

Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program to the Teachers' Efficiency and Instructional Practices

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Abstract—The present study specifically aims to determine teachers' readiness towards the Academic Recovery and Accessible Learning or simply known as ARAL Reading Program with regards to the teachers' efficiency and instructional practices. Specifically, the researcher sought to answer the level of teachers' readiness on the ARAL Reading Program; the level of teachers' efficiency; as well as the level of teachers' instructional practices in the context of teaching. Also, it delved to determine the significant relationships between teachers' readiness, efficiency, and instructional practices with regards to the ARAL Reading Program itself. This study made use of the descriptive-correlational research design, whereas using a researcher-made survey questionnaire to gather data from 89 elementary teachers in public schools under the Majayjay Sub-Office was done. The questionnaire itself was uniquely structured to measure the teachers' readiness, efficiency, and instructional practices on the implementation of the ARAL Reading Program, as it used a 5-point Likert scale for response collection and tabulation. To successfully assess factors such as teachers' readiness, efficiency, and instructional practices on the said learning program, mean scores were also calculated and standard deviations were tabulated to evaluate response dispersion and consistency across the sample for the clearer and verifiable perspective. To examine relationships between independent and dependent variables, Pearson correlation coefficient (r) was then employed. Specified indications stated in the study show that teachers are greatly prepared, especially when it comes to professional development, resource access, and teaching experience, it was also stated that opportunities for collaboration and administrative supports are also highly valued. Additionally, they demonstrate significantly effective performance in terms of time management, task administration, resource utilization, and feedback. More to this, they demonstrate highly developed instructional techniques in technological utilization, engagement approaches, assessment methodologies, and classroom management skills. Evidently, significant positive relationships between teachers' efficiency and preparedness as well as between the readiness and instructional methods were also shown by the investigation. The null hypotheses were rejected as a result of the findings, this entails that a strong positive correlation between teachers' efficiency and instructional techniques and their preparedness for the ARAL Reading Program were seen. The study emphasizes on how teacher preparation through professional development, sufficient materials, and teaching experience improves vital factors such as classroom practices and instructional efficiency, which then supports the ARAL Reading Program's successful implementation.

Keywords— ARAL program, efficiency, instructional, readiness

I. INTRODUCTION

Sustainable Development Goal 4 of the UN requires universal foundational literacy by 2030 as a requirement for success in

the classroom and in society. Therefore, addressing current learning deficiencies is a crucial component of this global necessity as the Philippines educational system struggles with learning losses as a result of the epidemic (UNESCO, 2022). As a result, the Department of Education (DepEd) launched the Academic Recovery and Accessible Learning (ARAL) Program, a nationwide effort to lessen these difficulties by implementing focused interventions. The ARAL Reading Program is a crucial element that aims to help students, especially those who have fallen behind in literacy and comprehension, improve their core reading skills. The program aims to expedite student learning through remedial and enrichment activities, enabling fair access to high-quality education throughout public schools (DepEd, 2025).

Lawmakers and the government initiated a national program to meet the needs to enhance instructional delivery through teacher-led interventions, called the ARAL Reading Program. Since teachers are fundamentally essential to its success, their preparedness towards the initiative, particularly in areas of professional competence, drive, flexibility, and resource availability, is extremely vital. As per preparedness and the efficacy of teaching, research yields conflicting results towards the matter, whereas research stipulated that being ready enhances productivity and classroom mechanisms, especially when professional development is thereby provided. Other academics point out that systemic issues including limited materials or resources, administrative aids, and contextual obstacles can impede or even halt its successful implementation, making preparation alone inadequate. This simply implies that in order to yield significant results in the manner one adheres, preparation is greatly needed, this is to be followed by teacher training, student mentoring, and ongoing support, most especially from the government.

Probing onto the teachers' readiness for the ARAL Reading Program allows a deeper understanding of its influence or impact regarding two prominent dimensions: efficiency and instructional practice. Firstly, efficiency adheres to the teacher's capacity to utilize time, resources, and pedagogical frameworks to fully maximize learning outcomes with such minimal wasted effort. Secondly, the instructional practices encompass the methods, techniques, and approaches in which the teacher integrates to further develop student reading performance. In essence, those teachers who are well-prepared and confident are truly expected to provide lessons that are more efficient, cluster varied reading strategies, and

address learner diversity effectively for the common good. However, poor performance in readiness may lead to results such as instructional inefficiencies, inconsistent practices, and reduced learner engagement, that will be harmful to the overall performance.

With this result, the present study places instructional techniques as dependent variables and teachers' preparedness as an independent variable whereas it determines their effectiveness. The research also aims to shed light onto preparation metrics and levels that can impact academic performance and overall program efficacy or effectiveness. Furthermore, the study also seeks to point out areas where teachers might be using the ARAL Reading Program if they require additional assistance and capacity-building programs. Generally, the study emphasizes that the effectiveness of the learning recovery initiatives from the government depends on teachers' readiness, flexibility, and ongoing professional development additionally to the well-designed programs provided.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to determine the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program to the Teachers' Efficiency and Instructional Practices.

