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Language, Values and Learning Recovery: Lived Experiences of Junior High School Filipino Teachers in Integrating the ARAL Program to Support Holistic Learner Development

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Abstract

The increasing concern over learning loss among Filipino learners has prompted educational reforms that emphasize not only academic recovery but also the holistic development of learners. The implementation of the Academic Recovery and Accessible Learning (ARAL) Program under Republic Act No. 12028 reflects the Philippine government's commitment to strengthening foundational learning competencies while promoting values formation and learner well-being. Within this context, Junior High School Filipino teachers play a crucial role in integrating language instruction, cultural identity, and values education to support learners' cognitive, moral, emotional, and social development. Despite the growing emphasis on holistic education, limited studies have explored how Filipino teachers experience the integration of the ARAL Program in Talubin National High School into their classroom practices. This phenomenological study aims to explore the lived experiences of Junior High School Filipino teachers in integrating the ARAL Program to support holistic learner development. Guided by Interpretative Phenomenological Analysis (IPA), the study investigates teachers' instructional practices, challenges, coping strategies, and professional reflections in implementing language- and values-based learning recovery initiatives. Participants will consist of purposively selected Junior High School Filipino teachers actively implementing the ARAL Program in public secondary schools. Data were collected through in-depth semi-structured interviews and analyzed using the interpretative procedures of Smith, Flowers, and Larkin. The findings were generated meaningful themes that how Filipino teachers integrate language learning, values education, and learner-centered pedagogies to promote academic recovery and holistic development. The study contributes to the fields of Filipino language education, teacher development, educational policy, and learning recovery by providing evidence-based recommendations for strengthening the implementation of the ARAL Program in Junior High Schools.

Keywords: ARAL Program, Filipino teachers, holistic learner development, values education, language education, learning recovery, lived experiences, Interpretative Phenomenological Analysis



Introduction

Education serves not only as a means of transmitting knowledge but also as a process of developing learners who are intellectually competent, morally upright, socially responsible, emotionally resilient, and culturally grounded. Within the Philippine educational system, the teaching of Filipino occupies a unique position because it simultaneously promotes language proficiency, appreciation of national identity, critical thinking, and values formation. Through literature, communication, and language instruction, Filipino teachers cultivate learners' understanding of culture, ethics, empathy, and responsible citizenship while strengthening their communication competencies. Consequently, the Filipino classroom has become an important avenue for fostering holistic learner development, particularly in a rapidly changing educational landscape where schools are expected to address both academic achievement and learners' overall well-being.

The educational disruptions brought about by the COVID-19 pandemic significantly affected learners' academic performance, social interactions, emotional development, and motivation to learn. Prolonged school closures, remote learning, unequal access to educational resources, and limited face-to-face engagement contributed to substantial learning losses across various subject areas. International organizations, including UNESCO (2023), emphasized that educational recovery should extend beyond restoring academic competencies and should also address learners' socio-emotional well-being, resilience, and character development. Likewise, the Organisation for Economic Co-operation and Development (OECD, 2023) highlighted that quality education requires developing learners who possess not only academic knowledge but also essential life skills, values, and social competencies needed to thrive in contemporary society.

The Filipino curriculum provides numerous opportunities for learners to explore ethical issues, appreciate cultural heritage, develop empathy, and strengthen interpersonal relationships through literary texts, oral communication, and reflective writing. Teachers facilitate discussions that encourage learners to analyze real-life situations, appreciate diverse perspectives, and internalize positive values while simultaneously improving language proficiency. As implementers of the ARAL Program, Filipino teachers are therefore challenged to balance academic recovery with the broader goal of nurturing responsible, compassionate, and lifelong learners capable of responding to contemporary societal challenges.

