 2022; UNESCO, 2024).

The Philippines faces similar challenges. National and international assessments have documented persistent learning gaps in reading and mathematics, prompting the Department of Education (DepEd) to strengthen learning recovery initiatives (OECD, 2023; World Bank, 2022). To institutionalize these efforts, Republic Act No. 12028 established the Academic Recovery and Accessible Learning (ARAL) Program, which provides targeted academic support while recognizing parents as essential partners in school-home collaboration and home-based learning support (Republic Act No. 12028, 2024).

The ARAL Program reflects the growing recognition that effective learning recovery depends on the complementary roles of teachers and parents. Research consistently demonstrates that parental involvement through teacher communication, home-based learning support, and high academic expectations positively influences learners' academic achievement (Castro et al., 2015; Hill & Tyson, 2009; Wilder, 2014). Similarly, Philippine studies have linked strong school-family partnerships to improved learner engagement and academic performance (Abulon & Saquilabon, 2016; Maimad et al., 2023).

Recent ARAL studies have examined various aspects of program implementation, including teacher readiness, implementation experiences, learner outcomes, and implementation challenges (Deloso-Buyco, 2026; Baluyot, 2026; Arroyo et al., 2026; Carreon et al., 2026). Although some studies have acknowledged stakeholder participation, little empirical evidence has compared the complementary roles of teachers and parents across the domains of Planning and Collaboration, Instructional Delivery and Strategy, and Progress Monitoring and Feedback within the ARAL Program. Consequently, understanding of how school-home partnerships support learning recovery remains limited.

Accordingly, this study examined the levels of teacher and parent involvement in implementing the Academic Recovery and Accessible Learning (ARAL) Program in three elementary schools in Laoang II District, Laoang, Northern Samar, during the 2025–2026 school year. Specifically, it assessed their involvement across three domains, identified the challenges they encountered, determined whether significant differences existed between the two groups, and developed evidence-based recommendations to strengthen school-home collaboration and improve ARAL Program implementation.

THEORETICAL REVIEW

Joyce Epstein's Theory of Overlapping Spheres of Influence

This study is grounded in Joyce Epstein's Theory of Overlapping Spheres of Influence, which emphasizes that learners' educational development is strengthened when schools and families work collaboratively rather than independently (Epstein, 2018). The theory views schools and families as interconnected spheres whose interaction creates opportunities for communication, shared responsibility, and coordinated support for learners.

The theory aligns closely with the Academic Recovery and Accessible Learning (ARAL) Program, which recognizes teachers and parents as complementary partners in addressing learners' academic gaps through coordinated school and home-based support (Republic Act No. 12028, 2024; DepEd, 2025). Importantly, the theory does not imply that schools and families perform identical roles. Rather, their involvement may differ in form and intensity while remaining complementary in supporting learners' educational development.

In the present study, the theory provides a basis for examining teachers' and parents' involvement across three domains: Planning and Collaboration, Instructional Delivery and Strategy, and Progress Monitoring and Feedback. Planning and Collaboration reflects communication and shared responsibility between school and home; Instructional Delivery and Strategy represents the complementary instructional support provided in school and at home; and Progress Monitoring and Feedback reflects the continuing exchange of information regarding learners' needs and progress. These dimensions allow the study to examine how teachers and parents contribute differently to the implementation of the ARAL Program while remaining part of a shared school-family support system.

Previous research has likewise associated parental involvement and meaningful school-family engagement with learners' educational development and academic achievement (Hill & Tyson, 2009; Castro et al., 2015; Goodall & Montgomery, 2014). Guided by Epstein's framework, the study therefore compares the involvement of teachers and parents and examines the challenges affecting their participation in the implementation of the ARAL Program.

H₀: There is no significant difference between the levels of involvement of teachers and parents in implementing the Academic Recovery and Accessible Learning (ARAL) Program.

H₁: There is a significant difference between the levels of involvement of teachers and parents in implementing the Academic Recovery and Accessible Learning (ARAL) Program.