Specifically, the study sought to answer the following questions:

1. What is the level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in terms of:
 - 1.1 Professional Development;
 - 1.2 Access to Resources;
 - 1.3 Teaching Experience;
 - 1.4 Support from Administration; and
 - 1.5 Collaboration Opportunities?
2. What is the level of Teachers' Efficiency in terms of:
 - 2.1 Time Management;
 - 2.2 Task Completion Rate;
 - 2.3 Resource Utilization; and
 - 2.4 Feedback?
3. What is the level of Teachers' Instructional Practices in terms of:
 - 3.1 Engagement Techniques;
 - 3.2 Use of Technology;
 - 3.3 Assessment Methods; and
 - 3.4 Classroom Management?
4. Is there a significant relationship between Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Efficiency?
5. Is there a significant relationship between Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Instructional Practices?

II. METHODOLOGY

This study made use of the descriptive-correlational research design, whereas using a researcher-made survey questionnaire to gather data from 89 elementary teachers in public schools under the Majayjay Sub-Office was done. The questionnaire itself was uniquely structured to measure the teachers' readiness, efficiency, and instructional practices on the implementation of the ARAL Reading Program, as it used a 5-point Likert scale for response collection and tabulation. To successfully assess factors such as teachers' readiness, efficiency, and instructional practices on the said learning program, mean scores were also calculated and standard deviations were tabulated to evaluate response dispersion and consistency across the sample for the clearer and verifiable perspective. To examine relationships between independent and dependent variables, Pearson correlation coefficient (r) was then employed.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of data collected to examine the significant relationship between Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Efficiency and Instructional Practices.

Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program

In this study, the level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program refers to Professional development, Access to resources, Teaching experience, Support from administration, and Collaboration opportunities.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program.

Alongside the statement of As a teacher they attend seminars, workshops, or training sessions and participate in school-based training programs that enhance their readiness for ARAL. The ($M = 4.67$) suggests a very high level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Professional development and supported with ($SD = 0.47$). Also, monitor and evaluate the results of strategies they apply in the classroom. While the mean is slightly lower ($M = 4.52$) with ($SD = 0.50$), it still indicates that a teacher plans the lessons using ideas learned from professional development.

The level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Professional development attained a weighted mean score of 4.59 and a standard deviation of 0.48 and was verbally interpreted as very high among the respondents.

Based on the results, it can be inferred that teachers' high participation in professional development activities significantly enhances their readiness to implement the Academic Recovery and Accessible Learning (ARAL)

Reading Program. This simply suggests that teachers who actively participate in professional learning are better equipped to deliver effective reading instruction and address the diversified needs of the young learners.

Table 1. Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Professional Development

Statements	Mean	SD	Remarks
As a Teacher, I...			
...attend seminars, workshops, or training sessions related to the ARAL Reading Program.	4.67	0.47	Strongly Agree
...utilize strategies learned from professional development activities in my teaching.	4.55	0.50	Strongly Agree
...seek opportunities for continuous learning to improve my teaching skills.	4.60	0.49	Strongly Agree
...participate in school-based training programs that enhance my readiness for ARAL.	4.67	0.47	Strongly Agree
...modify my materials to help students with different learning needs.	4.61	0.49	Strongly Agree
...reflect on and assess teaching techniques learned in professional development programs.	4.57	0.50	Strongly Agree
...apply and adapt techniques from training sessions to help my students.	4.56	0.50	Strongly Agree
...plan my lessons using ideas learned from professional development.	4.52	0.50	Strongly Agree
...discuss effective methods from training with other teachers.	4.46	0.52	Strongly Agree
...monitor and evaluate the results of strategies I apply in my classroom.	4.65	0.48	Strongly Agree
Weighted Mean	4.59		
SD	0.48		
Verbal Interpretation	Very High		

Table 2 illustrates the overall level of Teachers' Readiness regarding the Academic Recovery and Accessible Learning (ARAL) Reading Program in terms of access to resources.

Table 2. Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Access to Resources

Statements	Mean	SD	Remarks
As a Teacher, I...			
...have the teaching materials I need for the ARAL Reading Program.	4.51	0.55	Strongly Agree
...prepare the necessary materials, like books, worksheets, and digital resources, for reading lessons.	4.54	0.50	Strongly Agree
...make the most of the resources available when I teach.	4.52	0.55	Strongly Agree
...keep track of additional teaching materials provided by the school or district.	4.49	0.52	Strongly Agree
...modify my teaching resources for students with different learning needs.	4.54	0.52	Strongly Agree
...assess teaching materials before including them in my lessons.	4.63	0.49	Strongly Agree
...organize my teaching resources for smoother lessons.	4.61	0.49	Strongly Agree
...incorporate technology and digital resources into my lessons.	4.46	0.52	Strongly Agree
...provide teaching materials and resources to colleagues when needed.	4.47	0.50	Strongly Agree
...adjust resources to match my lesson objectives and my students' abilities.	4.58	0.50	Strongly Agree
Weighted Mean	4.53		
SD	0.50		
Verbal Interpretation	Very High		

It was shown that the highest-rated indicators were statements of assessing teaching materials before including them in lessons ($M = 4.63$, $SD = 0.49$) and statement organizing teaching resources for smoother lessons ($M = 4.61$, $SD = 0.49$), this implies that teachers prioritize keen and careful preparation and organization or planning of instructional materials and aids. The lowest-rated statement, however, was incorporating technology and digital resources into lessons ($M = 4.46$, $SD = 0.52$), which, while still strong, simply suggests that the integration of digital tools could be further enhanced and developed upon usage.