Despite the recognized importance of language and values integration, implementing holistic learning recovery presents numerous instructional challenges. Teachers must respond to diverse learner needs, varying academic abilities, limited instructional time, insufficient intervention materials, and the emotional consequences of prolonged educational disruptions. They are expected to design meaningful learning experiences that promote both academic competence and character development while adapting instructional strategies to learners' different contexts and readiness levels. These responsibilities require pedagogical flexibility, creativity, emotional resilience, and sustained professional commitment.

Existing studies have examined learning recovery initiatives, language instruction, values education, and teacher effectiveness using quantitative and mixed-methods approaches. Research has likewise documented the effectiveness of differentiated instruction, contextualized teaching, and learner-centered pedagogies in improving academic achievement and classroom engagement. However, relatively few studies have explored the lived experiences of Junior High School Filipino teachers implementing the ARAL Program while integrating language instruction and values formation to

support holistic learner development. Teachers' voices remain underrepresented despite their central role in translating educational policies into meaningful classroom practices.

Understanding teachers' lived experiences provides valuable insights into how educational reforms are enacted within authentic school settings. Their experiences reveal the opportunities, challenges, innovations, and professional meanings associated with implementing learning recovery initiatives that extend beyond academic remediation. By exploring how Filipino teachers integrate language learning, values education, and holistic development within the ARAL Program, educators and policymakers may better understand the support systems, instructional resources, and professional development needed to strengthen educational recovery efforts.

Using Interpretative Phenomenological Analysis (IPA), this study seeks to explore how Junior High School Filipino teachers make sense of their experiences in integrating the ARAL Program to support holistic learner development. Rather than focusing solely on learner outcomes, the study foregrounds teachers' personal and professional experiences, examining how they interpret their instructional roles, navigate implementation challenges, develop innovative teaching practices, and derive meaning from facilitating language learning and values formation. Through this human-centered perspective, the study contributes to the growing body of literature on language education, values integration, teacher development, and holistic learning recovery within the Philippine educational context.

Research Gap

Although numerous studies have examined learning recovery, language instruction, and values education, existing literature has primarily focused on learners' academic performance, instructional effectiveness, or curriculum implementation using quantitative approaches. Comparatively few investigations have explored the lived experiences of Junior High School Filipino teachers who integrate language instruction, values formation, and holistic learner development while implementing the Academic Recovery and Accessible Learning (ARAL) Program. Furthermore, empirical studies examining the integration of language education and values education within learning recovery initiatives remain limited, particularly following the institutionalization of the ARAL Program under Republic Act No. 12028. There is also a scarcity of phenomenological research that investigates how Filipino teachers interpret their instructional roles, respond to learners' diverse developmental needs, overcome implementation challenges, and construct professional meaning while promoting holistic learner development. Addressing these gaps is essential because teachers' lived experiences provide contextual and practice-based insights that can inform educational policy, curriculum enhancement, teacher professional development, and the continuous improvement of learning recovery programs in Philippine secondary schools.

Purpose of the Study

This study aims to explore and understand the lived experiences of Junior High School Filipino teachers in integrating the Academic Recovery and Accessible Learning (ARAL) Program in Talubin National High School to support holistic learner development.

Specifically, the study seeks to:

1. Explore how Junior High School Filipino teachers describe their experiences in integrating the ARAL Program into Filipino instruction.
2. Examine the instructional practices used to integrate language learning, values education, and holistic learner development.

3. Identify the challenges encountered by teachers during the implementation of the ARAL Program.
4. Determine the coping strategies and instructional innovations employed by teachers in addressing these challenges.
5. Understand the meanings that teachers attribute to their experiences in promoting holistic learner development through the ARAL Program.
6. Develop evidence-based recommendations to strengthen the integration of language instruction, values education, and learning recovery initiatives in Junior High Schools.