Figure 1 presents the study's conceptual framework based on Epstein's Theory of Overlapping Spheres of Influence. It illustrates that teachers' and parents' involvement in implementing the Academic Recovery and Accessible Learning (ARAL) Program was examined across three domains: Planning and Collaboration, Instructional Delivery and Strategy, and Progress Monitoring and Feedback. The framework further illustrates the comparison of their levels of involvement, the identification of implementation challenges, and the

development of evidence-based recommendations to strengthen school-home collaboration and improve ARAL Program implementation.

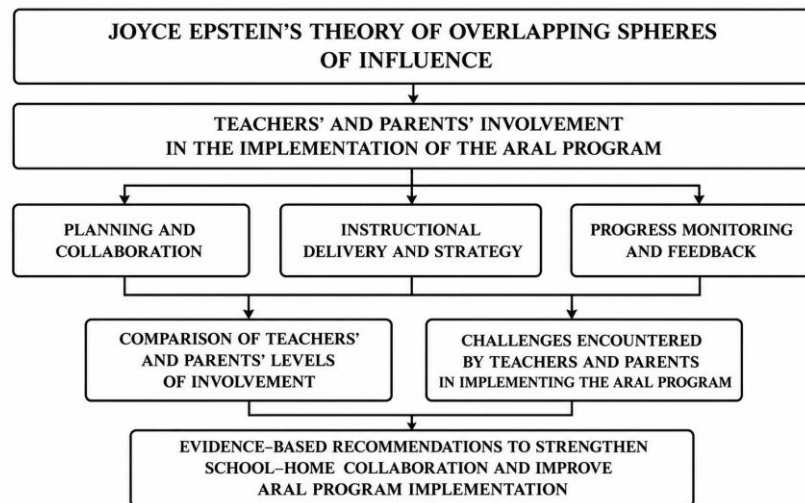


Figure 1. Conceptual Framework of the Study

METHODOLOGY

Research Instrument Validation and Reliability

Data were collected using two researcher-developed questionnaires employing a five-point Likert scale to assess teachers' and parents' levels of involvement in implementing the ARAL Program. Before administration, the instruments underwent content validation by a language expert, a master teacher, and an ARAL Program coordinator. The language expert and master teacher each assigned a validity rating of 5.00 (Highly Valid), whereas the ARAL Program coordinator assigned a rating of 4.00 (Valid), resulting in an overall Mean Validity Index of 4.67 (Highly Valid) after the incorporation of the validators' recommendations.

The internal consistency of the instruments was assessed using Cronbach's alpha. The parent questionnaire demonstrated reliability coefficients ranging from acceptable to excellent ($\alpha = .650-.916$), whereas the teacher questionnaire yielded coefficients ranging from .417 to .871. The relatively lower coefficients obtained in two teacher domains were interpreted with caution because of the limited number of teacher respondents ($n = 9$), as small samples may produce less stable reliability estimates.

Data Collection Procedure

This study employed a descriptive-comparative research design involving nine teachers and twenty-one parents from three elementary schools in Laoang II District, Laoang, Northern Samar, who were selected through convenience sampling. Before data collection, approval to conduct the study was obtained from the respective school heads, and informed consent was secured from all participants. The questionnaires were personally administered, and respondents were given sufficient time to complete them. Upon retrieval, the completed

questionnaires were checked for completeness, coded, encoded, and verified to ensure the accuracy and consistency of the dataset before statistical analysis.

Data Analysis

Descriptive statistics were used to analyze the data. Frequency counts and percentages described the demographic characteristics of the teacher and parent respondents. Weighted means were computed to determine the levels of teachers' and parents' involvement in implementing the ARAL Program across the domains of Planning and Collaboration, Instructional Delivery and Strategy, and Progress Monitoring and Feedback. The resulting weighted means were interpreted using the predetermined five-point Likert-scale descriptors.

An independent-samples t-test was employed to determine whether a significant difference existed between the levels of involvement of teachers and parents because the study compared the mean scores of two independent groups. The analysis assumed that observations from the two groups were independent and that the data were appropriate for comparing group means.

Given the relatively small teacher sample, the results of the inferential analysis were interpreted with caution. Statistical significance was evaluated at the .05 level. The null hypothesis was rejected when the computed *p*-value was less than .05 and retained when the computed *p*-value was equal to or greater than .05. Finally, response frequencies were ranked to identify and prioritize the most commonly reported challenges encountered by teachers and parents in implementing the ARAL Program, with higher frequencies indicating greater prevalence. All statistical analyses, including frequency and percentage distributions, weighted means, Cronbach's alpha coefficients, independent-samples t-tests, and rankings, were performed using Microsoft Excel.