The level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Access to Resources attained a weighted mean score of 4.53 and a standard deviation of 0.50 and was verbally interpreted as very high among the respondents.

Summary, it can be inferred that teachers' access to and management of teaching resources is a critical component of their readiness to implement the ARAL Reading Program.

Table 3 presents below the level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in terms of teaching experience. Among the statements, the highest-rated item was modifying teaching plans using insights from classroom experience ($M = 4.67$, $SD = 0.47$), highlighting those teachers draw extensively from prior experience to improve lesson delivery. The lowest-rated item was confidence in managing challenges during the implementation of the ARAL Reading Program ($M = 4.42$, $SD = 0.52$), which, despite being the lowest, still falls under "Strongly Agree."

Table 3. Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Teaching Experience

Statements	Mean	SD	Remarks
As a Teacher, I...			
...feel confident teaching reading due to my teaching experience.	4.45	0.50	Strongly Agree
...am confident in managing challenges during the implementation of the ARAL Reading Program.	4.42	0.52	Strongly Agree
...have experience in planning and teaching reading lessons that support academic recovery.	4.46	0.52	Strongly Agree
...manage classroom activities smoothly based on my teaching background.	4.49	0.50	Strongly Agree
...modify my teaching methods according to the reading levels of my students.	4.55	0.50	Strongly Agree
...apply what I learned from previous teaching experiences to new reading lessons.	4.47	0.50	Strongly Agree
...evaluate my teaching methods based on how well my students perform.	4.56	0.50	Strongly Agree
...reflect on previous lessons to improve how I teach reading.	4.53	0.50	Strongly Agree
...modify my teaching plans using insights from my classroom experience.	4.67	0.47	Strongly Agree
...share my teaching knowledge to mentor less experienced teachers.	4.47	0.55	Strongly Agree
Weighted Mean	4.51		
SD	0.50		
Verbal Interpretation	Very High		

The level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program

in Terms of Teaching Experiences attained a weighted mean score of 4.51 and a standard deviation of 0.50 and was verbally interpreted as very high among the respondents.

From stated results, it can be inferred that teaching experience plays a crucial role in teachers' readiness to implement the ARAL Reading Program. As evident in the table itself, it was stipulated that their capability to properly apply lessons that were gained from previous teaching, positively reflect on past education, and modify such methods in accordance with students' needs, which also indicates strong foundational instructional competence and adaptability amongst their many other skills. Overall, teachers' accumulated experience contributes significantly to their confidence, efficiency, and effectiveness in delivering reading instruction.

Table 4 evidently shows the level of Teachers' Readiness in the context of Academic Recovery and Accessible Learning (ARAL) Reading Program in terms of the factor support from administration. Among the statements made, the highest-rated of them was receiving guidance from the school administration to implement the ARAL Reading Program ($M = 4.65$, $SD = 0.52$), this simply indicates that teachers who feel strongly supported in terms of planning and executing lessons. Yet, the lowest-rated item was acting on administrative guidance to improve learning outcomes ($M = 4.39$, $SD = 0.49$), which still falls under "Strongly Agree," in any other way it is suggesting the consistent but slightly varied levels of support across different aspects of education.

Table 4. Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Support from Administration

Statements	Mean	SD	Remarks
As a Teacher, I...			
...receive guidance from the school administration to implement the ARAL Reading Program.	4.65	0.52	Strongly Agree
...I am given feedback by administrators to improve my reading instruction.	4.46	0.54	Strongly Agree
...can access materials for the ARAL Reading Program through the school administration.	4.43	0.54	Strongly Agree
...I am motivated by the administration to attend professional development programs.	4.44	0.52	Strongly Agree
...am supported by the administration in working with other teachers for the ARAL program.	4.55	0.52	Strongly Agree
...seek guidance from administrators when teaching reading becomes challenging.	4.51	0.52	Strongly Agree
...implement recommendations from the administration to make my lessons better.	4.44	0.50	Strongly Agree
...inform administrators about the resources and support my classroom needs.	4.40	0.49	Strongly Agree
...act on administrative guidance to improve learning outcomes in my classroom.	4.39	0.49	Strongly Agree
...evaluate the help I get from the administration to see how it improves my teaching.	4.45	0.50	Strongly Agree
Weighted Mean	4.70		
SD	0.50		
Verbal Interpretation	Very High		

The level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program

in Terms of Support from Administration attained a weighted mean score of 4.70 and a standard deviation of 0.50 and was verbally interpreted as very high among the respondents.

