

The Unheard Narratives of Academic Recovery and Accessible Learning (ARAL) Tutors: A Study on Implementation Realities

Sophia Noelle B. Bergonia
University of La Salette, Inc.
bergoniasophianoelle@gmail.com

Date Submitted:
March 15, 2026

Date Accepted:
May 19, 2026

Date Published:
July 31, 2026

DOI:
10.5281/zenodo.21725417

ABSTRACT

This study explored the implementation realities of the Academic Recovery and Accessible Learning (ARAL) Program through the experiences, challenges, and coping strategies of eighteen teaching and non-teaching tutors implementing Project REVAMP in a public secondary school in Santiago City. A qualitative-descriptive research design was employed. Data were obtained through a researcher-developed and expert-validated semi-structured interview guide, recorded during face-to-face interviews, transcribed verbatim, coded, and analyzed through thematic analysis. The findings showed that program implementation was experienced as challenging yet fulfilling. Tutors accepted responsibilities beyond their regular duties and drew motivation from learners' gradual improvement in

reading skills, confidence, and participation. Five implementation challenges emerged: limited instructional time, insufficient learning resources, diverse learner needs combined with high tutor-to-learner ratios, additional workload, and limited professional training. Tutors responded through differentiated and learner-centered instruction, the development and use of supplementary and contextualized learning materials, and collaboration and resource sharing with colleagues and school stakeholders. The study concludes that the commitment, creativity, and adaptability of tutors sustained literacy intervention despite substantial institutional and instructional constraints. Effective and sustainable implementation therefore requires protected instructional time, adequate level-appropriate materials, manageable tutor assignments, continuous capacity building, and structured collaborative support. These findings provide school-level evidence for strengthening ARAL and future literacy-recovery initiatives.

Keywords: *ARAL Program, Project REVAMP, implementation realities, ARAL tutors, literacy intervention, thematic analysis*

INTRODUCTION

Reading proficiency is a foundational requirement for learning across subject areas because it supports comprehension, communication, critical thinking, and independent study. Yet literacy difficulties remain persistent in the Philippine education system. Comparative evidence from the 2018 and 2022 Programme for International Student Assessment points to continuing weaknesses in reading performance, while national and international reports describe a wider learning-recovery challenge intensified by the disruption of schooling during the pandemic (Acido & Caballes, 2024; World Bank, 2022). These conditions underscore the need for sustained, targeted, and context-sensitive intervention for learners who have not reached expected reading competencies.

The Academic Recovery and Accessible Learning (ARAL) Program was institutionalized as a national mechanism for addressing learning gaps through structured tutorial and remediation services. Its implementation

guidelines assign tutors a central role in diagnosing learner needs, conducting intervention sessions, monitoring progress, and adapting instructional support (Department of Education, 2024, 2025a). At the school level, these national directions may be translated into localized initiatives. In the research locale, Project REVAMP—Reading Enhancement and Valuable Assessment for Mastery and Proficiency—served as the localized reading intervention aligned with ARAL principles, the Philippine Informal Reading Inventory, continuous assessment, and learner-centered instruction.

The success of such interventions depends not only on program design but also on the tutors who translate policy into day-to-day instruction. ARAL tutors may include teachers from different subject specializations and qualified non-teaching personnel. They are expected to address heterogeneous reading levels, prepare materials, provide guided practice, document progress, and coordinate with school stakeholders, often while maintaining their regular responsibilities. Research on reading recovery has shown that teachers' preparedness, instructional time, appropriate materials, and institutional support influence the quality and continuity of intervention (Banzon & Elan, 2025; McMaster et al., 2021; Peters et al., 2022).

Despite the growing emphasis on learning recovery, much of the available discussion centers on policy design, learner outcomes, and the general effectiveness of reading programs. Less attention has been given to the school-level narratives of tutors who directly implement ARAL, particularly their experiences, the difficulties they encounter, and the adaptive practices they employ. Their accounts are essential because implementation quality is shaped by the realities of time, workload, resources, professional preparation, learner diversity, and collaboration.

