



**TEACHERS IN COASTAL AREAS' EXPERIENCES IN THE IMPLEMENTATION
OF ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL):
A BASIS FOR AN ENHANCEMENT PROGRAM**

**SOPHIA JAN MARIE B. DEBUQUE
TEACHER I**

Dumangas Central Elementary School
sophiajanmariedebuque@gmail.com

ABSTRACT

This study examined teachers' experiences in coastal areas in implementing the Academic Recovery and Accessible Learning (ARAL) Program in Dumangas I District, providing a foundation for an enhancement program in School Year 2025–2026. Using a phenomenological qualitative design, data were collected through in-depth interviews with ten elementary teachers and were analyzed thematically. Results highlighted teachers' emphasis on systematic learner identification, differentiated instruction, continuous monitoring, and the use of contextually relevant, multisensory materials. Challenges included absenteeism, reduced instructional depth, limited individualized support, teacher fatigue, and issues with parental involvement and learner motivation. Coping strategies involved workload regulation, resource improvisation, socio-emotional support, collaboration with parents and colleagues, and targeted instructional practices. The study recommends developing an enhancement program to strengthen literacy and numeracy interventions, ensuring sustainability through a supportive, responsive learning environment.

Keywords: *Teachers, Coastal Areas, ARAL Program, Enhancement Program*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Academic recovery at the elementary level is especially critical because this stage forms the foundation of pupils' future learning. Unaddressed learning gaps in the early grades may persist and widen over time, affecting learners' academic performance in higher grade levels (Engzell & Verhagen, 2021). The ARAL Program addresses these concerns by promoting remediation, differentiated instruction, and developmentally appropriate pacing that respond to the diverse learning needs of elementary pupils (DepEd, 2025). Central to this initiative is the principle of accessible learning, which ensures that instructional materials, teaching strategies, and assessments are designed to accommodate pupils' varied abilities, socio-economic contexts, and learning environments, consistent with the Universal Design for Learning framework (Priyadhrsini & Sahaya Mary, 2024).

However, implementing ARAL in elementary schools often poses challenges. Limited instructional time, curriculum congestion, large class sizes, and insufficient learning resources have been identified as persistent constraints that affect teachers' ability to provide individualized and sustained remediation (Reimers & Schleicher, 2020).

While the existing literature underscores the significance of professional development, collaboration, and institutional support in enhancing academic recovery programs, limited research has examined how elementary teachers experience ARAL implementation in their actual classroom contexts. Research focusing on teachers' experiences is essential to capture the meanings they attach to their practices, challenges, and successes in implementing academic recovery interventions (Salazar, 2020).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Schools situated along the seashore or in coastal communities often face distinct educational challenges that set them apart from schools in inland or urban areas. Teachers working in these settings may encounter logistical, socio-environmental, and community-specific factors that shape how programs like the Academic Recovery and Accessible Learning (ARAL) are implemented.

Research on Filipino teachers in coastal villages shows that these educators report higher teaching challenges due to factors closely tied to their geographic and community contexts, such as transportation difficulties, limited access to instructional and support services, and fluctuating conditions that may disrupt school operations. These geographic and resource constraints influence not only teacher workload but also the adaptation of learning interventions to local realities. Because coastal schools are often located in geographically isolated and disadvantaged areas, teachers need to navigate unpredictable weather, transport limitations, and resource shortages that can affect both attendance and consistent delivery of instructional programs such as ARAL. This context requires innovative scheduling, flexible instruction, and stronger community engagement than might be typical in more accessible areas (Pangilinan, 2025).

This study employs a phenomenological research design to examine elementary teachers' lived experiences in implementing the Academic Recovery and Accessible Learning (ARAL) Program, with particular attention to schools situated along coastal areas during the School Year 2025–2026. By examining how teachers plan, carry out, and reflect on ARAL-related instructional practices, the study seeks to uncover common themes that characterize

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



their experiences. The findings of this study aimed to provide empirical insights that may serve as the basis for developing a context-specific enhancement program to support elementary teachers and strengthen the implementation of academic recovery initiatives.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology employed in the study, including the research design, participants, data-gathering procedures, research instrument, and data analysis. The study aimed to explore teachers' experiences in coastal areas in implementing the Academic Recovery and Accessible Learning (ARAL) Program, serving as the basis for an enhancement program in the District of Dumangas I during the School Year 2025–2026.