RESULTS

Profile of the teacher respondents

Table 1 presents the demographic profile of the teacher respondents. The largest proportion of teachers were 31–40 years old (44.4%), female (88.9%), held Teacher I–III positions (100.0%), had more than 10 years of teaching experience (66.7%), and had attended district- or division-level ARAL training (88.9%).

Table 1. Profile of Teacher Respondents (n=9)

Variable	Category	n	%
Age	21–30 years old	1	11.1
	31–40 years old	4	44.4
	41–50 years old	2	22.2
	51 years old and above	2	22.2
Gender	Male	1	11.1
	Female	8	88.9
Academic Rank	Teacher I, II, or III	9	100.0
	Master Teacher I, II, III, or IV	0	0.0

	Other	0	0.0
Years of Teaching Experience	Less than 3 years	0	0.0
	3–5 years	3	33.3
	6–10 years	0	0.0
	More than 10 years	6	66.7
Highest Level of ARAL Training Attended	I have not attended any ARAL training yet	0	0.0
	School level / LAC Session	1	11.1
	District or Division level	8	88.9
	Regional or National level	0	0.0

Profile of the parent respondents

Table 2 presents the demographic profile of the parent respondents. The largest proportion of parents were 31–40 years old (33.3%), female (85.7%), had elementary or high school education (90.5%), were unemployed or stay-at-home parents (80.9%), and had one child enrolled in the ARAL Program (76.2%).

Table 2. Profile of Parent Respondents (n=21)

Variable	Category	n	%
Age	21–30 years old	4	19.1
	31–40 years old	7	33.3
	41–50 years old	5	23.8
	51 years old and above	5	23.8
Gender	Male	3	14.3
	Female	18	85.7
Educational Attainment	Elementary Level / Graduate	10	47.6
	High School Level / Graduate	9	42.9
	College Level / Graduate	2	9.5
	No Formal Education	0	0.0
Employment/Work Status	Working full-time	1	4.8
	Working part-time or seasonal jobs	2	9.5
	Running an own small business/ self-employed	1	4.8
	Unemployed / Stay-at-home parent	17	80.9
Number of Children Enrolled in the ARAL Program	1 Child	16	76.2
	2 Children	4	19.1
	3 or more Children	1	4.8

Teachers' Level of Involvement in Planning and Collaboration

As shown in Table 3, teachers demonstrated involvement classified as Always/Highly Involved in Planning and Collaboration, with an overall weighted mean of 4.93. Conducting consultation meetings with parents and providing a clear ARAL schedule received the highest ratings (WM = 5.00), while all remaining indicators were likewise rated Always/Highly Involved.

Table 3. Teachers' Level of Involvement in Planning and Collaboration

Indicators	Weighted Mean	Verbal Interpretation
1. I conduct consultation meetings with parents to set expectations for ARAL sessions.	5.00	Always/Highly Involved
2. I collaborate with regular subject teachers to identify specific literacy/numeracy gaps.	4.89	Always/Highly Involved
3. I establish a written "contract of commitment" with parents to ensure student attendance.	4.89	Always/Highly Involved
4. I provide parents with a clear calendar of the ARAL program schedule.	5.00	Always/Highly Involved
5. I translate technical assessment jargon (e.g., "frustration level") into simple, plain language for parents.	4.89	Always/Highly Involved
Overall Weighted Mean	4.93	Always/Highly Involved

Teachers' Level of Involvement in Instructional Delivery and Strategy

Teachers likewise demonstrated involvement classified as Always/Highly Involved in Instructional Delivery and Strategy, with an overall weighted mean of 4.80. Providing structured small-group tutoring, explaining the use of learning materials to parents, and adjusting teaching strategies based on learners' pace received the highest ratings (WM = 4.89), whereas utilizing localized materials and designing home-reinforcement tasks received slightly lower, yet still highly involved, ratings (WM = 4.67).