Accordingly, this study explored the implementation realities of ARAL tutors under Project REVAMP. It examined their experiences in delivering the program, identified the challenges they encountered, and described the coping strategies they used to sustain literacy intervention. The findings were intended to provide a grounded basis for improving institutional support, professional development, instructional resources, and future implementation of ARAL and related learning-recovery programs.

Literature Review

ARAL Program and Literacy Recovery

The ARAL Program responds to learning gaps through structured intervention, tutoring, and remediation for learners who require additional support. The program emphasizes foundational competencies and the use of assessment evidence to match instruction with learners' current proficiency. Its guidelines require schools to organize intervention schedules, identify learners needing support, appoint qualified tutors, monitor progress, and provide appropriate learning resources (Department of Education, 2024, 2025a). These requirements position implementation as an institutional responsibility shared by tutors, coordinators, school leaders, families, and community partners.

Literacy-recovery research supports systematic and responsive intervention. Programs that provide explicit instruction, guided practice, repeated opportunities to read, and continuous progress monitoring can improve the proficiency of struggling readers (Adapon & Mangila, 2020; Casingal, 2022; Gersten et al., 2020). UNESCO (2021) similarly emphasizes that post-disruption recovery should prioritize foundational skills, targeted support, and equitable access to learning opportunities. The effectiveness of such efforts, however, depends on whether implementation conditions permit tutors to deliver sufficient, appropriate, and sustained instruction.

Localized initiatives can make national programs more responsive to a school's learners, available resources, and community context. Project REVAMP operationalized ARAL through reading-level assessment, intervention and enrichment activities, progress monitoring, and contextualized learning support. Such localization reflects the broader principle that learning recovery must be adapted to the needs of specific learners rather than implemented as a uniform set of activities.

Tutor Experiences and Professional Fulfillment

Teachers who implement reading interventions commonly experience an expansion of their professional role. They prepare specialized materials, provide individualized assistance, monitor literacy development, and maintain learner motivation. These responsibilities demand time and emotional investment, but they can also deepen educators' sense of purpose. Carreon et al. (2026) found that tutors' work became meaningful as learners grew more engaged, confident, and capable. Similarly, Baldevarona (2020) described how teachers' efforts to support struggling readers were sustained by their commitment to learner improvement despite implementation difficulties.

The relationship between learner progress and tutor motivation is especially important in remedial instruction. Even incremental gains—such as recognizing letters, decoding words, reading short passages, or participating more confidently—can validate instructional effort. This reciprocal process strengthens tutors' professional identity and reinforces their willingness to continue intervention work. Such fulfillment does not eliminate workload and resource concerns, but it helps explain why tutors remain committed under demanding conditions.

Constructivist and student-centered perspectives support this understanding. Meaningful learning is promoted when teachers facilitate active participation, build on prior knowledge, and tailor experiences to learners' current needs (Almulla, 2023; Nurhuda et al., 2023). Tutors therefore function not merely as deliverers of prepared lessons but as responsive facilitators who interpret learner progress and modify support accordingly.

Implementation Challenges in Reading Intervention

Time is a central implementation condition. Reading development requires repeated guided practice, feedback, and sustained exposure, yet intervention sessions are often scheduled beyond regular classes and must compete with teaching, preparation, documentation, and other school activities. Banzon and Elan (2025) identified time constraints as a barrier to individualized reading support, while the World Bank (2022) emphasized that recovery programs need sufficient instructional dosage to produce meaningful gains.

Instructional resources and learner diversity create additional demands. Level-appropriate texts, activities, and assessment materials are necessary when learners vary widely in decoding, fluency, vocabulary, and comprehension. Teachers may have to prepare or reproduce materials when existing resources do not match learner needs. Peters et al. (2022) found that aligned tools and differentiated materials support more effective reading instruction, whereas Hatmanto and Rahmawati (2023) noted that planning differentiated reading lessons becomes difficult when teachers manage varied abilities under limited time and resource conditions.

Professional preparation and workload also influence implementation. Intensive reading intervention requires specialized knowledge, progress-monitoring skills, and confidence in selecting responsive strategies. McMaster et al. (2021) concluded that sustained professional development, coaching, and technical assistance improve teachers' implementation of intensive reading support. Without these supports, tutors may rely on personal initiative and trial-and-error learning while carrying additional planning and reporting tasks.

