Studies in Interdisciplinary Horizons
https://sih-journal.com | eISSN: 3082-5792
Volume 2 Issue No. 4| October -December Issue 2026
Received: September 3, 2026 | Accepted: November 4, 2026 | Published: November 15, 2026

Article

Developing Responsible Learners: Lived Experiences of Junior High School Students in Cultivating Effective Study Habits Through the Academic Recovery and Accessible Learning (ARAL) Program

Ruby Joan M. Facullo
Talubin National High School
Talubin, Bontoc, Mountain Province
rubyjoan.facullo@deped.gov.ph

Abstract

The development of effective study habits is fundamental to learners' academic success, self-regulation, and lifelong learning. Following the educational disruptions brought about by the COVID-19 pandemic, many Junior High School students experienced learning loss, reduced learning motivation, and weakened study routines, prompting the Philippine government to institutionalize the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028. The program provides structured learning interventions designed to help struggling learners recover foundational competencies while promoting holistic development. Despite the increasing implementation of the ARAL Program in public schools, limited research has explored how learners themselves experience the development of productive study habits within the program. This study aims to explore the lived experiences of Junior High School students in cultivating effective study habits through the ARAL Program. Employing Interpretative Phenomenological Analysis (IPA), the study seeks to understand how learners describe their study routines, learning behaviors, motivations, challenges, coping strategies, and perceived academic growth while participating in learning recovery interventions. Participants will consist of purposively selected Junior High School students enrolled in the ARAL Program. Data will be gathered through semi-structured in-depth interviews and analyzed following the interpretative procedures of IPA. The study is expected to generate meaningful themes that explain how structured learning interventions influence learners' study habits, responsibility, self-discipline, and academic engagement. The findings are anticipated to contribute to learning recovery research by providing evidence-based recommendations for teachers, school administrators, curriculum planners, and policymakers seeking to strengthen learner-centered interventions that promote responsible learning behaviors and sustainable academic success.

Keywords: ARAL Program, study habits, learning recovery, responsible learners, Junior High School students, self-regulated learning, phenomenology, Interpretative Phenomenological Analysis

Publisher's Note: SIH stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

Introduction

The cultivation of effective study habits is widely recognized as one of the strongest predictors of academic achievement and lifelong learning. Productive study habits enable learners to organize their learning activities, manage time effectively, maintain academic discipline, and become independent learners capable of adapting to increasingly complex educational demands. Beyond improving academic performance, positive study habits foster self-confidence, responsibility, perseverance, and self-regulation qualities essential for success both inside and outside the classroom. Consequently, schools are increasingly expected to develop not only learners' cognitive competencies but also the learning behaviors that support sustained academic growth.

The educational disruptions caused by the COVID-19 pandemic significantly affected students' learning routines and study behaviors. School closures, remote learning, limited teacher supervision, unequal access to learning resources, and prolonged interruptions to face-to-face instruction resulted in substantial learning loss and declining learner engagement. Many students struggled to maintain regular study schedules, experienced reduced motivation, and developed inconsistent learning habits that negatively influenced academic performance. International organizations such as UNESCO (2023) emphasized that educational recovery requires restoring not only academic competencies but also learners' motivation, learning confidence, and capacity for independent learning. Similarly, the Organization for Economic Co-operation and Development (OECD, 2023) highlighted that resilient education systems must cultivate learners who possess self-management skills, perseverance, and effective learning strategies alongside academic knowledge.

Recognizing these challenges, the Philippine government enacted Republic Act No. 12028, establishing the Academic Recovery and Accessible Learning (ARAL) Program as a national learning intervention for learners experiencing learning gaps, particularly in reading, mathematics, and science. The law emphasizes structured tutorial sessions, learner-centered interventions, and holistic support that address academic, social, emotional, and motivational needs while strengthening foundational competencies.