Table 4. Teachers' Level of Involvement in Instructional Delivery and Strategy

Indicators	Weighted Mean	Verbal Interpretation
1. I utilize localized, simplified learning materials tailored to the student's needs.	4.67	Always/Highly Involved
2. I provide structured, small-group tutoring to address foundational gaps.	4.89	Always/Highly Involved
3. I design and distribute clear home-reinforcement tasks for families.	4.67	Always/Highly Involved
4. I explain to parents how to use the learning materials at home.	4.89	Always/Highly Involved

5. I adjust teaching strategies based on the learner's pace.	4.89	Always/Highly Involved
Overall Weighted Mean	4.80	Always/Highly Involved

Teachers' Level of Involvement in Progress Monitoring and Feedback

Teachers also demonstrated involvement classified as Always/Highly Involved in Progress Monitoring and Feedback, with an overall weighted mean of 4.84 (Always/Highly Involved). Responding promptly to parent inquiries received the highest rating (WM = 5.00), whereas conducting consultations with parents regarding home-based interventions received the lowest rating (WM = 4.67). Nevertheless, all indicators were interpreted as Always/Highly Involved.

Table 5. Teachers' Level of Involvement in Progress Monitoring and Feedback

Indicators	Weighted Mean	Verbal Interpretation
1. I maintain a systematic tracking log/chart for each student's daily performance.	4.89	Always/Highly Involved
2. I provide regular updates to parents regarding student improvements or struggles.	4.89	Always/Highly Involved
3. I hold consultations with parents to discuss actionable home interventions.	4.67	Always/Highly Involved
4. I share visual progress charts with parents to show their child's growth.	4.78	Always/Highly Involved
5. I respond promptly to parent inquiries about their child's progress.	5.00	Always/Highly Involved
Overall Weighted Mean	4.84	Always/Highly Involved

Summary of Teachers' Level of Involvement

Overall, teachers demonstrated a consistently high level of involvement across all three domains of the ARAL Program. Planning and Collaboration recorded the highest weighted mean (4.93), followed by Progress Monitoring and Feedback (4.84) and Instructional Delivery and Strategy (4.80), resulting in an overall weighted mean of 4.86 (Always/Highly Involved).

Table 6. Summary of Teachers' Level of Involvement

Domain	Teachers' Mean	Verbal Interpretation
Planning and Collaboration	4.93	Always/Highly Involved
Instructional Delivery and Strategy	4.80	Always/Highly Involved
Progress Monitoring and Feedback	4.84	Always/Highly Involved
Overall Weighted Mean	4.86	Always/Highly Involved

Parents' Level of Involvement in Planning and Collaboration

Parents demonstrated an overall level of involvement classified as Often/Involved in the domain of Planning and Collaboration, with a weighted mean of 3.68. Following the ARAL schedule provided by the teacher received the highest rating (WM = 4.29), whereas sharing information about their child's learning gaps and providing suggestions to the teacher received the lowest ratings (WM = 3.10).

Table 7. Parents' Level of Involvement in Planning and Collaboration

Indicators	Weighted Mean	Verbal Interpretation
1. I attend consultation meetings to set expectations for ARAL sessions.	4.10	Often/Involved
2. I share information with the teacher about my child's learning gaps.	3.10	Sometimes/Moderately Involved
3. I sign the contract of commitment for my child's attendance.	3.81	Often/Involved
4. I follow the ARAL schedule provided by the teacher.	4.29	Always/Highly Involved
5. I give suggestions to the teacher about my child's needs.	3.10	Sometimes/Moderately Involved
Overall Weighted Mean	3.68	Often/Involved

Parents' Level of Involvement in Instructional Delivery and Strategy

Parents likewise demonstrated an Often/Involved level of involvement in Instructional Delivery and Strategy, with an overall weighted mean of 4.16. Ensuring their child's attendance in structured ARAL activities received the highest rating (WM = 4.67), whereas practicing the teaching strategies recommended by the teacher received the lowest rating (WM = 3.86).