Adaptive Instruction, Resourcefulness, and Collaboration

Differentiated instruction enables tutors to adjust content, pacing, grouping, materials, and support according to learners' readiness. Tomlinson (2021) emphasizes that responsive instruction recognizes academic diversity and provides multiple pathways toward common learning goals. Within reading intervention, this may involve grouping learners by proficiency, providing one-to-one guidance, modeling, repeated reading, scaffolded tasks, and gradual movement from simple to more complex texts.

Scaffolding further explains how temporary guidance can support learners until they become more independent. Modeling, guided practice, corrective feedback, and carefully sequenced tasks help learners perform beyond what they could accomplish without assistance (Liu et al., 2024). When ready-made resources are insufficient, tutors may create contextualized passages, flashcards, worksheets, vocabulary activities, and localized stories. Such resourcefulness sustains instruction, although it should complement rather than replace adequate institutional provision.

Collaboration reduces professional isolation and permits tutors to pool expertise and materials. Collaborative professional learning strengthens instructional practice when teachers share evidence, analyze problems, and develop solutions together (Darling-Hammond et al., 2017; Vangrieken et al., 2015). UNESCO (2022) also highlights the contribution of families, school leaders, and communities to literacy development. Thus, effective ARAL implementation is supported by both individual adaptability and organized systems for mentoring, resource sharing, monitoring, and stakeholder participation.

Theoretical and Conceptual Synthesis

The study integrated Constructivist Learning Theory, Active and Experiential Learning, Student-Centered Learning, Scaffolding and Guided Learning, and Program Implementation Theory. Together, these perspectives explain how tutors create active and responsive literacy experiences, provide temporary support toward independent reading, and adjust instruction to learner differences. They also recognize that program outcomes are influenced by organizational resources, professional preparation, stakeholder participation, and the capacity to adapt implementation to local conditions (Rondonuwu et al., 2024).

The conceptual framework therefore centered on the implementation realities of ARAL tutors. The study examined three interconnected domains: tutors' experiences, the challenges shaping implementation, and the coping strategies used to maintain intervention. These domains provided the evidence base for institutional support, tutor development, adequate instructional resources, and strengthened implementation of ARAL and Project REVAMP.

METHODS

Research Design

The study employed a qualitative-descriptive research design to examine the experiences, implementation challenges, and coping strategies of ARAL tutors. This design was appropriate because the inquiry sought a clear, contextualized account of how participants understood and managed program implementation rather than testing causal relationships or quantifying the prevalence of experiences.

Research Locale

The study was conducted at Divisoria High School, located on R. Fabros Street, Purok 3, Divisoria, Santiago City, Philippines. The school implemented the ARAL Program through Project REVAMP, a localized reading initiative supported by the school administration, the reading coordinator, and school stakeholders.

Participants and Sampling Technique

The participants were eighteen Junior High School teaching and non-teaching personnel designated as ARAL tutors. Most were permanent teachers from different subject specializations who had attended reading-related orientations or training. The non-teaching participants were graduates of education programs and were likewise directly involved in literacy intervention. Participants were included because they possessed firsthand knowledge and experience of the program's implementation. The manuscript identified all qualified tutors in the locale as participants.

Research Instrument

Data were gathered through a researcher-developed semi-structured interview guide containing ten core questions organized around participant background, experiences in ARAL implementation, challenges encountered, and coping strategies. The semi-structured format enabled the researcher to obtain consistent information while asking follow-up questions when clarification or elaboration was needed.

Three expert validators examined the interview guide for relevance, clarity, coherence, neutrality, and alignment with the study objectives. Their recommendations involved refining selected questions and

strengthening the ethical statements on confidentiality. After the revisions were incorporated, the validators affirmed the instrument's suitability for the study.

Data Gathering Procedure

Approval was obtained from the Santiago City Schools Division Office and the principal of Divisoria High School. The researcher coordinated with the School Reading Coordinator and eligible tutors to schedule interviews during mutually convenient free periods. Participants received information about the study, its procedures, possible benefits and risks, confidentiality safeguards, and their right to decline questions or withdraw without penalty. Written informed consent was secured before each interview.