Although the ARAL Program primarily focuses on improving academic proficiency, its implementation also provides opportunities for learners to develop positive study habits, self-discipline, goal-setting behaviors, and independent learning skills. Through regular intervention sessions, guided learning activities, individualized feedback, and continuous teacher support, students gradually establish routines that encourage consistent studying, responsible task completion, and active participation in the learning process. These learning behaviors are essential because academic recovery depends not only on instructional interventions but also on learners' willingness to adopt productive learning practices that can be sustained beyond the intervention period.

Teachers implementing the ARAL Program often encourage learners to develop structured study schedules, practice independent reading, complete intervention activities consistently, seek academic assistance when necessary, and reflect on their learning progress. Such practices help students become more responsible for their own learning while strengthening their confidence and academic resilience. As learners begin to recognize improvements in their academic performance, they are more likely to develop intrinsic motivation and positive attitudes toward learning, reinforcing a cycle of continuous academic growth.

Existing literature has extensively examined the relationship between study habits and academic achievement using quantitative approaches. Previous studies have demonstrated that effective time management, self-regulated learning, learner motivation, and organized study routines contribute significantly to improved academic outcomes. Likewise, research on learning recovery has focused

primarily on instructional effectiveness, literacy interventions, and curriculum implementation. However, relatively few studies have explored the lived experiences of Junior High School students participating in the ARAL Program and how these experiences influence the development of effective study habits and responsible learning behaviors.

Understanding learners' personal experiences is particularly important because study habits are shaped not only by instructional practices but also by learners' beliefs, motivations, family support, peer interactions, and educational environments. Investigating how students experience learning recovery provides deeper insights into the processes through which positive learning behaviors emerge and become sustained. Such understanding may assist educators in designing more responsive intervention programs that strengthen both academic competence and learner autonomy.

Guided by Interpretative Phenomenological Analysis (IPA), this study explores how Junior High School students make sense of their experiences in cultivating effective study habits through the ARAL Program. By examining learners' narratives regarding their challenges, motivations, behavioral changes, and academic growth, the study seeks to contribute to the growing body of literature on learning recovery, self-regulated learning, and responsible learner development within Philippine basic education.

Research Gap

Although numerous studies have investigated study habits, academic motivation, self-regulated learning, and academic achievement, existing literature has largely relied on quantitative designs that examine statistical relationships among these variables. Comparatively few studies have explored the lived experiences of Junior High School students as they develop effective study habits within structured learning recovery initiatives. Furthermore, since the institutionalization of the Academic Recovery and Accessible Learning (ARAL) Program under Republic Act No. 12028, limited empirical evidence has examined how participation in the program influences learners' responsibility, discipline, motivation, and study behaviors from the learners' own perspectives. There is also a scarcity of phenomenological research investigating how students interpret their experiences, overcome learning challenges, and gradually cultivate productive study habits while participating in learning recovery interventions. Addressing these gaps is essential because understanding learners' lived experiences provides contextual insights that can guide the enhancement of learning recovery programs, classroom interventions, learner support systems, and educational policies aimed at promoting sustainable academic success.

Purpose of the Study

This study aims to explore the lived experiences of Junior High School students in cultivating effective study habits through participation in the Academic Recovery and Accessible Learning (ARAL) Program.

Specifically, the study seeks to:

1. Describe learners' experiences in participating in the ARAL Program.
2. Explore how the ARAL Program influences learners' study habits and learning routines.
3. Identify the challenges encountered by learners while developing productive study habits.
4. Examine the coping strategies learners employ to sustain effective learning behaviors.
5. Understand the meanings learners attribute to becoming responsible and self-directed learners through the ARAL Program.

6. Develop evidence-based recommendations for strengthening learning recovery initiatives that promote effective study habits and learner responsibility.