The table consequently summarizes on the ideas that can be inferred through that support from school administration have significantly influenced teachers' readiness upon implementation of the ARAL Reading Program. In essence, the factors and aspects in which guidance, feedback, and access to resources have been genuinely provided by administrators can truly help teachers improve and contribute to their instructional strategies, coordination with colleagues, and greatly address the challenges in teaching reading and comprehension amongst struggling learners. Nevertheless, the slightly lower score reflected by the acting on guidance simply suggests some of the potential areas for improvement.

Table 5 consequently depicts the level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program with regards to collaboration opportunities. Amongst the statements mentioned, the highest-rated item was alongside coordinating with fellow teachers to design ARAL reading lessons ($M = 4.52$, $SD = 0.52$), reflecting active engagement in collaborative planning. The lowest-rated statement was designing teaching materials with the help of colleagues ($M = 4.35$, $SD = 0.48$), which still falls under "Strongly Agree," showing that teachers consistently value collaboration but may vary in intensity or frequency of collaborative activities. Overall, the data suggest that teachers actively engage with colleagues to share ideas, plan lessons, and improve reading instruction.

Table 5. Level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program in Terms of Collaboration Opportunities

Statements	Mean	SD	Remarks
As a Teacher, I...			
...coordinate with fellow teachers to design ARAL reading lessons.	4.52	0.52	Strongly Agree
...exchange ideas and materials with other teachers to improve reading instruction.	4.51	0.50	Strongly Agree
...work with other teachers through mentoring or coaching for ARAL reading instruction.	4.48	0.50	Strongly Agree
...discuss with other teachers about challenges and solutions to improve teaching.	4.48	0.50	Strongly Agree
...engage in collaborative work with other teachers to enhance teaching.	4.48	0.50	Strongly Agree
...seek input from fellow teachers in planning reading lessons.	4.39	0.51	Strongly Agree
...design teaching materials with the help of my colleagues.	4.35	0.48	Strongly Agree
...consider and assess strategies shared by my fellow teachers.	4.44	0.50	Strongly Agree
...share feedback with peers to improve their teaching of reading.	4.42	0.50	Strongly Agree
...consider what I learned from working with others to improve instruction.	4.48	0.50	Strongly Agree
Weighted Mean	4.46		
SD	0.49		
Verbal Interpretation	Very High		

The level of Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program

in Terms of Collaboration Opportunities attained a weighted mean score of 4.46 and a standard deviation of 0.49 and was verbally interpreted as very high among the respondents.

From these results, it can be inferred that collaboration with colleagues is an important component of teachers' readiness to implement the ARAL Reading Program. While there are certain materials being designed with their colleagues that have scored slightly lower, the high overall mean still indicates collaborative practices that fully support teachers' preparedness, confidence, and their ability to implement effective reading strategies into their respective practices.

Level of Teachers' Efficiency

In this study, the level of Teachers' Efficiency refers to Time management, Task completion rate, Resource utilization, and Feedback.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 above illustrates the level of Teachers' Efficiency in terms of Time Management in implementing the ARAL Reading Program. Amongst the statements, the highest-rated item was balancing teaching reading with other subject responsibilities ($M = 4.60$, $SD = 0.49$), suggesting that the teachers are more than capable of managing multiple instructional responsibilities effectively and efficiently. The lowest-rated statement was alongside the lines of completing daily teaching tasks within the scheduled time ($M = 4.31$, $SD = 0.49$), which, while slightly lower, is still evident with one's strong time management skills. Collectively, the data suggest that teachers are more than able to plan, prioritize, and manage instructional tools and practices that are time efficient in order to ensure effective delivery of reading lessons.

Table 6. Level of Teachers' Efficiency in terms of Time Management

Statements As a Teacher, I...	Mean	SD	Remarks
...plan and allocate adequate time for reading lessons.	4.48	0.50	Strongly Agree
...complete daily teaching tasks within the scheduled time.	4.31	0.49	Strongly Agree
...manage classroom activities efficiently without wasting instructional time.	4.45	0.50	Strongly Agree
...prioritize tasks to ensure smooth delivery of ARAL lessons.	4.55	0.50	Strongly Agree
...can balance teaching reading with other subject responsibilities.	4.60	0.49	Strongly Agree
Weighted Mean	4.48		
SD	0.47		
Verbal Interpretation	Very High		

Moreover, the level of Teachers' Efficiency in terms of Time management garnered a weighted mean score of 4.48 and a standard deviation of 0.47, it was then verbally interpreted as very high among the provided data from the respondents. Stated in these results, it can simply be inferred that teachers' strong emphasis on time management skills contribute positively to their efficiency in delivering the ARAL Reading Program.

Table 7. Level of Teachers' Efficiency in terms of Task Completion Rate

Statements As a Teacher, I...	Mean	SD	Remarks
...complete all assigned instructional tasks on time.	4.42	0.52	Strongly Agree
...submit required teaching reports and lesson documentation promptly.	4.39	0.49	Strongly Agree
...finish preparation of learning materials before each class.	4.45	0.54	Strongly Agree
...ensure that reading assessment tasks are completed as scheduled.	4.40	0.52	Strongly Agree
...accomplish ARAL program requirements consistently.	4.42	0.50	Strongly Agree
Weighted Mean	4.42		
SD	0.49		
Verbal Interpretation	Very High		

Table 7 represents the level of Teachers' Efficiency in terms of Task Completion Rate upon implementation of the ARAL Reading Program. Among the statements listed, the highest-rated was from finishing preparation of learning materials before each class ($M = 4.45$, $SD = 0.54$), implying that teachers are being proactive in preparing their instructional resources. The lowest-rated item was along the statement submitting required teaching reports and lesson documentation promptly ($M = 4.39$, $SD = 0.49$), although slightly lower, it anyway still reflects strong task completion skills or scores.