Table 8. Parents' Level of Involvement in Instructional Delivery and Strategy

Indicators	Weighted Mean	Verbal Interpretation
1. I use the localized materials provided by the teacher at home.	4.10	Often/Involved
2. I ensure my child attends the structured ARAL activities.	4.67	Always/Highly Involved
3. I guide my child through the home-reinforcement tasks.	4.00	Often/Involved
4. I practice the teaching tips given by the teacher.	3.86	Often/Involved
5. I help my child adjust to the learning activities.	4.19	Often/Involved
Overall Weighted Mean	4.16	Often/Involved

Parents' Level of Involvement in Progress Monitoring and Feedback

In the domain of Progress Monitoring and Feedback, parents demonstrated an overall level of involvement classified as Often/Involved, with a weighted mean of 3.59. Receiving updates from the teacher regarding their child's progress received the highest rating (WM = 4.29), whereas asking questions about their child's grades received the lowest rating (WM = 2.33).

Table 9. Parents' Level of Involvement in Progress Monitoring and Feedback

Indicators	Weighted Mean	Verbal Interpretation
1. I check my child's performance logs/charts.	4.14	Often/Involved
2. I receive updates from the teacher on my child's progress.	4.29	Always/Highly Involved
3. I discuss with the teacher what I can do at home to help my child with ARAL tasks.	3.29	Often/Involved
4. I look at my child's progress charts to see their growth.	3.90	Often/Involved
5. I ask the teacher when I have questions about my child's grades.	2.33	Rarely/Slightly Involved
Overall Weighted Mean	3.59	Often / Involved

Summary of Parents' Level of Involvement

Overall, parents demonstrated an Often/Involved level of involvement across the three domains of the ARAL Program. Instructional Delivery and Strategy recorded the highest weighted mean (4.16), followed by Planning and Collaboration (3.68) and Progress Monitoring and Feedback (3.59), resulting in an overall weighted mean of 3.81.

Table 10. Summary of Parents' Level of Involvement

Domain	Parents' Mean	Verbal Interpretation
Planning and Collaboration	3.68	Often/Involved
Instructional Delivery and Strategy	4.16	Often/Involved
Progress Monitoring and Feedback	3.59	Often/Involved
Overall Weighted Mean	3.81	Often/Involved

Significant Difference Between Teachers' and Parents' Involvement

An independent-samples t-test revealed significant differences between the levels of involvement of teachers and parents across all three domains of the ARAL Program, as well as in the overall level of involvement ($p < .05$). Teachers consistently obtained higher mean scores than parents in every domain. Consequently, the null hypothesis was rejected.

Table 11. Significant Difference Between Teachers' and Parents' Involvement

Domain	Teachers' Mean	Parents' Mean	t-value	p-value	Decision	Interpretation
A	4.93	3.68	5.759	0.000009	Reject H_0	Significant
B	4.80	4.16	2.486	0.019	Reject H_0	Significant
C	4.84	3.59	5.208	0.000026	Reject H_0	Significant
Overall	4.86	3.81	5.065	0.000048	Reject H_0	Significant

Top Three Challenges Encountered by Teachers in Implementing the ARAL Program

Teachers identified clashing timelines between ARAL tutorials and regular teaching duties and high student absenteeism as the most frequently encountered challenges, with each reported by 66.7% of the respondents. The third most common challenge was the lack of specialized or localized remedial instructional materials (55.6%).

Table 12. Top Three Challenges Encountered by Teachers in the Implementation of the ARAL Program

Rank	Challenge	n	%
1	Clashing timelines between ARAL tutorials and regular duties	6	66.7
1	High student absenteeism	6	66.7
3	Lack of specialized/localized remedial instructional materials	5	55.6

Top Three Challenges Encountered by Parents in Implementing the ARAL Program

Among parents, the most frequently reported challenge was difficulty understanding teaching methods (42.9%). This was followed by lack of time due to work and household responsibilities (38.1%) and distance from school coupled with unfavorable weather conditions (9.5%).