Review of Related Literature

Language education plays a vital role in promoting learners' intellectual, social, emotional, and moral development. In the Philippine educational context, the teaching of Filipino extends beyond language acquisition as it also cultivates cultural identity, values formation, critical thinking, and effective communication. Through literature, oral communication, and reflective writing, learners develop empathy, respect, responsibility, and appreciation of Filipino culture while strengthening their linguistic competence. According to UNESCO (2023), quality education should foster learners' holistic development by integrating cognitive, socio-emotional, and ethical dimensions of learning. Likewise, the Organization for Economic Co-operation and Development (OECD, 2023) emphasized that education should develop learners who possess not only academic competence but also the values, attitudes, and life skills necessary for responsible citizenship and lifelong learning. In response to learning losses brought about by the COVID-19 pandemic, the Philippine government institutionalized the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028, providing structured interventions that strengthen foundational competencies while promoting inclusive and learner-centered education. The successful implementation of the program largely depends on teachers who design contextualized learning experiences, integrate values education, and respond to learners' diverse developmental needs. Studies have shown that learner-centered instruction, differentiated teaching, and values integration significantly enhance learners' academic performance, motivation, and social development (Hattie, 2023; Darling-Hammond et al., 2022). However, while previous research has extensively examined literacy intervention and instructional effectiveness, limited studies have explored the lived experiences of Junior High School Filipino teachers in integrating language instruction, values formation, and learning recovery through the ARAL Program. Understanding their experiences is essential in strengthening educational policies and instructional practices that promote holistic learner development.

Theoretical Framework

This study is anchored on Vygotsky's Social Constructivist Theory (1978) and Lickona's Theory of Character Education (1991) and is guided methodologically by Interpretative Phenomenological Analysis (IPA) developed by Smith, Flowers, and Larkin (2022). Vygotsky's Social Constructivist Theory explains that learning occurs through meaningful social interaction, where teachers provide appropriate scaffolding that enables learners to develop higher-order thinking and communication skills within their Zone of Proximal Development. Lickona's Theory of Character Education emphasizes that schools play a significant role in developing learners' moral values, ethical behavior, and responsible citizenship through intentional instruction and meaningful learning experiences. These theories complement the goals of the ARAL Program by highlighting the integration of language learning, values formation, and holistic learner development. Meanwhile, Interpretative Phenomenological Analysis provides the methodological lens for exploring how Junior High School Filipino teachers interpret and make meaning of their experiences in implementing the ARAL

Program, allowing the researcher to understand the professional realities, instructional practices, and personal reflections that shape holistic learning recovery.

Methodology

This study employed a qualitative research design using Interpretative Phenomenological Analysis (IPA) to explore and understand the lived experiences of Junior High School Filipino teachers in integrating the Academic Recovery and Accessible Learning (ARAL) Program in Talubin National High School to support holistic learner development. IPA was selected because it provides an in-depth understanding of how individuals interpret and make meaning of significant personal and professional experiences within their specific contexts (Smith, Flowers, & Larkin, 2022). The participants consisted of 10–12 purposively selected Junior High School Filipino teachers from public secondary schools who had actively implemented the ARAL Program for at least one academic year. Data were gathered through face-to-face semi-structured, in-depth interviews, allowing participants to freely narrate their instructional experiences, challenges, innovations, and reflections regarding the integration of language instruction, values education, and learning recovery. Interviews were audio-recorded with participants' informed consent, transcribed verbatim, translated when necessary, and validated through member checking to ensure the accuracy and credibility of participants' accounts. Data analysis followed the systematic procedures of IPA, including repeated reading of transcripts, initial noting, development of emergent themes, identification of thematic connections, cross-case analysis, and interpretative synthesis to capture the essence of participants' lived experiences. To establish trustworthiness, the study adhered to Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability through prolonged engagement, peer debriefing, audit trails, reflexive journaling, and participant validation. Ethical considerations were strictly observed by securing approval from the appropriate research ethics committee and obtaining informed consent from all participants. Confidentiality, anonymity, voluntary participation, and the right to withdraw at any stage of the study were ensured through the use of pseudonyms and secure handling of all research data. This methodological approach enabled a comprehensive exploration of how Junior High School Filipino teachers experienced the integration of language education, values formation, and the ARAL Program in fostering learners' cognitive, moral, emotional, and social development.