In connection to this, the level of Teachers' Efficiency in terms of Task Completion Rate generally attained a weighted mean score of 4.42 and a standard deviation of 0.49, which was verbally interpreted as very high among the provided data from the study's respondents.

From the gathered and tabulated results, it can simply be inferred that teachers' consistent task completion is a prominent factor that gives significance in their overall efficiency for delivering the ARAL Reading Program mandated by the government. The results indicate as well that there is an emphasis on the idea that educators exhibit strong efficiency in task completion, as reflected in their proactive preparation of learning materials and timely submission of reports from time to time.

Table 8 above depicts the level of Teachers' Efficiency in terms of Resource Utilization in implementing the ARAL Reading Program. Among the statements listed, the highest-rated statements were integrating multiple learning resources and maximizing classroom tools, books, and digital resources ($M = 4.47$, $SD = 0.50-0.52$), this simply shows that teachers are being proactive in clustering and integrating numerous materials to enhance instruction as they are contextually aligned. The lowest-rated item, however, was adapting resources to meet the diverse needs of learners ($M = 4.45$, $SD = 0.50$), which still falls under "Strongly Agree," this simply is suggesting consistent and effective utilization of the handed and available teaching resources across the classrooms. Overall, the teachers still demonstrate strong competency when it comes to selecting, combining, and applying instructional resources to support students' positive learning. Upon deliberation, the level of Teachers' Efficiency in terms of Resource Utilization gathered a weighted mean score of

4.46 and a standard deviation of 0.48, it was then verbally interpreted as very high among the respondents.

Table 8. Level of Teachers' Efficiency in terms of Resource Utilization

Statements As a Teacher, I...	Mean	SD	Remarks
...make effective use of available teaching materials during reading lessons.	4.42	0.50	Strongly Agree
...integrate multiple learning resources to enhance reading instruction.	4.47	0.52	Strongly Agree
...maximize classroom tools, books, and digital resources for students' learning.	4.47	0.50	Strongly Agree
...adapt resources to meet the diverse needs of learners.	4.45	0.50	Strongly Agree
...use supplementary materials provided by the school or district.	4.47	0.50	Strongly Agree
Weighted Mean	4.46		
SD	0.48		
Verbal Interpretation	Very High		

From these results provided, it can be inferred that the efficient resource usage is a prominent factor in teachers' overall effectiveness when it comes to delivering the ARAL Reading Program. Teachers' ability to maximize classroom materials, integration of multiple resources, and fully adapt materials to different learner needs contributes to the smooth delivery of lectures and enhances student engagement for their own betterment.

Table 9. Level of Teachers' Efficiency in terms of Feedback

Statements As a Teacher, I...	Mean	SD	Remarks
...provide timely feedback to students on their reading performance.	4.58	0.50	Strongly Agree
...give constructive comments to help learners improve their reading skills.	4.53	0.50	Strongly Agree
...communicate students' progress to parents or guardians.	4.55	0.50	Strongly Agree
...adjust teaching strategies based on feedback received from students or colleagues.	4.62	0.49	Strongly Agree
...monitor learners' progress and provide individualized support as needed.	4.61	0.51	Strongly Agree
Weighted Mean	4.58		
SD	0.47		
Verbal Interpretation	Very High		

Table 9 above presents the overall level of Teachers' Efficiency in terms of Feedback in implementing the ARAL Reading Program. Among the statements listed above, the highest-rated one was adjusting teaching strategies based on feedback received from students or colleagues ($M = 4.62$, $SD = 0.49$), highlighting teachers' responsiveness and adaptability in instruction. The lowest-rated item was giving constructive comments to help learners improve their reading skills ($M = 4.53$, $SD = 0.50$), which still fell under "Strongly Agree." Overall, the greater data further suggest that teachers consistently provide timely, constructive, and individualized feedback and comments to support learners' reading development and improvement.

The overall level of Teachers' Efficiency in terms of Feedback attained a general weighted mean score of 4.58 and a standard deviation of 0.47 and was verbally interpreted as very high amongst the respondents which they provided.

From the results shown above, it can be inferred that most effective feedback is a critical point of teachers' overall efficiency in the ARAL Reading Program. The very high ratings across all the given items indicate that their feedback practices are more commonly consistent in application and contribute significantly to both student growth and teaching effectiveness.

Level of Teachers' Instructional Practices

The present study discussed the level of Teachers' Instructional Practices, which refers to Engagement techniques, Use of technology, Assessment methods, and Classroom management.

Table 10 illustrates the level of Teachers' Instructional Practices with regards to Engagement Techniques in implementing the ARAL Reading Program.