Table 13. Top Three Challenges Encountered by Parents in Implementing the ARAL Program

Rank	Challenge	n	%
1	Difficulty understanding teaching methods	9	42.9
2	Lack of time due to work and household responsibilities	8	38.1
3	Distance from school and weather conditions	2	9.5

DISCUSSION

Teachers' Level of Involvement in Implementing the ARAL Program

Teachers demonstrated a consistently high level of involvement in implementing the Academic Recovery and Accessible Learning (ARAL) Program, reflecting their active engagement in planning interventions, delivering remedial instruction, collaborating with parents, and monitoring learners'

progress. The highest rating in Planning and Collaboration suggests that teachers placed strong emphasis on organizing learning recovery activities and coordinating with parents before implementing instructional interventions. These findings are consistent with the responsibilities assigned to teachers under Republic Act No. 12028 and the DepEd implementing guidelines, which identify teachers as the primary implementers of learning recovery initiatives.

The present findings are consistent with those of Deloso-Buyco (2026), who reported that teachers demonstrated a very high level of readiness to implement the ARAL Program, highlighting their central role in learning recovery initiatives. Similarly, Baluyot (2026) characterized teachers as the frontliners of ARAL implementation who sustained learner engagement despite workload pressures, resource limitations, and other operational challenges, demonstrating strong instructional commitment and adaptability. Carreon et al. (2026) likewise found that teachers remained committed to implementing the ARAL Reading Program despite time constraints, limited instructional resources, learner diversity, and inadequate parental support. Collectively, these studies suggest that the high level of teacher involvement observed in the present study may be attributed not only to clearly defined program responsibilities but also to teachers' professional commitment and adaptability in addressing implementation challenges.

In contrast, Taray and Mepieza (2026) reported only a moderate level of ARAL implementation, particularly in tutorial delivery and stakeholder engagement. This discrepancy may reflect differences in implementation contexts. Whereas Taray and Mepieza identified limited stakeholder participation as a major implementation concern, the teachers in the present study reported consistently high levels of involvement across all domains. Such differences may stem from variations in school support, participant characteristics, available resources, or local implementation practices.

Parents' Level of Involvement in Implementing the ARAL Program

Parents demonstrated an overall level of involvement interpreted as Often/Involved in implementing the Academic Recovery and Accessible Learning (ARAL) Program. Their highest level of involvement was observed in Instructional Delivery and Strategy, indicating that parents actively supported their children's participation in ARAL activities and assisted with home-based learning tasks. However, comparatively lower levels of involvement in Planning and Collaboration and Progress Monitoring and Feedback suggest that parents were less engaged in communicating with teachers, participating in shared decision-making, and consistently monitoring their children's academic progress. These findings indicate that while parents generally fulfilled supportive roles at home, their participation in collaborative school-home learning partnerships remained less consistent. This pattern reflects the distinction between parental involvement with schools and parental engagement with children's learning described by Goodall and Montgomery (2014).

The present findings are consistent with those of Nolasco and Plateja (2026), who reported a moderate level of parental involvement in the implementation of the ARAL Program despite high tutor engagement and learner readiness. Their

study emphasized that meaningful parental participation remains essential for strengthening learning recovery initiatives and improving overall program implementation. Similarly, Maimad et al. (2023) observed that parents demonstrated relatively low participation in school-based involvement, volunteering, and shared decision-making, suggesting that parental engagement often varies across different dimensions of educational involvement. These findings reinforce the present results, particularly the comparatively lower ratings obtained in Planning and Collaboration and Progress Monitoring and Feedback.

Supporting this interpretation, Nobis and Caparroso (2024) emphasized that effective parental involvement extends beyond assisting children with academic tasks to include regular parent-teacher communication, participation in school activities, and collaborative monitoring of learners' progress. They argued that sustained communication between teachers and parents strengthens home-school partnerships and contributes to improved educational outcomes. This perspective helps explain why parents in the present study demonstrated stronger involvement in home-based instructional support than in collaborative activities requiring direct engagement with teachers.

Nevertheless, the overall involvement demonstrated by parents in the present study indicates a positive willingness to support their children's learning. This is consistent with Castro et al. (2015), whose meta-analysis found positive associations between parental involvement and academic achievement, particularly when parents supervise learning activities, communicate with children about school activities, and support learning habits. The relatively lower participation observed in collaborative and monitoring activities may be influenced by practical constraints, including limited familiarity with instructional approaches, competing household responsibilities, and barriers to regular school participation. These findings highlight the importance of strengthening parent capacity-building initiatives, improving communication mechanisms, and providing continuous guidance that enables parents to participate more actively in all aspects of the ARAL Program.