Individual face-to-face interviews were recorded with permission and transcribed verbatim. The transcripts and related files were stored in an encrypted location accessible only to the researcher. Data collection and preliminary analysis proceeded iteratively so that emerging meanings could be examined carefully and clarified when necessary.

Data Analysis

The transcripts were analyzed thematically. The researcher first read and reread the data to become familiar with the participants' accounts, identified meaningful units, assigned descriptive codes, grouped related codes into candidate themes, reviewed the themes against the complete dataset, defined and named the final themes, and prepared narrative interpretations supported by representative participant statements. This procedure followed the six-phase thematic approach described in the source manuscript and summarized by Forbes (2022). An analytical trail linking extracts, codes, and themes was maintained to support transparency and consistency.

Ethical Consideration

The study observed the ethical requirements of the university, the Department of Education, and the school administration. Participation was voluntary and based on informed consent. Participants could refuse to answer questions or withdraw at any time. Identifying details were protected, quotations were attributed only to participant codes, and electronic data were securely stored. The procedures were designed to protect participants' rights, dignity, privacy, and welfare in accordance with principles for research involving human participants (Resnik, 2024).

RESULTS AND DISCUSSION

Thematic analysis generated findings in three research domains: tutors' experiences, implementation challenges, and coping strategies. Table 1 summarizes the emergent themes and their central meanings.

Table 1. *Summary of Emergent Themes and Subthemes*

Research Focus	Emergent Themes/Subthemes	Core Meaning
Experiences	Challenging yet fulfilling experience; learner progress as a source of motivation	Tutors assumed additional responsibilities but gained professional fulfillment from learners' reading gains, confidence, and participation.
Implementation challenges	Limited instructional time; insufficient learning resources; diverse learner needs and high tutor-to-learner ratio; additional workload; limited professional training	Structural and instructional constraints reduced opportunities for sustained, individualized literacy intervention.
Coping strategies	Differentiated and learner-centered instruction; supplementary learning materials; collaboration and resource sharing	Tutors adapted instruction, created contextualized materials, and relied on collective professional support to sustain implementation.

Experiences of ARAL Tutors

A challenging yet fulfilling experience

Tutors described ARAL implementation as demanding because it added material preparation, individualized instruction, progress monitoring, documentation, and continuous learner support to their regular responsibilities. Nevertheless, they viewed these responsibilities as meaningful rather than merely burdensome. One participant explained, “Overall, my experience has been positive and rewarding. Although there were challenges, it was fulfilling to see learners improve their reading skills and become more confident” (Participant 13). Another recalled the satisfaction of seeing a non-reader independently read simple words after several weeks of intervention (Participant 12).

The narratives indicate that fulfillment arose from the perceived educational value of the program. Tutors understood their role as an opportunity to provide learners with a second pathway toward literacy and participation. This finding is consistent with Carreon et al. (2026), who reported that tutors derived meaning from learners’ growing engagement and proficiency, and with Baldevarona (2020), who described commitment to struggling readers despite the demands of remedial work. The findings also support Program Implementation Theory: frontline implementers interpret, adapt, and sustain a policy through their daily actions, and their motivation is therefore an important condition of program continuity.

Learner progress as a source of motivation

Observable learner improvement was the strongest source of motivation. Participants valued progress in letter recognition, word decoding, oral reading, confidence, and willingness to participate. Participant 5 stated, “The most rewarding part of being an ARAL tutor is seeing learners who once struggled to read become more confident and capable of reading independently. Their progress motivates me to continue doing my best.” Participant 9 similarly emphasized that even small improvements made the effort worthwhile.

These accounts show that learner progress functioned both as an outcome and as feedback to the tutor. Improvement validated the selected intervention strategies and strengthened the tutors’ professional commitment. The result aligns with evidence that focused reading programs can improve proficiency when instruction is matched to learner needs (Adapon & Mangila, 2020; Casingal, 2022). It also reflects a constructivist and student-centered process in which tutors continuously interpret learner responses and refine instructional support.