Among the statements above or in the table, the highest-rated item was encouraging students to participate actively during reading lessons ($M = 4.62$, $SD = 0.49$), reflecting on the teachers' focus in the promotion of student involvement. The lowest-rated item was incorporating games, songs, or storytelling to enhance engagement ($M = 4.38$, $SD = 0.49$), which still falls under the interpretation of "Strongly Agree," this suggests that all the while most engagement strategies are highly applied into practice, interactive or creative methods vary slightly in its utilization. Overall, the teachers demonstrate strong instructional practices for the teachers and that actively engage the learners during their reading lessons.

Table 10. Level of Teachers' Instructional Practices in terms of Engagement Techniques

Statements As a Teacher, I...	Mean	SD	Remarks
...use interactive strategies to engage students in reading activities.	4.56	0.50	Strongly Agree
...encourage students to participate actively during reading lessons.	4.62	0.49	Strongly Agree
...design learning activities that motivate students to read.	4.53	0.50	Strongly Agree
...vary instructional methods to maintain students' attention.	4.53	0.50	Strongly Agree
...incorporate games, songs, or storytelling to enhance engagement in reading.	4.38	0.49	Strongly Agree
Weighted Mean	4.52		
SD	0.47		
Verbal Interpretation	Very High		

Evidently, it was shown that the level of Teachers' Instructional Practices in terms of Engagement techniques attained a weighted mean score of 4.52 and a standard deviation of 0.47 and was verbally interpreted as very high among the respondents generated.

From these results, it can simply be inferred that educators' use of varied engagement techniques and methodologies have significantly contributed to effective reading instruction. By employing such methodologies that have incorporated interactive strategies, motivating activities, and diverse instructional methodologies, teachers are then able to sustain the learners' attention, encourage participation, and promote active learning outcomes. The slightly lowered score for creative methods such as games or storytelling suggests areas where teachers could further enhance engagement, but the

overall data simply showed a very high rating which confirms strong instructional competence in engaging learners.

Table 11 illustrates the level of Teachers' Instructional Practices in terms of Use of Technology in implementing the ARAL Reading Program.

Based on the statements above, the highest-rated item was applying technology to provide differentiated instruction for learners ($M = 4.44$, $SD = 0.50$), this reflects on the idea that teachers' have the ability to tailor instruction using digitalized tools. The lowest-rated item was utilizing online platforms to monitor students' reading progress ($M = 4.30$, $SD = 0.61$), which still covers under "Strongly Agree," this also suggests that while technology is widely utilized, some digital monitoring practices may be less consistently put into use.

Table 11. Level of Teachers' Instructional Practices in terms of Use of Technology

Statements	Mean	SD	Remarks
As a Teacher, I...			
...use digital tools to support reading instruction.	4.37	0.49	Strongly Agree
...integrate multimedia resources such as videos and interactive apps in lessons.	4.39	0.49	Strongly Agree
...utilize online platforms to monitor students' reading progress.	4.30	0.61	Strongly Agree
...apply technology to provide differentiated instruction for learners.	4.44	0.50	Strongly Agree
...update my technological skills to enhance reading instruction.	4.38	0.49	Strongly Agree
Weighted Mean	4.38		
SD	0.49		
Verbal Interpretation	Very High		

The level of Teachers' Instructional Practices in terms of Use of technology have attained a weighted mean score of 4.38 and a standard deviation of 0.49. This was then verbally interpreted and depicted as very high.

From the generated results, it can be genuinely implied that the use of technology plays an important corresponding role in enhancing the teachers' instructional practices for the ARAL Reading Program. By simply integrating digital tools, multimedia tools, and online platforms, educators of this generation can provide differentiated instruction, monitor the student progress, and create interactive learning experiences for their betterment. The overall high rating from this aspect confirms that teachers are greatly and effectively incorporating technology into their lessons.

Table 12 presents the level of Teachers' Instructional Practices in terms of Assessment Methods in implementing the ARAL Reading Program.

Among the statements, the highest-rated item was aligning assessment methods with ARAL program objectives ($M = 4.63$, $SD = 0.49$), reflecting teachers' focus on ensuring assessments are purposeful and program-centered. The lowest-rated item was using varied assessment tools such as quizzes, oral reading, and performance tasks ($M = 4.51$, $SD = 0.50$), which still falls under "Strongly Agree," indicating that teachers consistently apply diverse assessment techniques to evaluate student performance. Overall, the data suggest that teachers employ effective assessment methods to monitor learning and guide instruction.

The level of Teachers' Instructional Practices in terms of Assessment methods attained a weighted mean score of 4.58 and a standard deviation of 0.47 and was verbally interpreted as very high among the respondents.

Table 12. Level of Teachers' Instructional Practices in terms of Assessment Methods

Statements	Mean	SD	Remarks
As a Teacher, I...			
...assess students' reading comprehension and fluency.	4.54	0.50	Strongly Agree
...use varied assessment tools such as quizzes, oral reading, and performance tasks.	4.51	0.50	Strongly Agree
...provide assessment results that guide instructional planning.	4.61	0.49	Strongly Agree
...track learners' progress through continuous assessment.	4.62	0.49	Strongly Agree
...align assessment methods with ARAL program objectives.	4.63	0.49	Strongly Agree
Weighted Mean	4.58		
SD	0.47		
Verbal Interpretation	Very High		

From these results provided and elucidated, implications indicate that effective assessment practices are the integral factors to teachers' instructional competence in the phase of ARAL Reading Program implementation. The very high ratings shown across all statements suggest that teachers are thorough and systematic when it comes to their assessment approach, ensuring that student performance is accurately measured and instructional commitments are well-informed and well-considered.