Research Method

The research method utilized in this study is qualitative, using a researcher-designed interview questionnaire.

The descriptive research method focuses on systematically describing a phenomenon in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Design

The study followed a phenomenological research design. Phenomenology can be viewed as a philosophical method for conducting qualitative research. The purpose of phenomenology is to comprehend how people see the world, and how this view differs from commonly held beliefs, by focusing on a person's subjective interpretations of his or her experiences. Phenomenology involves interviewing participants to elicit their impressions and is widely used across domains such as psychology, sociology, and social work.

Phenomenology is the study of consciousness structures as they are experienced firsthand. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to causal theories or to unexamined preconceptions (Biemel and Spiegelberg, 2024).

Participants of the Study

This study's participants were 10 public school elementary teachers from the District of Dumangas I, carefully recruited. These teachers must be directly involved in implementing ARAL interventions in their respective schools.

These teachers must be regular, permanent teachers, and the school to which they are assigned must be located in the coastal areas of the Municipality of Dumangas. They must have at least one (1) year of teaching experience and have experience in the implementation of the ARAL program.

Sampling Design

A purposive sampling design was used in the study. Purposive sampling, according to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Nikolopoulou (2023), refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are chosen "on purpose" in purposive sampling. This design is also known as judgmental sampling. This sampling approach relies on the researcher's judgment to identify and select individuals, cases, or events that yield the most information to accomplish the study's goals.

Research Instrument

The study's research tool is a researcher-created interview questionnaire. The researcher's interview questions guided the study participants' interviews.

An interview schedule in qualitative research is a structured or semi-structured guide that outlines the questions or topics the interviewer intends to cover during the interview. Its primary purpose is to ensure that all relevant areas are systematically explored across interviews, enhancing consistency, rigor, and data comparability while still allowing flexibility for in-depth probing and adaptation to emerging insights (Morris, 2025).

The researcher-designed interview questionnaire for the interview schedule consists of six (6) questions focused on the study's purpose (Appendix C).

An interview guide on the interview schedule was directly asked of the participants during the in-depth interview.

Validity of the Research Instrument

Prior to determining the validity of the researcher's interview schedule, the adviser, the Dean of the Graduate School, and a panel of jurors were asked to validate each question for review and modification, taking into account their expertise in research, testing, and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



assessment, as well as English.

Validity relates to how accurately, meaningfully, and appropriately the findings, interpretations, and conclusions obtained from a study represent the topic under consideration. It guarantees that the research instrument accurately measures what it is designed to measure and that the results are reliable representations of reality. To establish content validity, the instrument's questions and format must align with the study's defined variables and objectives, ensuring that each item accurately reflects the construct under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the instrument's content and structure align with the study's framework, researchers enhance the accuracy and usefulness of the collected data in relation to the research objective (Creswell & Creswell, 2023).

Validators provided feedback on the interview schedule using Good and Scates' (1972) form, as cited by Soqueña (2021) (refer to Appendix D).

Data Gathering Procedures

The researcher got permits from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, the School Heads, and the individual participants to perform the study. The researcher personally visited the schools/communities/locations that were convenient for the participants to conduct the interviews.

The researcher interviewed the participants, but first persuaded them to sign a

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



disclaimer or permission form for the study.

Data Analysis

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method that systematically identifies, interprets, and reports recurring patterns or themes within narrative data. This approach enabled the researcher to capture and understand teachers' practices and lived experiences in implementing the Academic Recovery and Accessible Learning (ARAL) Program. Each written response was carefully examined to extract emerging themes related to behavior, communication, decision-making, motivation, and support of public elementary school teachers.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. Thematic analysis is particularly well-suited to educational research seeking to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and data interpretation.