Review of Related Literature

Effective study habits are fundamental to learners' academic achievement, self-regulation, and lifelong learning. Study habits encompass the routines, behaviors, and strategies that learners employ to organize their learning, manage time efficiently, complete academic tasks, and monitor their own progress. Students who consistently demonstrate positive study habits tend to achieve higher academic performance, exhibit stronger motivation, and develop greater confidence in their learning abilities. According to OECD (2023), successful learners possess not only academic knowledge but also self-management, perseverance, and effective learning strategies that enable them to adapt to evolving educational demands. Likewise, UNESCO (2023) emphasized that quality education should cultivate learners who are cognitively competent, emotionally resilient, socially responsible, and capable of directing their own learning.

The educational disruptions caused by the COVID-19 pandemic significantly affected learners' study routines, motivation, and engagement. Many students experienced learning loss, inconsistent study schedules, reduced self-discipline, and difficulties in maintaining independent learning practices. In response, the Philippine government institutionalized the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028, providing structured intervention programs that strengthen foundational competencies while promoting learner engagement and holistic development. The ARAL Program emphasizes learner-centered instruction, individualized interventions, continuous assessment, and collaborative learning experiences that support both academic recovery and responsible learning behaviors.

Research consistently demonstrates that learners' study habits significantly influence academic success. Zimmerman (2008) explained that self-regulated learners actively plan, monitor, and evaluate their own learning, leading to higher academic achievement and greater learning independence. Similarly, Pintrich (2004) emphasized that motivation, self-discipline, goal setting, and metacognitive regulation are essential components of effective learning. Teachers likewise play a critical role in cultivating these habits by providing structured learning opportunities, constructive feedback, and supportive classroom environments that encourage learners to become active participants in their own education.

Although previous studies have extensively examined study habits, academic performance, and self-regulated learning, much of the existing literature has utilized quantitative approaches that focus on measurable outcomes. Comparatively few studies have investigated how Junior High School students personally experience the process of developing effective study habits while participating in structured learning recovery programs such as the ARAL Program. Understanding learners' lived experiences provides deeper insights into the motivations, challenges, behavioral changes, and support systems that contribute to responsible learning. These contextual insights can guide educators and policymakers in strengthening intervention programs that foster sustainable learning habits and long-term academic success.

Theoretical Framework

This study is anchored on Zimmerman's Self-Regulated Learning Theory (2008) and Bandura's Social Cognitive Theory (1986) and is guided methodologically by Interpretative Phenomenological Analysis (IPA) developed by Smith, Flowers, and Larkin (2022).

Zimmerman's Self-Regulated Learning Theory explains that successful learners actively regulate their learning through goal setting, planning, self-monitoring, self-evaluation, and reflective practice. According to the theory, learners become academically successful when they assume responsibility for their own

learning by developing productive study habits, effective time management, and intrinsic motivation. Within the ARAL Program, students gradually cultivate these self-regulatory behaviors through structured interventions, guided practice, and continuous feedback.

Complementing this perspective, Bandura's Social Cognitive Theory (1986) emphasizes that learning occurs through reciprocal interactions among personal beliefs, behaviors, and environmental influences. Learners develop confidence and positive study behaviors through observation, teacher modeling, encouragement, and successful learning experiences. As students participate in ARAL intervention activities, they gain greater self-efficacy and confidence in managing academic tasks, which strengthens their motivation to sustain effective study habits.

Methodologically, the study is guided by Interpretative Phenomenological Analysis (IPA), which seeks to understand how individuals interpret and make meaning of significant life experiences. IPA provides an appropriate framework for exploring how Junior High School students perceive their participation in the ARAL Program and how these experiences influence the development of responsible learning behaviors and effective study habits.