The findings furthermore indicate that when educators implement effective assessments or evaluations by aligning them with program objectives and employing varied materials to monitor the student's learning.

Table 13 displays the level of Teachers' Instructional Practices in terms of Classroom Management in implementing the ARAL Reading Program. Among the statements shown, the highest-rated statement was ensuring that all students have equal opportunities to participate ($M = 4.66$, $SD = 0.48$), showcasing teachers' commitment to inclusivity and student engagement. The lowest-rated item was alongside handling classroom challenges without disrupting instructional flow ($M = 4.45$, $SD = 0.50$), which still falls under the interpretation of "Strongly Agree," indicating that teachers are generally being effective with regards to maintaining a structured and conducive learning environment and classroom set-ups. Overall, the data further suggest that teachers consistently implement the strategies mentioned in order to manage classrooms efficiently and support learning during reading their lessons.

The table displays the level of Teachers' Instructional Practices in terms of Classroom management, which attained a weighted mean score of 4.56 and a standard deviation of 0.47 and was verbally interpreted as very high among the study's respondents.

Table 13. Level of Teachers' Instructional Practices in terms of Classroom Management

Statements	Mean	SD	Remarks
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As a Teacher, I...			
...maintain an organized and conducive learning environment during reading lessons.	4.61	0.49	Strongly Agree
...manage student behavior effectively to maximize learning time.	4.49	0.52	Strongly Agree
...implement classroom routines that support reading activities.	4.57	0.50	Strongly Agree
...ensure that all students have equal opportunities to participate.	4.66	0.48	Strongly Agree
...handle classroom challenges without disrupting instructional flow.	4.45	0.50	Strongly Agree
Weighted Mean	4.56		
SD	0.47		
Verbal Interpretation	Very High		

Based on the rendered results, it can be generally inferred that effective classroom management is a critical aspect of the teachers' instructional practices in the ARAL Reading Program. The educator's capability to organize the learning environment and ambiance, manage student behavior and attitudes, implement routines and management, as well as address challenges and concerns that ensures their learners' instructional time is overall maximized as they remain engaged. The very high ratings across all statements indicate that teachers are more than capable when it comes to fostering a safe, orderly, and supportive classroom environment that is conducive to learning. In the ARAL Reading Program, the

effectiveness in managing the classroom adheres to consistent delivery of reading instruction without any learning disruptions. As a result, it directly bolsters the department program's all in all success in terms of elevating student engagement and reading performance.

Test of association between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Efficiency

To test the significant relationship between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Efficiency in Terms of Teachers' Efficiency refers to Time management, Task completion rate, Resource utilization, and Feedback they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between Professional development, Access to resources, Teaching experience and Teachers' Efficiency, indicating that teachers who engaged more tended to achieve higher Efficiency ($r(89) p < .05$). This suggests that increased Professional development, Access to resources, Teaching experience is associated with better Teachers' Efficiency.

Table 14. Significant Relationship between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Efficiency

Teachers' Readiness on the (ARAL)		Teachers' Efficiency			
		Time management	Task completion rate	Resource utilization	Feedback
Professional development	Pearson Correlation	.255**	.134**	.356**	.654
	Sig. (2-tailed)	.001	.000	.000	.365
	N	89	89	89	89
Access to resources	Pearson Correlation	.375*	.299**	.351**	.492
	Sig. (2-tailed)	.050	.003	.022	.099
	N	89	89	89	89
Teaching experience	Pearson Correlation	.420	.381**	.337*	.382*
	Sig. (2-tailed)	.185	.010	.049	.027
	N	89	89	89	89
Support from administration	Pearson Correlation	.253	.347	.306	.227**
	Sig. (2-tailed)	.430	.085	.349	.006
	N	89	89	89	89
Collaboration opportunities	Pearson Correlation	.287	.367	.400	.343
	Sig. (2-tailed)	.259	.160	.488	.000
	N	89	89	89	89

No statistically significant correlation was found between the Support from administration, and Collaboration opportunities and Teachers' Efficiency ($r(89) p > .05$). This indicates that, within this group, the Support from administration, and Collaboration opportunities did not significantly predict Teachers' Efficiency, contrary to some anecdotal expectations.

The findings moreover specify entirely on Professional Development, Access to Resources, and Teaching Experience as factors being studied, whereas they are positively correlated with Teachers' Efficiency, this suggest that teachers who are actively engaged in their professional growth and make use of available resources perform more efficiently at their fields of work (UNESCO, 2022; Ijariie., 2024). Regardless, the lack of

significant correlation between factors such as Support from Administration and Collaboration Opportunities and Teachers' Efficiency implies that mentioned factors may not directly influence their efficiency, implying that individual preparation and experience in teaching might play an even more crucial role in instructional effectiveness and delivery.