The transcribed interview data were analyzed using Thematic Analysis (Braun and Clarke, 2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis used the typical six-phase process: (1) Data familiarization involves reading and re-reading the transcripts (both in the local language and in English translation);

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



(2) Initial Code Generation: Assigning brief words or labels to significant data segments (e.g., "shared phone," "fear of judgment," "poor signal"); (3) Searching for Themes: Grouping the initial codes into probable overarching themes and sub-themes that caught important trends (for example, codes like "no insult," "private correction" will be grouped under a topic); (4) Reviewing Themes: Refining and cross-checking the themes against the complete dataset to ensure they appropriately reflected the participants' intentions and the study's emphasis; (5) Defining and Naming Themes: Create clear, short, and academically sound names for the final emergent themes; and (6) Producing the Report: Integrating the themes, reinforced by direct quotes, into the narrative structure of data presentation, analysis, and interpretation (Chapter 4), and connecting them to the theoretical framework.

RESULTS AND DISCUSSIONS

This study explored teachers' experiences in coastal areas in implementing the ARAL Program in the District of Dumangas I during School Year 2025–2026. The findings served as the basis for proposing an enhancement program to strengthen ARAL implementation in similar contexts.

The study employed a qualitative, phenomenological research design to capture teachers' lived experiences, perspectives, and insights regarding the challenges and practices of delivering the program in coastal schools.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Ten (10) purposively selected public elementary school teachers participated in the study, all of whom were directly involved in the ARAL Program. Data were gathered using a validated, researcher-developed interview questionnaire with open-ended questions.

The collected data were analyzed using thematic analysis, which revealed key themes on teachers' experiences, challenges, and coping strategies. The findings provided meaningful insights into ARAL implementation in coastal schools and served as a foundation for developing an enhancement program to improve its effectiveness, sustainability, and responsiveness.

The following are the findings of the study:

Based on the in-depth interview results, teachers' experiences in implementing the ARAL Program included learner identification through systematic assessments, differentiated and needs-based instruction, continuous monitoring and evaluation, and the use of varied, contextualized, and multisensory materials.

Based on the in-depth interview results, the following challenges were identified: disrupted learning continuity due to absenteeism; reduced instructional depth and quality; limited individualized support; teacher fatigue and burnout; and parental involvement and learner motivation.

Based on the results of the in-depth interview, the coping strategies of teachers in overcoming challenges in the ARAL Program implementation were time management and workload regulation, resourcefulness and improvisation of materials, learner motivation and socio-emotional support, collaboration with parents and colleagues, and differentiated and targeted instructional practices.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONCLUSION

Based on the findings, the following insights were drawn:

Teachers play a vital role in ensuring the effective implementation of the ARAL Program through systematic and responsive instructional practices. Their experiences highlight the importance of accurately identifying learners who need remediation through structured assessments, which allow teachers to determine specific learning gaps in literacy and numeracy. This process enables educators to implement differentiated, needs-based instruction that addresses students' diverse learning abilities. Furthermore, continuous monitoring and evaluation help teachers track learners' progress and adjust teaching strategies as needed to ensure learning objectives are met. The use of varied, contextually relevant, and multisensory instructional materials also enhances learners' engagement and understanding by making lessons more meaningful and interactive. Overall, these practices demonstrate that effective remediation requires a combination of careful learner assessment, flexible instructional approaches, and creative use of learning materials to support the academic development of struggling learners.

Teachers encountered several significant challenges in implementing the ARAL Program, which affected both teaching effectiveness and learner outcomes. One major issue identified was learner absenteeism, which disrupted learning continuity and made it difficult for teachers to maintain consistent progress in remediation sessions. Frequent absences resulted in learning gaps and delayed mastery of literacy and numeracy skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Additionally, limited instructional time and heavy workloads reduced the depth and quality of instruction that teachers could provide, while large responsibilities limited opportunities for individualized support to struggling learners. These challenges also contributed to teacher fatigue and burnout, affecting teachers' capacity to sustain effective intervention practices.