Implementation Challenges Encountered by ARAL Tutors

Five interconnected challenges affected program delivery: limited instructional time, insufficient learning resources, diverse learner needs and high tutor-to-learner ratios, additional workload, and limited professional training. Table 2 presents how these conditions influenced implementation and how tutors responded.

Table 2. Implementation Challenges, Effects, and Tutor Responses

Challenge	Observed Effect on Implementation	Tutor Response
Limited instructional time	Reduced opportunities for sustained, individualized practice and monitoring	Adjusted schedules and prioritized essential reading tasks
Insufficient resources	Increased preparation and reproduction demand	Prepared worksheets, flashcards, localized stories, and recycled-material aids
Diverse needs and high ratio	Difficulty providing individualized support to learners at different reading levels	Grouped learners by proficiency and provided targeted guidance
Additional workload	Competing demands from regular teaching, intervention, documentation, and monitoring	Used flexibility, patience, and shared responsibilities
Limited professional training	Reliance on trial and error and reduced confidence in specialized intervention	Sought advice, coaching, mentoring, and peer collaboration

Limited instructional time and competing workload

Participants reported that the 30-minute intervention period was often insufficient for sustained guided practice, individualized feedback, and careful progress monitoring. The sessions were conducted alongside regular teaching responsibilities, and the time used for intervention could overlap with lesson preparation and other tasks. Participant 11 explained that the allotted period often consumed time normally used for preparing lessons and learning activities.

The challenge was intensified by additional duties involving material development, assessment, documentation, and learner monitoring. These findings agree with Banzon and Elan (2025), who associated limited time with reduced opportunities for individualized reading support, and with McMaster et al. (2021), who found that intensive intervention expands teachers' planning and implementation responsibilities. The result suggests that tutor commitment cannot substitute for protected instructional time and workload-sensitive scheduling.

Insufficient resources and diverse learner needs

Although the school provided materials, tutors frequently needed additional texts and activities suited to different reading levels. Participants developed flashcards, short stories, reading passages, vocabulary exercises, and worksheets. Reproduction remained difficult when resources were limited. Participant 13 noted, "Aside from the provided materials, I create supplementary reading activities, flashcards, and short stories. Reproducing materials can be challenging due to limited resources."

The need for differentiated resources was compounded by heterogeneous reading abilities and relatively large tutor assignments. Participant 3 suggested that a ratio of one tutor to two or three learners would allow more focused instruction. Peters et al. (2022) found that assessment-aligned tools improve the delivery of differentiated reading instruction, while Hatmanto and Rahmawati (2023) identified varied ability, time, and monitoring demands as barriers to differentiated planning. The findings therefore point to the importance of both level-appropriate materials and manageable group sizes.

Limited professional training

Some participants had received only limited training before assuming the tutor role. Participant 6 explained, "Limited training, since I only had one training, I learned mostly through trial and error." The absence of sustained capacity building affected confidence in selecting specialized literacy strategies and responding to learners with persistent difficulties.

This result is consistent with McMaster et al. (2021), who concluded that ongoing professional development and coaching strengthen teachers' competence and fidelity in intensive reading intervention. Regular training is especially important because ARAL tutors come from different specializations and may not share the same preparation in reading diagnosis and intervention. Structured mentoring and collaborative technical assistance can reduce reliance on trial and error.

Coping Strategies Employed by ARAL Tutors***Differentiated and learner-centered instruction***

Tutors adjusted instruction to the learner's current reading level, grouped learners by proficiency, simplified materials when necessary, and gradually introduced more difficult passages. Participant 14 described providing one-to-one guidance and moving from simple to more demanding texts, while Participant 1 grouped learners according to ability and gave additional practice to those needing greater support.

These practices demonstrate instructional responsiveness rather than the uniform delivery of a fixed lesson. They are consistent with Tomlinson's (2021) principles of differentiated instruction and with the learner-centered emphasis of constructivist theory (Almulla, 2023). They also represent scaffolding: support is adjusted to current performance and gradually reorganized as learners develop greater independence (Liu et al., 2024).

Development and use of supplementary learning materials

Tutors addressed resource shortages by creating contextualized materials and combining them with repeated reading, teacher modeling, and guided practice. Participants used flashcards, reading passages, vocabulary activities, localized stories, blackboards, and recycled paper. One tutor explained that modeling correct enunciation enabled learners to hear and imitate the pronunciation of words, while another relied on repeated reading to reinforce accuracy and memory.