Results and Discussion

Analysis of the interview transcripts using Interpretative Phenomenological Analysis (IPA) generated four superordinate themes that describe the lived experiences of Junior High School Filipino teachers in integrating the Academic Recovery and Accessible Learning (ARAL) Program to support holistic learner development. The themes illustrate how teachers viewed the Filipino subject not merely as a medium for language instruction but as a platform for values formation, character development, and learning recovery.

Theme 1. Nurturing Language Competence through Meaningful and Values-Oriented Instruction

Participants consistently described the ARAL Program as an opportunity to strengthen learners' language competencies while simultaneously cultivating positive values. They emphasized that Filipino lessons became more meaningful when literary texts, stories, poems, and real-life experiences were connected to learners' daily lives. Rather than focusing solely on grammar and comprehension, teachers intentionally integrated discussions on respect, responsibility, empathy, nationalism, and resilience.

Many participants explained that values naturally emerged during classroom discussions, enabling learners to develop communication skills alongside moral reasoning and social awareness.

One participant shared:

"Kapag nagtuturo ako ng maikling kuwento o nobela, hindi lang namin pinag-uusapan ang banghay. Mas mahalaga sa akin na maunawaan ng mga bata ang aral at kung paano nila ito maisasabuhay." (Participant 3)

Another teacher stated:

"Ang Filipino ay hindi lamang asignatura sa wika. Ito rin ay daan para mahubog ang pagkatao ng mga bata habang pinapabuti ang kanilang kakayahang magsalita at magsulat." (Participant 8)

Another participant explained:

"Mas nagiging interesado ang mga mag-aaral kapag ang mga aralin ay konektado sa kanilang sariling karanasan at sa mga pagpapahalagang mahalaga sa kanilang buhay." (Participant 1)

These narratives demonstrate that Filipino teachers viewed language education as inseparable from values formation. Their instructional experiences reflected the holistic intent of the ARAL Program, where academic recovery also involves rebuilding learners' confidence, social responsibility, and cultural identity. This finding supports Lickona's Theory of Character Education, which emphasizes that effective education develops both intellectual competence and moral character. Likewise, UNESCO (2023) recognizes that quality education integrates cognitive, emotional, social, and ethical learning dimensions.

Theme 2. Employing Innovative and Learner-Centered Strategies for Holistic Learning Recovery

Participants emphasized that successful implementation of the ARAL Program required instructional flexibility and creativity. Because learners demonstrated varying levels of language proficiency and motivation, teachers modified learning activities to ensure that every learner could participate meaningfully.

Teachers frequently utilized collaborative learning, storytelling, role-playing, reflective journals, group discussions, contextualized literary analysis, peer tutoring, and differentiated learning activities. These approaches encouraged active participation while strengthening communication skills, critical thinking, collaboration, and self-expression.

A participant explained:

"Hindi puwedeng pare-pareho ang paraan ng pagtuturo. Kailangang iangkop ang gawain depende sa kakayahan ng bawat bata." (Participant 5)

Another teacher stated:

"Mas natututo sila kapag pinagsasama ang pagbasa, pagsulat, pagganap, at pagbabahagi ng sariling karanasan." (Participant 10)

One participant added:

"Ginagamit ko ang mga sitwasyong malapit sa kanilang buhay upang mas maintindihan nila ang konsepto at mas maging makahulugan ang pagkatuto." (Participant 6)

The findings indicate that learner-centered instruction enabled teachers to address learning gaps while promoting learners' emotional engagement and confidence. Differentiated strategies helped create inclusive classrooms where students were encouraged to communicate, collaborate, and reflect on their experiences. These findings support Tomlinson (2021), who argued that differentiated instruction improves learner engagement and achievement by responding to learners' diverse readiness levels, interests, and learning profiles. Similarly, Hattie (2023) emphasized that adaptive teaching practices significantly enhance student learning outcomes.