Furthermore, low parental involvement and limited learner motivation were found to hinder learners' engagement and commitment to the program. Overall, these findings highlight the need for stronger support systems, collaborative efforts, and strategic interventions to address the challenges teachers face in implementing the ARAL Program.

Teachers employed various coping strategies to address the challenges encountered in implementing the ARAL Program. Among the most significant strategies were effective time management and workload regulation, which helped teachers balance their responsibilities while ensuring that remediation sessions were conducted efficiently. Teachers also demonstrated resourcefulness by improvising instructional materials and utilizing available resources to support literacy and numeracy instruction despite limited materials.

In addition, they promoted learner motivation and provided socio-emotional support to encourage participation, build confidence, and sustain learners' interest in learning activities. Collaboration with parents and colleagues also emerged as an important strategy, as it allowed teachers to share ideas, gain support, and strengthen learners' learning experiences both at school and at home.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Furthermore, the use of differentiated and targeted instructional practices enabled teachers to address the diverse learning needs of struggling learners. These coping strategies reflect teachers' adaptability, commitment, and dedication to ensuring that learners continue to receive meaningful support despite the challenges encountered in implementing the ARAL Program.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Abizada, A. (2024). Effect of Class Size on Student Achievement at Public Schools. *Cogent Education*, 11. <https://doi.org/10.1080/2331186X.2023.2280306>.
- Almagro, R. E., Flores, L. C., Amora, M. V., & Bauyot, M. M. (2024). Implementation Practices of Reading Programs in Elementary Education in Davao De Oro: A Multiple Case Study. *International Journal of Research and Innovation in Social Science*.
- Black, P. & Wiliam, D. (2021). *Classroom assessment and pedagogy*. Routledge.
- Brookhart, S.M. (2022). *How to give effective feedback to your students*. ASCD.
- Brown, A., Green, T., & Harris, M. (2022). Teacher Workload, Burnout, and Instructional Quality in Remedial Education Programs. *Journal of Educational Psychology*, 114(4), 615–632. <https://doi.org/10.1037/edu0000674>.
- Batisista, I.A.D. & Siatb, G.O. (2025). Experiences of Teachers in the Implementation of the ARAL Program: A Qualitative Study. *International Journal of Research Publication and Reviews*, 6(11), 9527–9531.
- Bautista, A. & Ortega-Ruiz, R. (2022). Teacher Motivation and Experiences in Implementing Educational Reforms. *Teaching and Teacher Education*, 109, 103548.
- Biemel, W. & Spiegelberg, H. (2024). Phenomenology. Encyclopedia Britannica.
- Braun, V. & Clarke, V. (2023). Thematic analysis: a practical guide. SAGE Publications.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Cahapay, M.B. (2021). Navigating the New Normal of Education in the Philippines: Opportunities and Challenges. *International Journal of Educational Research and Innovation*, 15, 1-14. <https://doi.org/10.46661/ijeri.5284>.

Castles, A., Rastle, K., & Nation, K. (2022). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *Psychological Science in the Public Interest*, 23(1), 5–51.

Creswell, J.W. & Creswell, J.D. (2023). Research design: qualitative, quantitative, and mixed method approaches (6th ed.). Sage Publications.

Creswell, J.W. & Poth, C.N. (2021). Qualitative inquiry and research design: choosing among five approaches (4th ed.). Thousand Oaks, CA: Sage Publications.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2021). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 25(2), 97–140.

Department of Education (2024). Academic Recovery and Accessible Learning (ARAL) Program implementation guidelines. DepEd Philippines.

Department of Education (DepEd) (2025). DepEd Launches Academic Recovery and Accessible Learning (ARAL) Program to Strengthen Foundational Skills and Address Learning Gaps. Philippine Information Agency news release.

Department of Education (DepEd) (2022). Academic Recovery and Accessible Learning (ARAL) Program guidelines. Department of Education, Philippines.

