

# Assessing Teachers' Readiness and Administrative Support for Effective Implementation of the ARAL Law in Anilao District, Iloilo, Philippines

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## ABSTRACT

This study assessed teachers' readiness and administrative support for the implementation of the Academic Recovery and Accessible Learning (ARAL) Law in the District of Anilao, Iloilo, Philippines. A descriptive-correlational research design was employed, involving 191 public school teachers selected through purposive sampling. Data were gathered using a researcher-made questionnaire validated by experts and tested for reliability using Cronbach's alpha. Descriptive statistics (mean and standard deviation) and Pearson Product-Moment Correlation were used for data analysis. Findings revealed that teachers demonstrated a very high level of readiness in implementing the ARAL Law, while administrative support was also rated very high. Results further showed a significant moderate positive relationship between teachers' readiness and administrative support, indicating that higher administrative support is associated with greater teacher readiness. The study concludes that both strong teacher readiness and effective administrative support contribute to favorable conditions for the implementation of the ARAL Law in the district. Strengthening school leadership support may further enhance teacher preparedness in sustaining educational reform initiatives.

**Keywords:** Teachers' readiness; Administrative support; ARAL Law; Educational reform.

## INTRODUCTION

This study is situated within ongoing educational reform efforts in the Philippines aimed at addressing persistent learning gaps intensified by the COVID-19 pandemic. Prolonged school disruptions significantly affected learners' foundational competencies in reading, mathematics, and science, highlighting enduring inequities in access to quality education and the need for sustained learning recovery initiatives (UNESCO, 2021; World Bank, 2022).

In response, the government enacted Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Law, implemented in 2025. The law institutionalizes a national learning recovery program for Kindergarten to Grade 10 learners through targeted assessments, tutorial support across multiple modalities, and coordinated instructional interventions involving teachers and other education stakeholders (Department of Education (Philippines), 2025). This initiative reflects the country's commitment to strengthening foundational learning and improving academic outcomes.

The urgency of these reforms is reinforced by the performance of Filipino learners in international assessments such as the Programme for International Student Assessment (PISA) in 2018 and 2022, which revealed significant gaps in core competencies (OECD, 2019, 2023). These findings underscore systemic issues in instructional quality and resource distribution and align with the goals of Sustainable Development Goal 4 (SDG 4) on ensuring equitable and quality education (United Nations, 2015).

Central to the effective implementation of the ARAL Law are teachers' readiness and administrative support. Teachers serve as key agents in translating policy into classroom practice, while school administrators provide the leadership, resources, and organizational conditions necessary for program delivery (Fullan, 2022; OECD, 2020). The interaction of these factors is crucial in ensuring that policy intentions are effectively realized at the local level.

Given that implementation varies across contexts, there is a need for district-level evidence. In this regard, the present study examines teachers' readiness and administrative support in the implementation of the ARAL Law in Anilao District, Iloilo, Philippines, to contribute to a better understanding of factors that support effective policy enactment.

## METHODOLOGY

This study employed a descriptive-correlational research design to assess teachers' readiness and administrative support for the effective implementation of the Academic Recovery and Accessible Learning (ARAL) Law in Anilao District, Iloilo, Philippines. This design enabled the systematic description of existing conditions and the examination of relationships between the key variables without manipulation (Creswell & Creswell, 2018). The study was conducted in the Anilao District under the Schools Division of Iloilo, with participants consisting of public-school teachers directly involved in the implementation of the ARAL Law. A purposive sampling technique was utilized to ensure that respondents possessed relevant experience, thereby providing reliable and context-specific data.

Data were collected using a structured questionnaire developed by the researcher and aligned with the implementing guidelines of the ARAL Law. The instrument comprised two main sections: teachers' readiness and administrative support, measured using a five-point Likert scale ranging from very low to very high. Content validity was established through expert review, while reliability was determined using Cronbach's alpha, with a coefficient of 0.80 or higher considered acceptable for internal consistency.

Prior to data collection, approval was secured from appropriate educational authorities, and informed consent was obtained from all participants. Responses were treated with strict confidentiality. Data were analyzed using descriptive statistics, including mean and standard deviation, to determine the levels of teachers' readiness and administrative support, while Pearson Product-Moment Correlation was employed to examine the relationship between the variables. Ethical standards were strictly observed throughout the study, ensuring voluntary participation, anonymity, and the secure handling of all data.

## RESULTS

A total of 191 teacher-respondents participated in the study.

### Teachers' Readiness in the Implementation of the ARAL Law

Teachers demonstrated a very high level of readiness in implementing the ARAL Law ( $M = 4.63$ ,  $SD = 0.644$ ). When grouped by school type, medium schools recorded the highest readiness ( $M = 4.94$ ), followed by large ( $M = 4.66$ ) and small schools ( $M = 4.52$ ), all interpreted as very high.

In terms of teaching experience, teachers with 21 years and above exhibited the highest readiness ( $M = 4.87$ ), followed by those with 1–10 years ( $M = 4.58$ ) and 11–20 years ( $M = 4.53$ ). Across all groups, readiness remained at a very high level.