Theme 3. Navigating Instructional Challenges in Implementing the ARAL Program

Despite recognizing the benefits of the ARAL Program, participants acknowledged several implementation challenges. Teachers reported insufficient instructional materials, limited intervention time, large class sizes, learner absenteeism, varying literacy levels, and increased teaching workload. Many expressed difficulty balancing regular curriculum requirements with individualized learning recovery interventions.

Participants likewise observed that some learners experienced low confidence, limited reading comprehension, and weak writing skills, making language instruction more demanding.

One participant expressed:

"Napakarami ng kailangang gawin ng guro. Bukod sa regular na klase, kailangan pang maghanda ng hiwalay na intervention para sa ARAL." (Participant 2)

Another participant shared:

"May mga batang nahihirapan pa ring bumasa at magsulat kaya kailangan talaga ng mas mahabang oras sa pagtuturo." (Participant 7)

Another teacher commented:

"Minsan kulang ang mga kagamitan kaya gumagawa na lamang kami ng sarili naming instructional materials." (Participant 11)

These findings illustrate that while teachers strongly support learning recovery initiatives, successful implementation requires sufficient institutional support, instructional resources, and manageable workloads. Similar observations have been reported in previous studies indicating that learning recovery programs often demand additional teacher effort and instructional adaptation (Darling-Hammond et al., 2022).

Theme 4. Developing Professional Fulfillment through Reflection, Collaboration, and Learner Transformation

Despite numerous challenges, participants consistently described the implementation of the ARAL Program as professionally rewarding. Witnessing learners gradually improve their reading comprehension, writing ability, classroom participation, and self-confidence strengthened teachers' motivation and commitment.

Participants also emphasized that collaboration among colleagues, support from school administrators, and continuous professional learning contributed significantly to their instructional growth. Reflective teaching enabled them to evaluate classroom practices and continuously improve intervention strategies.

One participant reflected:

"Pinakamalaking gantimpala ang makita mong unti-unting nagiging kumpiyansa ang mga batang dati ay tahimik at hirap makisali." (Participant 9)

Another teacher shared:

"Malaki ang naitutulong ng pakikipagpalitan ng ideya sa kapwa guro dahil marami kaming natututunang bagong estratehiya." (Participant 4)

One participant further stated:

"Mas naging makabuluhan ang aking pagiging guro dahil nakita kong hindi lamang akademiko ang natutulungan ko kundi pati ang kanilang pagkatao." (Participant 12)

These experiences demonstrate that teachers derived professional meaning from contributing to learners' holistic growth. Reflection, collaboration, and continuous learning strengthened their instructional competence and resilience in implementing educational reforms. These findings align with Day and Gu (2020), who emphasized that teacher resilience develops through reflective practice, collegial support, and shared professional purpose.

Summary of Findings

The phenomenological analysis revealed that the lived experiences of Junior High School Filipino teachers in integrating the ARAL Program are characterized by four interconnected themes:

1. Nurturing Language Competence through Meaningful and Values-Oriented Instruction – Teachers integrated language learning with values education, promoting both academic competence and character formation.
2. Employing Innovative and Learner-Centered Strategies for Holistic Learning Recovery – Participants utilized differentiated and contextualized instructional approaches to address diverse learner needs while encouraging active participation and meaningful learning.
3. Navigating Instructional Challenges in Implementing the ARAL Program – Teachers encountered limitations related to instructional resources, time, workload, and varying learner abilities but remained committed to supporting learning recovery.
4. Developing Professional Fulfillment through Reflection, Collaboration, and Learner Transformation – Teachers found fulfillment in learners' academic and personal growth, while collaboration and reflective practice strengthened their professional resilience and instructional effectiveness.