Department of Education (2024). Academic Recovery and Accessible Learning (ARAL) Program implementation guidelines. Department of Education, Philippines.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Department of Education (2025). DepEd Launches Academic Recovery and Accessible Learning (ARAL) Program to strengthen students' foundational skills. Philippine Information Agency.

Deped, Bohol Division (2025). Division-level ARAL Implementation Efforts Include Training for Trainers to Strengthen Capacity and Responsiveness for Context-specific Delivery, Including in Coastal Divisions. Division Training on ARAL Program Implementation.

De Los Santos, H.B., Montecillo, F.T., & Escarlos, G.S. (2025). Learning Recovery Through Distributed Leadership: A Review of the Implementation of DepEd's ARAL Program. *International Journal of Research & Innovation in Social Science*, 9(11), 929–934.

Donnelly, R. & Patrinos, H.A. (2021). Learning Loss during COVID-19: An Early Systematic Review. *Prospects*, 51, 601–609.

Elliot, J. (2025). Everyday Voices as Big Data: A Call for the Secondary Analysis of Large-Scale Qualitative Interview Data. *Sociology*. <https://doi.org/10.1177/00380385251344472>.

Engzell, P., Frey, A., & Verhagen, M. (2021). Learning Loss Due to School Closures during the COVID-19 Pandemic. *Proceedings of the National Academy of Sciences of the United States of America (PNAS)*, 118(17), e2022376118.

Fan, W. & Chen, M. (2021). Parental Involvement and Students' Academic Achievement: A Meta-analysis. *Educational Psychology Review*, 33(3), 895–930. <https://doi.org/10.1007/s10648-021-09566-1>.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2021). *Learning disabilities: from identification to intervention* (2nd ed.). Guilford Press.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Flores, M.A. & Gago, M. (2021). Teachers' Experiences in Times of Change: The Role of Professional Support. *European Journal of Teacher Education*, 44(4), 507–525.

Food and Agriculture Organization (FAO). (2021). Defining Coastal Areas as the Interface between Land and Sea. In *Issues, perspectives, policy, and planning processes for integrated coastal area management (ICAM section)*. FAO.

Gallardo, M.F.M., Llanos, N.L., & Perez, G.R. (2024).

Leadership Styles of the Principals through the Lens of Teachers and Staff: A Phenomenological Exploration. *Dinkum Journal of Social Innovations*, 3(08):470-481.

García, E. & Weiss, E. (2021). *The Impact of Absenteeism on Student Achievement: Evidence from Literacy Interventions*. Economic Policy Institute.

<https://www.epi.org/publication/absenteeism-literacy/>.

Ghimire, S., Fletcher, J., & Vaughn, S. (2021). Attendance and Intervention Outcomes: Implications for Instruction. *Journal of Learning Disabilities*, 54(3), 160–173. <https://doi.org/10.1177/0022219420946098>.

Graham, S., MacArthur, C.A., & Fitzgerald, J. (2020). *Best practices in writing instruction*. Guilford Press.

Guo, S., Sun, T., Gong, J., Lu, Z., & Wang, L. (2022). *Remote Co-teaching in Rural Classrooms: Current Practices, Impacts, and Challenges*.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Hanushek, E.A. & Woessmann, L. (2020). The Economic Impacts of Learning Losses. OECD Education Working Papers, No. 225. OECD Publishing. <https://doi.org/10.1787/21908d74-en>.

Hamoc, J. (2023). Learning Recovery: Teachers' Strategies and Challenges. *Asian Journal of Advanced Multidisciplinary Research*.

Hattie, J. (2021). *Visible learning for teachers: maximizing impact on learning* (2nd ed.). Routledge.

Ingersoll, R., Merrill, E., & May, H. (2021). The Changing Face of Teacher Workload: Evidence from National Data. *Educational Researcher*, 50(5), 325–338. <https://doi.org/10.3102/0013189X21999843>.