Significant Difference Between Teachers' and Parents' Levels of Involvement in Implementing the ARAL Program

The findings revealed a statistically significant difference between the levels of involvement of teachers and parents in implementing the Academic Recovery and Accessible Learning (ARAL) Program, with teachers reporting significantly higher levels of involvement across all three domains. This result indicates that, although both groups contributed to the implementation of the program, teachers assumed a more active and consistent role in planning learning interventions, delivering instructional support, and monitoring learners' progress. Such a difference may be attributable to teachers' primary responsibility for implementing the ARAL Program, as well as their professional training and instructional expertise.

This finding is consistent with the study of Nolasco and Plateja (2026), who reported that tutors demonstrated high cognitive engagement, whereas parental

involvement remained at a moderate level. Their findings suggest that teachers naturally assume greater responsibility for implementing learning recovery initiatives because of their instructional roles, while parents primarily provide complementary support within the home. Similarly, Epstein's (2018) Theory of Overlapping Spheres of Influence explains that teachers and parents fulfill complementary rather than identical responsibilities in supporting learners' educational development. Although both groups contribute to student learning, the nature and extent of their involvement differ according to their respective roles within the school and home environments.

The observed difference may also reflect practical realities experienced by many families. As demonstrated in the present study, parents encountered challenges such as difficulty understanding teaching methods, limited time due to work and household responsibilities, and barriers related to distance and weather conditions. These circumstances may reduce opportunities for sustained participation in planning activities, regular communication with teachers, and continuous monitoring of learners' academic progress. Consequently, teachers in the present study may have assumed greater responsibility for coordinating and sustaining learning recovery interventions.

Despite the significant difference between the two groups, the findings should not necessarily be interpreted as indicating insufficient parental commitment. Rather, they may reflect the complementary nature of teacher and parent involvement within the ARAL Program. While teachers lead instructional planning and program implementation, parents reinforce learning through home-based support and encouragement. Strengthening communication, expanding parent capacity-building initiatives, and providing accessible opportunities for parental participation may help narrow the gap in involvement and further enhance the effectiveness of the ARAL Program.

Challenges Encountered by Teachers and Parents in Implementing the ARAL Program

The findings indicate that both teachers and parents encountered challenges that may have influenced their level of involvement in implementing the Academic Recovery and Accessible Learning (ARAL) Program. Although teachers demonstrated consistently high levels of involvement, they reported experiencing competing instructional responsibilities, high student absenteeism, and limited availability of specialized or localized remedial instructional materials. These challenges suggest that strong teacher commitment alone may not be sufficient to ensure optimal program implementation without adequate institutional support and instructional resources.

The challenges reported by teachers are consistent with those identified by Baluyot (2026), who found that ARAL teachers remained committed despite increased workload, limited instructional resources, learner absenteeism, and inconsistent parental participation. Likewise, Carreon et al. (2026) reported that teachers implementing the ARAL Reading Program experienced time constraints, limited instructional materials, learner diversity, and inadequate parental support. Similarly, Taray and Mepieza (2026) identified resource limitations, inconsistent learner participation, and limited parental involvement

as persistent barriers to effective ARAL implementation. Taken together, these studies indicate that operational constraints remain a common challenge across different ARAL implementation settings despite teachers' strong commitment to learning recovery initiatives.

Parents likewise encountered several barriers that may have limited their participation in the program. The most frequently reported challenges included difficulty understanding instructional methods, limited time due to work and household responsibilities, and distance from school combined with unfavorable weather conditions. These findings suggest that parents' comparatively lower level of involvement may not necessarily reflect a lack of commitment but rather practical and contextual barriers that affect their ability to participate consistently in school-based activities and learning support.

This interpretation is supported by Nolasco and Plateja (2026), who likewise reported only a moderate level of parental involvement in the ARAL Program despite generally favorable school readiness and tutor engagement. Similarly, Nobis and Caparoso (2024) emphasized that meaningful parental involvement depends not only on parents' willingness to support learning but also on continuous communication with teachers, clear guidance, and opportunities for collaboration. Maimad et al. (2023) further observed that parental participation tends to be stronger in home-based learning activities than in school-based decision-making and collaborative engagement. Collectively, these studies suggest that strengthening communication, building parents' confidence in supporting learning, and reducing participation barriers are essential for improving parental involvement in learning recovery programs.