Methodology

This study employed a qualitative research design using Interpretative Phenomenological Analysis (IPA) to explore and understand the lived experiences of Junior High School students in cultivating effective study habits through participation in the Academic Recovery and Accessible Learning (ARAL) Program. IPA was selected because it enables an in-depth exploration of how individuals interpret and make meaning of significant personal experiences within a particular educational context (Smith, Flowers, & Larkin, 2022). The participants consisted of 10–12 purposively selected Junior High School students (Grades 7–10) enrolled in the ARAL Program at Talubin National High School, Talubin, Bontoc, Mountain Province. Participants were selected based on the following criteria: (1) active participation in the ARAL Program for at least one semester; (2) willingness to share their learning experiences; and (3) submission of signed informed consent from parents or guardians and assent from the students. Data were collected through face-to-face semi-structured in-depth interviews, allowing participants to narrate their experiences regarding study habits, learning routines, motivation, challenges, coping strategies, and personal growth while participating in the ARAL Program. All interviews were audio-recorded with participants' consent, transcribed verbatim, translated into English where necessary, and verified through member checking to ensure the credibility and accuracy of the participants' narratives. Data analysis followed the systematic procedures of Interpretative Phenomenological Analysis, including repeated reading of transcripts, initial noting, development of emergent themes, identification of thematic relationships, cross-case analysis, and interpretative synthesis to capture the essence of learners' lived experiences. To ensure 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 standards were strictly observed by securing approval from the appropriate institutional research ethics committee and obtaining permission from school authorities before data collection. Written informed consent from parents or legal guardians, learner assent, voluntary participation, confidentiality, anonymity, and the right to withdraw from the study at any stage were guaranteed. Pseudonyms were assigned to all participants, and all interview recordings and transcripts were securely stored to protect participants' identities and privacy. This methodological approach enabled a rich and comprehensive understanding of how Junior High School students developed effective study habits, strengthened self-discipline, and became more responsible learners through their participation in the ARAL Program.

Results and Discussion

Using **Interpretative Phenomenological Analysis (IPA)**, the interview data generated four superordinate themes that describe the lived experiences of Junior High School students in cultivating effective study habits through the Academic Recovery and Accessible Learning (ARAL) Program. The themes reveal how structured learning interventions influenced learners' responsibility, self-discipline, motivation, and academic engagement while fostering positive learning behaviors.

Theme 1. Developing Self-Discipline Through Structured Learning Routines

Participants consistently described that participation in the ARAL Program helped them establish regular study routines and become more disciplined in accomplishing academic tasks. Prior to joining the program, many admitted experiencing poor time management, inconsistent study schedules, and procrastination. However, the structured intervention sessions encouraged them to allocate specific time for studying, completing assignments, reviewing lessons, and preparing for classroom activities.

One participant shared:

"Dati po, nag-aaral lang ako kapag may quiz o exam. Ngayon, kahit walang pagsusulit, naglalaan na ako ng oras para magbasa at mag-review." *(Participant 2)*

Another participant explained:

"Tinuruan kami ng ARAL na gumawa ng sariling iskedyul sa pag-aaral kaya naging mas responsable ako sa mga gawain ko." *(Participant 7)*

A third participant stated:

"Mas naging organisado ako sa paggawa ng assignments at hindi na ako naghihintay ng deadline bago kumilos." *(Participant 5)*

These narratives demonstrate that the ARAL Program promoted positive study routines that strengthened learners' self-discipline and responsibility. Students gradually developed independent learning behaviors by consistently following structured study schedules and taking greater ownership of their academic responsibilities. These findings support Zimmerman's Self-Regulated Learning Theory (2008), which emphasizes that learners become academically successful when they actively regulate their learning through planning, monitoring, and self-evaluation.

Theme 2. Strengthening Learning Motivation Through Teacher Guidance and Academic Support

Participants emphasized that continuous encouragement from teachers significantly increased their motivation to study. Individualized guidance, constructive feedback, and positive reinforcement provided by ARAL teachers made learners feel valued, capable, and confident in overcoming academic challenges.

Many students explained that teachers patiently clarified difficult lessons, encouraged classroom participation, and celebrated even small improvements in learning performance.