International Journal of Innovative Science and Research Technology (IJISRT). (2025). Instructional practices are defined as the systematic methods, strategies, and techniques used by teachers in planning, delivering, and assessing instruction to facilitate student learning. *IJISRT*, 10(4), 1611.

Islam, M.A. & Shapla, A.S.M. (2021). Parental Involvement and Its Impact on Student Absenteeism and Academic Outcomes among K–12 Students. *International Online Journal of Primary Education*, 13(4).

Jasper-Abowei, F.E. & Victor-Ishikaku, E.C. (2023). Contextual Learning Approach: A Tool for Enhancing Critical Thinking Skills amongst Learners. *Central Asian Journal of Social Science*. 4 (5): 74, 78,80. doi:10.17605/OSF.IO/GB2SR. Retrieved 13 May 2025.

Kim, L.E. & Asbury, K. (2021). Like a Rug had been Pulled from Under You: The Impact of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



COVID-19 on Teachers' Mental Health and Well-being. *Teaching and Teacher Education*, 97, 103242. <https://doi.org/10.1016/j.tate.2020.103242>.

Kim, J. & Quinn, D. (2021). Attendance and Learning

Outcomes: Evidence from Literacy Intervention

Programs. *Educational Researcher*, 50(7), 478–487.

<https://doi.org/10.3102/0013189X211024832>.

Kumar, S. & Sharma, R. (2021). Resource Improvisation in Classrooms: Strategies for Effective

Teaching in Low-resource Settings. *Journal of Education and Learning*, 10(4), 45–60.

<https://doi.org/10.5539/jel.v10n4p45>.

Lagura, G.L. & Tubasis, A.M. (2023). Teachers' and School Administrators' Preparedness and

Practices in Inclusive Education. *International Journal of Academic and Applied*

Research, 7(5), 80–84.

Lee, J., Park, S., & Kim, H. (2021). Socio-emotional support and learner motivation in remedial

education. *International Journal of Educational Development*, 83, 102115.

<https://doi.org/10.1016/j.ijedudev.2021.102115>.

Mangahas, T.L. & Villanueva, R.S. (2023). Community Support and Teaching Resilience in

Coastal Schools. *Philippine Journal of Education*, 102(2), 45–60.

Marchan, C.B., Tenerife-Cañete, J.J., Añora, H., & Pinili, L. (2025). Instructional Practices and

Challenges of Teachers in Supporting Special Needs Students in Inclusive Settings.

International Journal of Educational Studies, 8(3), 55–65.

Masugod, J.B. & Baguio, J.B. (2025). Remedial Teaching

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Practices of Teachers and Learning Progressions of
Learners in Public Elementary Schools. *Journal of
Scientific Research and Reports*, 31(6), 1198–1210.

Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.

Morris, A. (2025). Developing the interview guide: A Practical Introduction to In-Depth
Interviewing. Sage Publications. DOI: <https://doi.org/10.4135/9781473921344.n3>.

Muñoz, L., González, M., & Torres, F. (2022). Interactive Strategies to Enhance Motivation in
Remedial Literacy Programs. *Educational Psychology*, 42(2), 110–125.
<https://doi.org/10.1080/01443410.2021.1950214>.

National Center on Safe Supportive Learning Environments
(NCSSLE). (2025). Definition of implementation in
program and policy contexts: Putting plans into effect
through action, monitoring, and evaluation. U.S.
Department of Education.

Nelson, J.M., Jacobs, J.L., & Toste, J.R. (2023). Evidence-based Reading Interventions for
Struggling Readers: A Review of Current Research. *Reading Research Quarterly*, 58(1),
7–32. <https://doi.org/10.1002/rrq.455>.

Niemi, H., Multisilta, J., & Paavola, S. (2021). Teachers' Resourcefulness in Limited Resource
Environments: Creativity and Adaptation in Instructional Design. *Journal of Educational
Change*, 22(4), 501–523. <https://doi.org/10.1007/s10833-021-09427-2>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Nikolopoulou, K. (2023). Purposive Sampling in Qualitative Educational Research: Benefits and Limitations. *Educational Research Review*, 14(1), 12-20. Downloaded from <https://journals.elsevier.com/educational-research-review>. Retrieved September 25, 2025.