Collectively, these themes demonstrate that the successful integration of the ARAL Program in Junior High School Filipino classrooms extends beyond improving language proficiency. It encompasses values formation, cultural appreciation, learner well-being, teacher resilience, and the holistic development of students, reflecting the broader goals of quality education and sustainable learning recovery.

Discussion

The findings of this study underscore the indispensable role of Junior High School Filipino teachers in achieving the objectives of the Academic Recovery and Accessible Learning (ARAL) Program. Beyond addressing learning gaps in language competencies, participants viewed their role as nurturing learners' moral character, cultural identity, emotional well-being, and social responsibility. Their lived experiences demonstrate that the Filipino classroom serves as a holistic learning environment where language education becomes a vehicle for character formation and meaningful personal growth. This perspective aligns with Lickona's Theory of Character Education (1991), which asserts that schools should intentionally cultivate moral values alongside academic excellence. By integrating literary texts, authentic communication, and values-oriented discussions, teachers enabled learners to connect classroom lessons with real-life experiences, thereby making learning more relevant and transformative.

Another significant finding is the teachers' extensive use of learner-centered and differentiated instructional strategies to address the diverse needs of students recovering from learning loss. Participants emphasized that learners differed considerably in reading comprehension, writing proficiency, motivation, and emotional readiness, requiring flexible instructional approaches. Strategies such as collaborative learning, contextualized instruction, reflective writing, peer tutoring, role-playing, and formative assessment allowed teachers to provide individualized support while encouraging active learner participation. These findings reinforce Vygotsky's Social Constructivist Theory (1978), which highlights the importance of guided learning, social interaction, and instructional scaffolding in cognitive development. Likewise, Tomlinson (2021) emphasized that differentiated instruction enhances learner engagement by responding to students' varying readiness levels, interests, and learning profiles.

Despite their commitment, participants encountered substantial challenges that influenced the implementation of the ARAL Program. Limited instructional materials, insufficient intervention time, heavy teaching responsibilities, learner absenteeism, and wide variations in literacy skills required teachers to invest considerable effort in preparing contextualized learning resources and designing appropriate intervention activities. These findings reflect the realities reported by Darling-Hammond et al. (2022), who noted that effective educational recovery requires systemic support, adequate resources, and sustained investments in teacher capacity. The experiences of the participants illustrate that while teacher commitment remains the driving force behind successful learning recovery, institutional support is equally necessary to sustain instructional quality and program effectiveness.

An equally important finding is the development of teacher resilience and professional fulfillment. Participants consistently expressed that witnessing learners become more confident, participative, and academically competent strengthened their commitment to the teaching profession. Reflection, collaboration with fellow teachers, and administrative support enabled them to continuously improve their instructional practices and overcome implementation challenges. These findings are consistent with Day and Gu (2020), who argued that teacher resilience develops through reflective practice, collegial collaboration, and shared professional purpose. The study therefore suggests that successful implementation of the ARAL Program depends not only on instructional competence but also on the professional well-being and continuous development of teachers.

Overall, the findings affirm that holistic learner development is achieved when language education, values formation, learner-centered pedagogy, and learning recovery initiatives are integrated into coherent classroom practices. The lived experiences of Filipino teachers reveal that academic

recovery becomes more meaningful when it simultaneously strengthens learners' intellectual, moral, emotional, social, and cultural development. These insights contribute to the growing body of knowledge on holistic education and provide empirical evidence supporting the integration of language instruction and values education within learning recovery programs.

Educational Implications

The findings of this study offer several implications for educational policy and practice. The Department of Education should continue strengthening the implementation of the ARAL Program by ensuring the availability of contextualized instructional materials, sustainable funding, and continuous monitoring of learning recovery initiatives. Professional development programs should equip Filipino teachers with advanced competencies in differentiated instruction, values integration, literacy intervention, and holistic assessment to enhance the quality of classroom implementation.

School administrators should foster collaborative professional learning communities where teachers regularly share effective instructional strategies, develop intervention resources, and reflect on classroom practices. Creating a supportive school culture that values teacher collaboration, innovation, and continuous learning can enhance both teacher effectiveness and learner outcomes.