Overall, the challenges experienced by both teachers and parents highlight that effective implementation of the ARAL Program depends on sustained collaboration between schools and families. Addressing operational constraints, improving access to instructional resources, strengthening school-home communication, and expanding parent capacity-building initiatives may enhance stakeholder participation and contribute to more effective learning recovery outcomes. These findings further reinforce Epstein's Theory of Overlapping Spheres of Influence, which emphasizes that learners benefit most when schools and families work collaboratively through shared responsibility and continuous partnership in supporting educational success.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the levels of teacher and parent involvement in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in three elementary schools in Laoang II District, Laoang, Northern Samar. The findings indicate that both stakeholder groups contributed meaningfully to the implementation of the program, although their involvement differed according to their respective roles. Teachers demonstrated a consistently Always/Highly Involved level of participation in planning and collaboration, instructional delivery and strategy, and progress monitoring and feedback, reflecting their primary responsibility for implementing learning recovery interventions. In contrast, parents demonstrated an Often/Involved level of

participation, particularly in supporting home-based learning activities and encouraging their children's engagement in the program.

The study further revealed significant differences between the levels of involvement of teachers and parents across all domains, indicating that their contributions to the ARAL Program are complementary rather than equivalent. While teachers assumed greater responsibility for instructional planning, program implementation, and learner monitoring, parents primarily reinforced learning through home-based support. These findings highlight the importance of strengthening school-home partnerships to maximize the effectiveness of learning recovery initiatives.

Both stakeholder groups also encountered implementation challenges that may have influenced their levels of involvement. Teachers reported workload demands, scheduling conflicts, learner absenteeism, and limited remedial instructional materials, whereas parents experienced difficulties related to understanding instructional strategies, limited time due to household responsibilities, and accessibility constraints. Addressing these challenges requires sustained institutional support, effective communication, and stronger collaboration between schools and families.

Overall, the findings underscore the importance of coordinated and complementary teacher and parent involvement in supporting the implementation of the ARAL Program. Strengthening school-home partnerships, enhancing stakeholder capacity, and addressing implementation challenges encountered by both groups may contribute to more consistent participation and more responsive learning recovery efforts.

Recommendations

Based on the findings and conclusions of the study, schools should strengthen collaboration between teachers and parents by establishing regular consultations, providing timely updates on learners' progress, and creating more opportunities for parents to participate in planning and monitoring activities related to the Academic Recovery and Accessible Learning (ARAL) Program. Strengthening two-way communication may encourage greater parental engagement and promote shared responsibility in supporting learners' academic recovery.

School administrators and the Department of Education should continue supporting teachers by providing localized remedial instructional materials, improving the scheduling of ARAL sessions to minimize conflicts with regular teaching responsibilities, and offering continuous professional development on effective learning recovery strategies. Sustained institutional support may help address operational challenges and enhance the overall implementation of the program.

Schools should also implement parent capacity-building initiatives, such as orientation sessions, practical learning guides, and workshops that familiarize parents with the instructional strategies used in the ARAL Program. Equipping parents with the necessary knowledge and skills may increase their confidence

in supporting learners at home and encourage more active participation in collaborative planning and progress monitoring.

FURTHER STUDY

Future studies may expand the scope of this research by including a larger and more diverse sample of teachers and parents from different districts, divisions, or regions to provide findings that may be more broadly applicable across different contexts. Comparative studies involving various school contexts may also provide a broader understanding of stakeholder involvement in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program.

Researchers are likewise encouraged to examine additional factors that may influence teacher and parent involvement, such as school leadership, teacher self-efficacy, parental educational background, socioeconomic conditions, learner motivation, and community support. Investigating these variables may provide a more comprehensive understanding of the factors that contribute to the successful implementation of learning recovery programs.

Future research may also employ qualitative or mixed-methods approaches to explore the experiences, perceptions, and challenges of teachers, parents, and learners in greater depth. Such approaches may generate richer insights that complement the quantitative findings of the present study and inform the development of more responsive policies and interventions for the ARAL Program.

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