With respect to training frequency, teachers who attended training three times or more obtained the highest readiness ( $M = 4.80$ ), followed by those attending once per year ( $M = 4.67$ ). All groups maintained a very high level of readiness. Table 1 shows the data.

**Table 1 Teachers’ Level of Readiness in the Implementation of the ARAL Law**

Category	M	SD	Interpretation
<b>Type of School</b>			
Overall	4.63	0.64	Very High
Small	4.52	0.69	Very High
Medium	4.94	0.08	Very High
Large	4.66	0.73	Very High
<b>Length of Service</b>			
Overall	4.63	0.64	Very High
1–10 years	4.58	0.71	Very High
11–20 years	4.53	0.57	Very High
21 years and above	4.87	0.50	Very High
<b>Frequency of Trainings Attended</b>			
Overall	4.63	0.64	Very High
Once per year	4.67	0.63	Very High
Twice per year	4.05	0.73	Very High
Thrice or more	4.80	0.31	Very High

**Note.** M = Mean; SD = Standard Deviation. Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

**Administrative Support in the Implementation of the ARAL Law**

Administrative support was likewise rated very high (M = 4.72, SD = 0.619). By school type, small schools reported the highest level of support (M = 4.97), followed by large (M = 4.66) and medium schools (M = 4.65).

Across teaching experience, teachers with 21 years and above perceived the highest administrative support (M = 4.89), followed by those with 1–10 years (M = 4.70) and 11–20 years (M = 4.63), all interpreted as very high.

In terms of training frequency, teachers attending training three times or more reported the highest support (M = 4.84), followed by those attending once per year (M = 4.75). Overall, administrative support remained consistently very high across groups. Table 2 reflects the data.

**Table 2 Level of Administrative Support in the Implementation of ARAL Law**

Category	M	SD	Interpretation
<b>Type of School</b>			
Overall	4.72	0.62	Very High
Small	4.97	0.41	Very High
Medium	4.65	0.52	Very High
Large	4.66	0.69	Very High
<b>Length of Service</b>			
Overall	4.72	0.62	Very High
1–10 years	4.70	0.70	Very High
11–20 years	4.63	0.50	Very High
21 years and above	4.89	0.49	Very High
<b>Frequency of Trainings Attended</b>			
Overall	4.72	0.62	Very High
Once per year	4.75	0.62	Very High
Twice per year	4.31	0.72	Very High
Thrice or more	4.84	0.25	Very High

**Note.** M = Mean; SD = Standard Deviation. Scale: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High.

## Relationship Between Teachers’ Readiness and Administrative Support

Pearson correlation analysis revealed a significant moderate positive relationship between teachers’ readiness and administrative support ( $r = 0.596, p < .05$ ), indicating that higher levels of administrative support are associated with greater teacher readiness in implementing the ARAL Law. Table 3 presents the data.

**Table 3 Relationship Between Teachers’ Readiness and Administrative Support**

Variables	r	p	Interpretation
Teachers’ Readiness and Administrative Support	0.596**	.000	Moderate Positive

$p < .05$

## DISCUSSION

The findings indicate that teachers possess a very high level of readiness to implement the ARAL Law, suggesting strong preparedness in terms of knowledge, skills, and confidence. This supports the view that teacher readiness is a critical factor in successful educational reform implementation (Fullan, 2022). The consistently high readiness across experience levels further implies that both novice and experienced teachers can adapt to policy changes when adequately supported.

The very high level of administrative support highlights the important role of school leadership in facilitating program implementation. Effective leadership practices, including resource provision, coordination, and instructional guidance, create enabling conditions for teachers to perform their roles effectively (Hallinger, 2011). The slightly higher support observed in smaller schools may be attributed to closer supervision and more direct engagement between administrators and teachers.

The significant positive relationship between teachers’ readiness and administrative support confirms that supportive leadership contributes to enhanced teacher preparedness. This finding aligns with Organizational Support Theory, which posits that when employees perceive strong institutional support, their commitment and performance improve (Eisenberger et al., 1986). In the context of ARAL implementation, administrative support appears to strengthen teachers’ capacity to translate policy into effective classroom practice.

## CONCLUSIONS

Based on the findings of the study, it can be concluded that teachers in the District of Anilao demonstrate a very high level of readiness in the implementation of the ARAL Law, indicating strong preparedness, confidence, and competence to carry out learning recovery interventions regardless of school type, length of service, or training frequency. Likewise, teachers perceive a very high level of administrative support, suggesting that school leaders consistently provide guidance, coordination, and instructional assistance necessary for effective program implementation across different school contexts. Furthermore, there is a significant moderate positive relationship between teachers’ readiness and administrative support, implying that stronger administrative support is associated with higher levels of teacher readiness and emphasizing the important role of school leadership in strengthening teachers’ capacity to implement educational reforms.

## Conflict of Interest

The author declares no conflict of interest in the conduct, analysis, and publication of this study.

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