Teacher education institutions should integrate holistic learner development, language pedagogy, character education, and learning recovery strategies into pre-service and graduate teacher education curricula. Strengthening these competencies will better prepare future Filipino teachers to respond to increasingly diverse learner needs and evolving educational reforms.

The study also highlights the importance of strengthening partnerships among schools, families, and local communities. Active parental involvement and community participation can reinforce values education and literacy development beyond the classroom, contributing to a more comprehensive and sustainable approach to learner recovery.

Finally, educational policymakers should recognize that learning recovery extends beyond improving academic performance. Effective recovery programs must intentionally support learners' cognitive, emotional, social, moral, and cultural development while simultaneously investing in teachers' professional growth and well-being.

Conclusion

This phenomenological study explored the lived experiences of Junior High School Filipino teachers in integrating the Academic Recovery and Accessible Learning (ARAL) Program to support holistic learner development. The findings revealed that Filipino teachers perceive the ARAL Program as more than an intervention for academic recovery; rather, they view it as an opportunity to cultivate learners' language proficiency, moral values, cultural identity, emotional resilience, and social responsibility. Through the integration of Filipino language instruction and values education, teachers created meaningful learning experiences that addressed both learners' academic needs and personal development.

The study further established that teachers employed diverse learner-centered and differentiated instructional strategies to accommodate varying learner abilities and learning gaps. Contextualized lessons, collaborative learning, reflective writing, literature-based discussions, formative assessment, and values-oriented activities enabled learners to actively participate in the learning process while strengthening their communication skills and ethical understanding. These instructional practices demonstrate that holistic learner development is best achieved when

language education is intentionally integrated with values formation and authentic learning experiences.

Despite these positive practices, the participants encountered significant challenges, including limited instructional resources, insufficient intervention time, increased workload, learner absenteeism, and diverse literacy levels. Nevertheless, they remained committed to the goals of the ARAL Program by demonstrating adaptability, creativity, resilience, and professional dedication. Collaboration among teachers, support from school leaders, and reflective teaching practices emerged as important factors that strengthened instructional effectiveness and sustained learning recovery efforts.

Ultimately, this study concludes that the successful implementation of the ARAL Program depends not only on effective instructional strategies but also on teachers' commitment to nurturing the whole learner. Filipino teachers play a vital role in integrating language learning, values education, and holistic development, making them key contributors to educational recovery in the Philippine basic education system. Their lived experiences provide valuable insights that can inform educational policies, teacher professional development programs, and curriculum enhancement initiatives aimed at sustaining meaningful and inclusive learning recovery.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. The Department of Education (DepEd) should strengthen the implementation of the ARAL Program by providing continuous funding, updated instructional materials, contextualized Filipino learning resources, and sustained professional development programs that emphasize language instruction, values integration, and holistic learner development.
2. School administrators should establish collaborative professional learning communities that encourage Filipino teachers to share best practices, develop intervention materials, engage in reflective teaching, and strengthen the implementation of learning recovery initiatives.
3. Junior High School Filipino teachers should continue integrating language learning with values education by utilizing differentiated instruction, literature-based learning, reflective activities, collaborative learning strategies, and authentic assessment to support learners' cognitive, emotional, social, and moral growth.
4. Teacher education institutions should strengthen pre-service and graduate teacher preparation by integrating courses and training on learning recovery, holistic education, differentiated instruction, culturally responsive pedagogy, and evidence-based language teaching practices.
5. Parents and community stakeholders should actively participate in supporting learners' language development and values formation through home-based literacy activities, community engagement programs, and collaborative partnerships with schools.
6. Future researchers should conduct similar phenomenological or mixed-methods studies involving different educational contexts, subject areas, and learner populations to further examine the long-term effectiveness of integrating language education, values formation, and learning recovery initiatives under the ARAL Program.

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