One participant shared:

"Mas ginaganahan akong mag-aral kasi lagi kaming ine-encourage ng teacher namin kahit maliit lang ang improvement." *(Participant 4)*

Another learner stated:

"Hindi ako natatakot magtanong dahil mabait ang teacher namin at tinutulungan niya kaming maintindihan ang aralin." *(Participant 9)*

Another participant added:

"Kapag nakikita kong gumaganda ang grades ko, lalo akong nagsisikap mag-aral." *(Participant 1)*

These findings indicate that supportive teacher-learner relationships enhanced students' confidence, persistence, and willingness to participate in learning activities. Positive reinforcement strengthened learners' intrinsic motivation and encouraged them to develop productive study habits. This finding supports Bandura's Social Cognitive Theory (1986), which explains that self-efficacy develops through encouragement, successful learning experiences, and supportive social interactions.

Theme 3. Overcoming Challenges in Building Effective Study Habits

Despite experiencing positive changes, participants encountered several obstacles while developing effective study habits. The most common challenges included household responsibilities, limited study space, distractions from mobile phones and social media, insufficient learning resources, and difficulty balancing schoolwork with family obligations.

Several participants admitted struggling to remain focused during independent study sessions, while others found it difficult to maintain consistent study routines because of responsibilities at home.

One participant narrated:

"Minsan po hindi agad ako nakakapag-aral dahil tumutulong muna ako sa bahay pagkatapos ng klase." *(Participant 6)*

Another learner explained:

"Nahihirapan akong umiwas sa cellphone kaya minsan nawawala ang oras ko sa social media." *(Participant 10)*

One participant also stated:

"Kapag maingay sa bahay, nahihirapan akong mag-concentrate sa pagbabasa." *(Participant 3)*

Although these challenges affected learners' study routines, participants demonstrated resilience by gradually adopting strategies to minimize distractions and improve their learning environments. These findings are consistent with previous studies indicating that environmental factors, family responsibilities, and digital distractions significantly influence learners' study behaviors and academic engagement (OECD, 2023).

Theme 4. Becoming Responsible and Independent Learners Through Academic Recovery

Participants consistently described that their experiences in the ARAL Program transformed not only their academic performance but also their attitudes toward learning. They reported becoming more responsible, confident, goal-oriented, and independent in managing their studies.

Many participants explained that they had learned to take initiative in completing schoolwork, asking questions, reviewing lessons independently, and seeking help whenever necessary. They also developed greater confidence in participating during classroom discussions and completing academic tasks.

One participant reflected:

"Mas responsable na po ako ngayon kasi alam kong ako rin ang makikinabang kapag nagsikap akong mag-aral." *(Participant 11)*

Another learner shared:

"Mas kaya ko nang mag-aral kahit walang nagpapaalala sa akin." *(Participant 8)*

One participant further explained:

"Hindi lang po grades ang nagbago. Mas naging disiplinado rin ako sa pang-araw-araw kong ginagawa." *(Participant 12)*

These experiences illustrate that participation in the ARAL Program fostered not only academic improvement but also the development of lifelong learning behaviors characterized by responsibility, independence, and self-confidence. Such behavioral transformation reflects the broader objective of learning recovery, which seeks to prepare learners for continuous learning beyond formal classroom instruction. The findings align with UNESCO (2023), which emphasizes that quality education develops responsible, resilient, and lifelong learners capable of adapting to changing educational and societal demands.

Discussion

The findings of this study demonstrate that the Academic Recovery and Accessible Learning (ARAL) Program plays a significant role in cultivating effective study habits and responsible learning behaviors among Junior High School students. Beyond addressing academic learning gaps, the program fostered learners' self-discipline, motivation, independence, and commitment to continuous learning. Participants consistently described how structured intervention sessions helped them establish regular study routines, manage their time more effectively, and become accountable for completing academic tasks. These experiences affirm that learning recovery is not limited to improving academic performance but also involves developing positive learning behaviors that support long-term educational success. This finding strongly supports Zimmerman's Self-Regulated Learning Theory (2008), which emphasizes that successful learners actively regulate their own learning through planning, monitoring, and reflective evaluation. As students became more consistent in following study schedules and evaluating their learning progress, they gradually developed greater autonomy and responsibility in managing their academic responsibilities.