The strategy reflects creativity and commitment, but it also reveals an institutional need. Peters et al. (2022) found that differentiated instructional materials improve teachers' capacity to respond to varied reading abilities. Resourcefulness should therefore be supported through centralized banks of level-appropriate materials, reproduction assistance, and collaborative development rather than depending primarily on tutors' personal time and resources.

Collaboration and resource sharing

Participants collaborated with fellow tutors, the reading coordinator, school administrators, and stakeholders by exchanging materials, sharing teaching ideas, seeking guidance, and solving problems collectively. Participant 6 summarized this strategy: "I collaborate with other tutors to share materials and ideas." Other tutors emphasized patience, optimism, and adjustment to the program's additional demands.

Collaboration enabled tutors to maximize available resources and reduce professional isolation. This finding supports evidence that collaborative professional learning strengthens instructional quality and problem solving (Darling-Hammond et al., 2017; Vangrieken et al., 2015). Within the locale, Project REVAMP and partnerships with school and community stakeholders provided an enabling structure for shared implementation. Sustaining these arrangements can strengthen consistency, tutor confidence, and collective accountability.

CONCLUSION

The implementation of the ARAL Program under Project REVAMP was experienced by teaching and non-teaching tutors as both challenging and professionally fulfilling. The participants assumed responsibilities beyond their regular work, yet they regarded the opportunity to help struggling readers as meaningful. Learners' gradual gains in reading ability, confidence, and participation became a major source of motivation and reinforced the tutors' commitment to literacy intervention.

Implementation was constrained by limited instructional time, insufficient and unevenly matched resources, diverse learner needs combined with high tutor-to-learner ratios, additional workload, and limited professional training. Tutors sustained the program by differentiating instruction, providing individualized and scaffolded support, developing supplementary and contextualized materials, and collaborating with colleagues and stakeholders. The study demonstrates that tutor resilience and creativity are vital but should be supported by institutional conditions that protect intervention time, provide appropriate resources, strengthen professional competence, and distribute implementation responsibilities fairly.

Recommendation

The Department of Education and school administrators should strengthen institutional support for ARAL tutors by allocating protected intervention time, reviewing tutor-to-learner assignments, balancing ARAL duties with regular workloads, and ensuring access to sufficient level-appropriate reading materials. Recognition mechanisms may also be established to acknowledge tutors' contributions and sustain the professional fulfillment associated with learners' progress.

Regular professional development should be provided on reading assessment, phonics and decoding, comprehension instruction, progress monitoring, differentiated intervention, and the development of contextualized materials. Coaching, mentoring, Learning Action Cell sessions, and demonstration teaching should be sustained so that tutors from different specializations receive continuing technical support rather than relying mainly on trial and error.

Schools should institutionalize collaborative planning, resource-sharing systems, and progress-review meetings among tutors, reading coordinators, school leaders, parents, and community partners. Future research may examine ARAL implementation across multiple schools, include learners' and parents' perspectives, analyze the relationship between identified implementation conditions and measured reading outcomes, and evaluate the effectiveness of specific tutor-development and resource-support interventions.