Test of association between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Instructional Practices

To test the significant relationship between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Instructional Practices in Terms of Engagement techniques,

Use of technology, Assessment methods, and Classroom management they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between Professional development, Support from administration, and Collaboration opportunities and Teachers' Instructional Practices, indicating that teachers who engaged more tended to achieve higher Instructional Practices ($r(89) p < .05$). This suggests that increased Professional development, Support from administration, and Collaboration opportunities is associated with better Teachers' Efficiency.

Table 15. Significant Relationship between the Teachers' Readiness on the Academic Recovery and Accessible Learning (ARAL) Reading Program and Teachers' Instructional Practices

Teachers' Readiness on the (ARAL)		Teachers' Instructional Practices			
		ET	U o T	AM	CM
Professional development	Pearson Correlation	.634**	.106**	.524	.489**
	Sig. (2-tailed)	.008	.000	.420	.016
	N	89	89	89	89
Access to resources	Pearson Correlation	.436	.041**	.458	.494
	Sig. (2-tailed)	.369	.000	.112	.239
	N	89	89	89	89
Teaching experience	Pearson Correlation	.341	.465**	.382	.352
	Sig. (2-tailed)	.330	.000	.053	.082
	N	89	89	89	89
Support from administration	Pearson Correlation	.213	.435**	.257**	.125**
	Sig. (2-tailed)	.101	.008	.007	.023
	N	89	89	89	89
Collaboration opportunities	Pearson Correlation	.284	.336*	.325**	.195**
	Sig. (2-tailed)	.036	.030	.001	.006
	N	89	89	89	89

No statistically significant correlation was found between the Access to resources, Teaching experience and Teachers' Instructional Practices ($r(89) p > .05$). This indicates that, within this group, the Access to resources, Teaching experience did not significantly predict Teachers' Instructional Practices, contrary to some anecdotal expectations.

Generally, the results revealed that Professional Development, Support from Administration, and Collaboration Opportunities are all positively correlated with the Teachers' Instructional Practices, this evidence suggest that teachers who are actively engaged in this expertise tend to implement more effective teaching methodologies (Leithwood., 2019; Timperley, 2021). However, the lacking significance in correlation between the Access to Resources and Teaching Experience and Instructional Practices only indicates that having enough resources or prior experience alone may not be deemed necessary in order to enhance instructional frameworks, this further emphasize on the importance of continuous professional engagement and administrative support in improving the everyday or interventional classroom practices.

IV. CONCLUSION AND RECOMMENDATIONS

The correlation analysis between factors such as teachers' readiness on the ARAL Reading Program and their efficiency indicates a significant positive relationship from one another. Thus, the first null hypothesis is rejected. Hereby, the finding contradicts the assumption that there is no significant relationship between readiness and efficiency, making sense and weight on the importance of teacher preparation in targeting effective instructional performance.

More so, the analysis between the relationship and teachers' readiness on the ARAL Reading Program and their instructional practices also evidently showed a significant positive correlation from one another. Hence, the second null hypothesis is hereby rejected. This finding contradicts this assumption whereas the teacher's readiness does not significantly influence one's instructional practices and means, emphasizing on the prominent and critical role of preparedness when alluding to the enhancement of teaching quality and promoting student learning.

Overall, the study concludes that teachers' readiness is a key determinant of both efficiency and instructional practices. The findings revealed that professional development, access to resources, and teaching experience are truly the essential factors that enable this nation's teachers in order to perform effectively and implement instructional strategies successfully within the context and implementation of the ARAL Reading Program.

Based on the findings from the study, the following steps or actions are hereby recommended to further improve the implementation of the Academic Recovery and Accessible Learning (ARAL) Reading Program and improve their teacher efficiency and instructional practices:

The government represented by the Department of Education may use the said findings in order for the research itself to be targeted by the professional development programs focused on strengthening teachers' readiness, particularly in the areas where instructional planning, resource utilization, and application of effective teaching strategies are being considered. It may also provide continuous support, enlightenment and follow-up training to ensure a more sustained improvement in teaching efficiency and student outcomes for the betterment of the institution.

The School Administrators and school heads/leaders may facilitate the access to teaching resources and professional development opportunities in light of the study's findings. They may also establish mentoring or peer collaboration initiatives based on the results or factors considered in the present study, in order to support teachers in applying new and modernized strategies, monitoring student progress, and improving instructional practices in reading and enhancing their comprehension skills.

For teachers, the study showed evidence where they may actively engage in profound, relevant and timely professional development programs that would truly help them in teaching the learners of today, the collaboration with colleagues can also be helpful as mentioned in the study, and utilize available resources effectively and appropriately. This will further

ensure the successful implementation and flow of the ARAL Reading Program.

Future researchers and academics may explore additional factors that may directly influence the relationship between the teachers' overall readiness, efficiency, and instructional practices, such as their administrative support, collaborative sense, or technological integration. Further studies may also investigate longitudinal effects of professional development on teacher performance and student learning outcomes in reading programs.

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