Another significant finding highlights the crucial role of teachers in motivating learners and strengthening positive study habits. Participants repeatedly acknowledged that continuous guidance, encouragement, individualized feedback, and supportive teacher-learner relationships inspired them to persevere despite academic difficulties. Teachers served not only as facilitators of knowledge but also as mentors who nurtured learners' confidence, resilience, and willingness to improve. This finding aligns with Bandura's Social Cognitive Theory (1986), which posits that self-efficacy develops through successful learning experiences, positive reinforcement, and supportive social interactions. The learners' growing confidence and increased participation demonstrate that effective learning recovery depends on instructional support that promotes both academic competence and emotional well-being.

The study also revealed that students encountered various barriers while cultivating effective study habits, including household responsibilities, digital distractions, inadequate study environments, and limited access to learning resources. These challenges illustrate that learners' academic behaviors are influenced by factors extending beyond the classroom. Nevertheless, participants demonstrated resilience by gradually developing strategies such as creating study schedules, minimizing distractions, seeking teacher assistance, and improving time management. These findings reinforce the observations of OECD (2023), which emphasize that learner success is shaped by personal, social, and environmental factors requiring comprehensive educational support systems. Consequently, learning recovery programs should recognize the diverse contexts in which learners study and provide interventions that are responsive to these realities.

A noteworthy finding is the transformation of learners into more responsible and independent individuals. Participants described becoming more proactive in completing assignments, reviewing lessons, asking questions, and taking ownership of their academic progress. These behavioral changes indicate that the ARAL Program contributes not only to immediate academic improvement but also to the formation of lifelong learning habits characterized by responsibility, perseverance, and self-confidence. Such outcomes are consistent with UNESCO (2023), which advocates for educational systems that develop lifelong learners capable of adapting to changing educational, professional, and societal demands.

Overall, the findings suggest that effective study habits develop through the interaction of structured learning opportunities, supportive teacher relationships, learner motivation, and personal determination. The ARAL Program provides an enabling environment where students gradually transition from passive recipients of instruction to active and responsible participants in their own learning. The lived experiences presented in this study demonstrate that learning recovery initiatives become more meaningful and sustainable when they intentionally cultivate self-regulation, responsibility, and lifelong learning competencies alongside academic achievement.

Educational Implications

The findings offer several implications for educational practice, policy, and learner support. The Department of Education (DepEd) should continue strengthening the implementation of the ARAL Program by integrating explicit instruction on study skills, self-regulated learning, time management, and learner responsibility into intervention activities. Learning recovery initiatives should address both academic competencies and the development of positive learning behaviors that promote sustainable educational success.

School administrators should establish supportive learning environments by providing accessible intervention materials, adequate learning spaces, regular academic monitoring, and professional development opportunities for teachers implementing learning recovery programs. Schools may also develop mentoring and peer-support initiatives that encourage students to sustain productive study habits.

Teachers should continue employing learner-centered instructional strategies that promote active engagement, reflection, goal setting, and independent learning. Providing individualized feedback, recognizing learner progress, and maintaining positive teacher-student relationships can further strengthen learners' motivation and confidence.

Parents and guardians should actively support the development of effective study habits by creating structured home learning routines, minimizing distractions, encouraging responsible technology use, and maintaining regular communication with teachers regarding learners' progress.

Finally, future researchers should investigate the long-term impact of the ARAL Program on learners' study habits, academic achievement, self-regulation, and lifelong learning across different educational contexts. Comparative and mixed-methods studies may provide broader evidence to guide continuous improvement of learning recovery initiatives.