Nowell, L.S., Norris, J.M., White, D.E., & Moules, N.J. (2021). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 20, 1-13. <https://doi.org/10.1177/1609406921995300>.

Nwoko, A. et al. (2025). The Impact of Excessive Workloads on Senior High School Teachers' Mental Health and Job Performance. *International Journal of Research Publication and Reviews*, 6(7), 2261–2291.

OECD (2021). The state of global education: 18 months into the pandemic. OECD Publishing.

Ocillos-Walet, R., Gialen, C.J., & Aranded, A.A. (2025). Techniques and Strategies Used In Implementing the Aral Program: An Input For Localized Policy Development. *International Journal Of Engineering Technology Research & Management (IJETRM)*, 09(10), 300–304.

Pangilinan, A.M. (2025). Challenges and Commitment to Teaching: A Study of Filipino Teachers in Select Coastal Villages. *International Journal of Open-Access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center*, 4(2), 1684–1692.

Philippine News Agency (2025). Parental Support is Crucial to Students' Learning and Recovery.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Priyadharsini, V. & Sahaya Mary, R. (2024). Universal Design for Learning (UDL) in inclusive education: Accelerating learning for all. *Shanlax International Journal of Arts, Science and Humanities*, 11(4), 145–150. <https://doi.org/10.34293/sijash.v11i4.7489>.

Reimers, F.M. & Schleicher, A. (2020). A Framework to Guide an Education Response to the COVID-19 Pandemic. OECD.

Republic Act No. 12028 (2024). An Act Establishing an Academic Recovery and Accessible Learning (ARAL) Program and Appropriating Funds Therefor. Republic of the Philippines.

Reyes, M.E. & De Guzman, A.B. (2021). Teaching in Geographically Isolated and Disadvantaged Areas: Challenges and Coping Mechanisms. *International Journal of Educational Development*, 81, 102335.

Rosano, D.A., Conjusta, G.R., Gallardo, J.B., & Sindingan, L.F. (2024). Teaching Remedial Reading: Content Area Teachers' Difficulties and Needs. *International Journal of Learning, Teaching and Educational Research*.

Rosario, J., Aribbay, A.J., Baccay, I.R., Lopez, K.K., Tandayu, C., & Villamor, C.I. (2024). Differentiating Mathematics Instruction: Teachers' Experiences in Inclusive Classroom. JESSAH - Isabela State University Linker: *Journal of Education, Social Sciences and Allied Health*, 1(2), 26–42. <https://doi.org/10.65141/jessah.v1i2.n3>.

RTI International (2021). Structured Pedagogy and Early Grade Literacy Interventions: Evidence from Low- and Middle-income Countries. RTI Press.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Salazar, R.D. (2020). Teachers' Lived Experiences in Addressing Learning Gaps in Philippine Public Elementary Schools, *Asia Pacific Journal of Multidisciplinary Research*, 8(4), 45-53.

Sheridan, S.M., Knoche, L.L., & Edwards, C.P. (2022). Home-school Partnerships and Student Outcomes: Responsive Practices in Early Intervention. *Early Childhood Research Quarterly*, 60(Pt A), 159-169. <https://doi.org/10.1016/j.ecresq.2021.07.004>.

Silagan, C.N., Silagan, I.K.C., & Escarlos, G.S. (2025). Academic Recovery and Accessible Learning (ARAL) Reading Program on Students' Numeracy and Problem-solving Skills: A Systematic Review. *International Journal of Latest Technology in Engineering, Management & Applied Science*, 14(11).

Siriban, K.P. (2025). Practices and Challenges in the Implementation of Inclusive Education: Basis for Program Enhancement. *AIDE Interdisciplinary Research Journal*, 13.