References

- Acido, J. V., & Caballes, D. G. (2024). Assessing educational progress: A comparative analysis of PISA results (2018 vs. 2022) and HDI correlation in the Philippines. *World Journal of Advanced Research and Reviews*, 21(1), 462–474. <https://doi.org/10.30574/wjarr.2024.21.1.0020>
- Adapon, M. T., & Mangila, B. B. (2020). Helping struggling readers to read: The impact of the care for the non-readers (CRN) program on Filipino pupils' reading proficiency. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 195–218. <https://journal3.uinalauddin.ac.id/index.php/Eternal/article/download/13809/10253>
- Aguinaldo, M. (2026). Challenges encountered and strategies of the key stage 2 ARAL tutors in the implementation of the ARAL Program: Philippine education. *Divine Word International Journal of Management and Humanities*, 5(2), 3528–3549. <https://doi.org/10.62025/dwijmh.v5i2.335>
- Almulla, M. A. (2023). Constructivist learning theory: Enhancing student learning and engagement. *Cogent Education*, 10(1), Article 2172929. <https://doi.org/10.1080/2331186X.2023.2172929>
- Baldevarona, S. B. (2020). Behind the reading program: A phenomenological study on teachers' challenges and strategic reading interventions to help struggling readers (Doctoral dissertation, Foundation University). <https://doi.org/10.13140/RG.2.2.27846.80966>
- Banzon, C. J., & Elan, H. J. (2025). Teaching reading in a time-constrained environment: Challenges and strategies for effective instruction. *Psychology and Education: A Multidisciplinary Journal*, 38(4), 378–392.
- Carreon, R. M. A., Iglesias, J.-A. S., Trinidad, A. E., & Orio, A. C. (2026). Grade 2 teachers lived experiences in the ARAL Reading Program: A qualitative phenomenological study. *Asian Journal of Education and Social Studies*, 52(6), 701–725. <https://doi.org/10.9734/AJESS/2026/v52i63128>
- Casingal, C. P. (2022). Efficacy of PHIL-IRI and remedial classes for Filipinos at the intermediate level. *Journal of Sustainable Business, Economics and Finance*, 47–59. <https://doi.org/10.31039/josbef.2022.1.2.22>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Department of Education. (2024). Policy guidelines on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program (DepEd Order No. 013, s. 2024).
- Department of Education. (2025). DepEd Order No. 018, s. 2025: Implementing guidelines of the Academic Recovery and Accessible Learning (ARAL) Program. <https://www.deped.gov.ph>
- Forbes, M. (2022). Braun and Clarke's Thematic analysis: A practical guide [Review of the book Thematic analysis: A practical guide, by V. Braun & V. Clarke]. *Evaluation Journal of Australasia*, 22(2), 132–135. <https://doi.org/10.1177/1035719X211058251>
- Gersten, R., Haymond, K., Newman-Gonchar, R., Dimino, J., & Jayanthi, M. (2020). Meta-analysis of the impact of reading interventions for students in the primary grades. Institute of Education Sciences.
- Hatmanto, E. D., & Rahmawati, F. (2023). Crafting dynamic lesson plans: Designing differentiated learning approaches for teaching reading skills in the Philippines. *Proceeding International Conference of Community Service*, 1(2). <https://doi.org/10.18196/iccs.v1i2.124>
- Liu, X., Zhang, Y., & Wang, L. (2024). Scaffolding strategies in modern education: Supporting student learning and independence. *arXiv*. <https://arxiv.org/abs/2404.03429>
- McMaster, K. L., Baker, K., Donegan, R., Hugh, M., & Sargent, K. (2021). Professional development to support teachers' implementation of intensive reading intervention: A systematic review. *Journal of Learning Disabilities*, 54(5), 343–358. <https://doi.org/10.1177/0741932520934099>
- Nurhuda, A., Rahman, M., & Sari, D. (2023). The implementation of constructivist learning in improving student participation and outcomes. *Review of Education Research*, 5(2), 152–160. <https://rer.ba/index.php/rer/article/view/152>

- Peters, M. T., Hebbeker, K., & Souvignier, E. (2022). Effects of providing teachers with tools for implementing assessment-based differentiated reading instruction in second grade. *Assessment for Effective Intervention*, 47(3), 162–175. <https://doi.org/10.1177/15345084211014926>
- Resnik, D. B. (2024). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust* (2nd ed.). Springer. <https://doi.org/10.1007/978-3-031-82757-0>
- Rondonuwu, J., Tumbel, A., & Wullur, M. (2024). Implementation of constructivism in learning: A literature review. ResearchGate. <https://www.researchgate.net/publication/386285027>
- Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
- UNESCO. (2021). Learning recovery after COVID-19: Global education response. <https://www.unesco.org/en/covid-19/education-response>
- UNESCO. (2022). Transforming education through literacy programs. <https://www.unesco.org/en/literacy>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- World Bank. (2022). The state of global learning poverty: 2022 update. <https://www.worldbank.org/en/topic/education/publication/state-of-global-learning-poverty>