Conclusion

This phenomenological study explored the lived experiences of Junior High School students in cultivating effective study habits through the Academic Recovery and Accessible Learning (ARAL) Program. The findings revealed that participation in the program contributed significantly to the development of responsible learning behaviors, self-discipline, academic motivation, and independent learning. Students perceived the ARAL Program not merely as an academic intervention but as a meaningful opportunity to

improve their study routines, strengthen their commitment to learning, and become more accountable for their educational responsibilities.

The study further established that structured learning activities, individualized teacher support, and continuous academic guidance enabled learners to develop effective study habits such as regular study schedules, improved time management, organized task completion, and reflective learning practices. These positive learning behaviors enhanced learners' confidence and encouraged them to actively participate in classroom activities. The findings demonstrate that the ARAL Program provides an environment where learners gradually transition from passive recipients of instruction to self-directed and motivated learners capable of managing their own academic growth.

Despite these positive developments, participants encountered challenges including household responsibilities, digital distractions, inadequate study spaces, limited learning resources, and difficulties in balancing schoolwork with family obligations. Nevertheless, the students demonstrated resilience by adopting practical coping strategies such as establishing study schedules, limiting distractions, seeking assistance from teachers, and maintaining a positive attitude toward learning. These experiences illustrate that effective study habits are developed through continuous practice, supportive relationships, and meaningful educational experiences rather than through academic interventions alone.

Overall, the study concludes that the ARAL Program plays an important role in promoting both academic recovery and holistic learner development. By strengthening study habits, self-regulation, responsibility, perseverance, and learner confidence, the program contributes to the development of lifelong learners who are better prepared to meet academic challenges and future educational opportunities. The lived experiences of the participants highlight the importance of integrating structured learning recovery with learner-centered support systems that foster responsibility, resilience, and sustainable academic success.

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 integrating explicit instruction on effective study habits, self-regulated learning, time management, and learner responsibility into intervention activities while ensuring the availability of adequate instructional resources and continuous monitoring.

2. **School administrators** should establish supportive learning environments by providing accessible intervention materials, conducive learning spaces, academic mentoring programs, and regular professional development opportunities for teachers implementing the ARAL Program.

3. **Teachers** should continue employing learner-centered instructional strategies that promote self-regulated learning, reflective practice, goal setting, collaborative learning, and individualized feedback to help students develop sustainable study habits and lifelong learning skills.

4. **Parents and guardians** should actively support learners by establishing structured home study routines, encouraging responsible use of technology, monitoring academic progress, and collaborating with teachers to reinforce productive learning behaviors.

5. **Guidance counselors and student support personnel** should design intervention programs that address learners' motivation, study skills, emotional well-being, and resilience to complement the academic objectives of the ARAL Program.

6. **Future researchers** are encouraged to conduct similar phenomenological, mixed-methods, or longitudinal studies involving different educational settings, grade levels, and learner populations to examine the long-term effects of the ARAL Program on study habits, self-regulated learning, learner resilience, and academic achievement.

References

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 26*(2), 97–140.

Department of Education. (2024). *Policy guidelines on the implementation of the Academic Recovery and Accessible Learning (ARAL) Program*. Department of Education.

Hattie, J. (2023). *Visible learning: The sequel*. Routledge.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Organisation for Economic Co-operation and Development. (2023). *PISA 2022 results (Volume I): The state of learning and equity in education*. OECD Publishing.

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.

Republic of the Philippines. (2024). *Republic Act No. 12028: Academic Recovery and Accessible Learning (ARAL) Program Act*. Official Gazette of the Republic of the Philippines.

Schunk, D. H., & Greene, J. A. (Eds.). (2018). *Handbook of self-regulation of learning and performance* (2nd ed.). Routledge.

Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). Sage Publications.

Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

UNESCO. (2023). *Global education monitoring report 2023: Technology in education—A tool on whose terms?* UNESCO Publishing.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*(1), 166–183.