Siwagan, A.R. & Ubayubay, R.M. (2025). Issues and Challenges in Teaching Remedial Reading among Teachers in Select Districts of Misamis Oriental. *International Journal of Multidisciplinary Research and Analysis*.

Skinner, E.A. & Pitzer, J.R. (2021). Motivation and Engagement Across Contexts: Development Within and Across Ddomains. *Annual Review of Psychology*, 72, 329-356. <https://doi.org/10.1146/annurev-psych-081420-051319>.

Smith, L. & Jones, R. (2021). Individualized Interventions and Reading Proficiency in Struggling Learners. *Reading Research Quarterly*, 56(3), 345-362.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



<https://doi.org/10.1002/rrq.345>.

Soqueña, A.C. (2021). Computer Self-Efficacy, Information Technology (IT) Competency and Teaching Effectiveness of Teachers Among Higher Education Institutions. *Turkish Online Journal of Qualitative Inquiry*, 12(6), 5582-5600.

Sow, P., Diallo, A., & Barry, K. (2022). Teacher Coping Strategies in Literacy Interventions: Evidence from Remedial Education Programs. *Teaching and Teacher Education*, 112, 103637. <https://doi.org/10.1016/j.tate.2022.103637>.

Subban, P. (2022). Differentiated Instruction: A Research Basis. *International Education Studies*, 15(2), 50–60.

Tomlinson, C.A. & Moon, T.R. (2021). *Assessment and student success in a differentiated classroom*. ASCD.

UNESCO (2020). Education in a Post-COVID World: Nine Ideas for Public Action. UNESCO.

UNESCO (2023). Foundational Learning and Recovery: Strategies for Improving Literacy and Numeracy outcomes. United Nations Educational, Scientific and Cultural Organization.

UNICEF (2021). COVID-19 and Learning Loss: Rebuilding Foundational Skills for Every Child. United Nations Children’s Fund.

UNICEF (2021). Reimagining Education Recovery: Addressing Learning Loss and Supporting Vulnerable Learners. United Nations Children’s Fund.

University of Bohol Multidisciplinary Research Journal (UBMRJ) (2024). Definition of the Enhancement Program as an Institutionalized Effort to Improve Competencies and Practices in an Educational Setting. University of Bohol.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2022). Teacher Collaboration: A Systematic Review of the Conceptualization and Measurement. *Educational Psychology Review, 34*(2), 541–574. <https://doi.org/10.1007/s10648-021-09631-y>.

Vergara, M., Pinili, L., Delos Reyes, N.R., Sitoy, R., & Espina, R. (2025). Teachers' Preparedness for Inclusive Education: Analyzing Knowledge, Confidence, and Classroom Management. *International Journal of Educational Studies, 8*(2), 48–53.

Wang, M., Dede, C., Grotzer, T.A., & Chen, J. (2025). Understanding and Managing the Complexities in Situated Learning in Immersive Virtual environments. *Educational Technology Research and Development, 73*, 3177–3200.

World Bank (2022). Recovering Learning Losses and Building Back Better: The State of Global Learning Poverty 2022 Update. World Bank Group.

World Bank (2022). The State of Global Learning Poverty: 2022 Update. World Bank Group.

Zapatera, A.A., Pinili, L., Mangubat, R., Espina, R., Sitoy, R., & Taghoy, J. (2025). Understanding Teacher Support in Inclusive Learning Environments. *International Journal of Educational Studies, 8*(2), 92–99.

Zhang, Y. & Sun, L. (2021). Differentiated Instruction and Its Impact on Learner Outcomes in Remedial Education. *Frontiers in Education, 6*, 710725. <https://doi.org/10.3389/feduc.2021.710725>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Zhou, M.Y. & Brown, D. (2026). Educational Learning Theories. <https://alg.manifoldapp.org/read/educational-learning-theories/section/0c3ac452-088c-44f9-8cf6-777594335904>.

org/read/educational-learning-theories/section/

0c3ac452-088c-44f9-8cf6-

777594335904.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
