

Challenges and Opportunities to the School Preparedness and Support System in Implementing the Aral Program in Mathematics

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Abstract—This study explores challenges and opportunities related to the school preparedness and support system in implementing the Academic Recovery and Accessible Learning (ARAL) Program. It aims to examine the challenges and opportunities in implementing the ARAL Program in Mathematics and its effect on school preparedness and support systems during its implementation in selected public secondary schools in the Division of Lucena City. Using a descriptive–correlational research design, the study employed a researcher-made questionnaire administered to mathematics teachers. Key variables included challenges such as funding and sustainability, digital infrastructure and connectivity, assessment and measurement, and teacher and resource support, alongside opportunities such as targeted tutorial support, flexible learning modalities, access to resources, tutoring initiatives, and professional development. Analysis revealed that implementing the ARAL Program in Mathematics is highly challenging, mainly due to limited funding and sustainability issues. Schools struggle to secure consistent financial support, while problems with digital infrastructure, assessment methods, and increased teacher workload further hinder effective implementation. However, there are also promising opportunities: targeted tutorial support, flexible learning approaches, and professional development for teachers help improve student engagement and the quality of instruction. The results indicated that schools have a moderate to high level of preparedness, especially in addressing learning gaps and carrying out monitoring processes. While existing support systems are functional, they still need improvement in areas such as structured assessments, tutor availability, and capacity-building efforts. The analysis also shows that both challenges and opportunities significantly affect school preparedness and support systems, emphasizing that these factors are closely interconnected in achieving successful program implementation. Overall, the study concludes that the ARAL Program is a promising way to address learning gaps in Mathematics, but its success depends on how well schools handle challenges and make use of available opportunities. Enhancing resources, support systems, and preparedness is crucial for ensuring the program's long-term effectiveness and sustainability.

Keywords— ARAL Program, School Preparedness, Support Systems, Challenges, and Opportunities.

I. INTRODUCTION

The implementation of the ARAL Program in Mathematics faces several key challenges, particularly in funding and sustainability, as schools struggle to secure consistent financial support for continuous delivery. Limitations in digital infrastructure and connectivity further hinder access to learning resources and effective instruction. It also presents

valuable opportunities to enhance learning outcomes, particularly through targeted tutorial support that addresses specific student needs.

Flexible learning modalities allow instruction to be adapted to diverse contexts, improving accessibility and engagement. Increased access to resources and expanded tutoring opportunities further support learners in overcoming difficulties, while continuous professional development equips teachers with the skills and strategies needed to deliver more effective and responsive instruction.

School preparedness for the ARAL Program in Mathematics is reflected in the ability to address learning gaps, ensure teachers and faculty are well-trained and ready, and implement effective monitoring mechanisms to track progress. Meanwhile, a strong support system is essential for sustaining the program, which includes having a structured assessment system, identified and qualified tutors, diverse delivery modalities to meet learners' needs, and ongoing capacity-building initiatives to continuously improve teaching and program implementation.

The implementation of the ARAL Program in Mathematics involves both challenges and opportunities that shape school preparedness and support systems. While issues in funding, digital infrastructure, assessment, and teacher support hinder effective delivery, opportunities such as targeted tutorials, flexible learning, resource access, and professional development help improve outcomes. In response, schools demonstrate preparedness through addressing learning gaps, teacher readiness, and monitoring, supported by structured assessments, qualified tutors, varied delivery methods, and continuous capacity-building.

This study aims to determine the level of challenges and opportunities to the school preparedness and support system in the implementation of ARAL Program in mathematics.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the challenges and opportunities in implementing the ARAL Program in Mathematics and how these factors affect school preparedness and support systems in delivering the program effectively.

Specifically, it sought to answer the following questions:

1. What is the level of the challenges in the Implementation of ARAL Program in Mathematics in terms of:

- 1.1 Funding and Sustainability,
- 1.2 Digital Infrastructure and Connectivity, and
- 1.3 Assessment and Measurement?
- 1.4 Teacher and Resource Support
2. What is the level of the opportunities in the Implementation of ARAL Program in Mathematics in terms of:
 - 2.1 Targeted Tutorial Support,
 - 2.2 Flexible Learning Modalities,
 - 2.3 Access to Resources,
 - 2.4 Tutoring Opportunities, and
 - 2.5 Professional Development?
3. What is the level of the School Preparedness in the Implementation of the ARAL Program in Mathematics in terms of:
 - 3.1 Ready to Address Learning Gaps,
 - 3.2 Teachers' Readiness and Training,
 - 3.3 Faculty Readiness, and
 - 3.4 Monitoring Mechanism?
4. What is the level of the Support System in the implementation of the ARAL Program in Mathematics in terms of:
 - 4.1 Structure System of Assessment
 - 4.2 Identified Tutors,
 - 4.3 Various Delivery Modalities, and
 - 4.4 Capacity Building?
5. Is there a significant relationship between challenges and the school preparedness in the implementation of the ARAL Program in Mathematics?
6. Is there a significant relationship between challenges and the support system in the implementation of the ARAL Program in Mathematics?
7. Is there a significant relationship between opportunities and the School preparedness in the implementation of the ARAL Program in Mathematics?
8. Is there a significant relationship between opportunities and the support system in the implementation of the ARAL Program in Mathematics?

II. METHODOLOGY

It aims to examine the challenges and opportunities in implementing the ARAL Program in Mathematics and its effect on school preparedness and support systems during its implementation in selected public secondary schools in the Division of Lucena City. Using a descriptive–correlational research design, the study employed a researcher-made questionnaire administered to mathematics teachers. Key variables included challenges such as funding and sustainability, digital infrastructure and connectivity, assessment and measurement, and teacher and resource support, alongside opportunities such as targeted tutorial support, flexible learning modalities, access to resources, tutoring initiatives, and professional development.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data gathered, which shows a significant relationship between challenges and school preparedness, as well as challenges and the support system in the implementation of ARAL – Program

in Mathematics. It also reveals a significant relationship between opportunities and school preparedness, along with opportunities and the support system in the execution of ARAL – Program in Mathematics.

Challenges in the Implementation of the ARAL Program

In this study, this refers to the difficulties or barriers schools encounter when implementing the ARAL Program in Mathematics.

The level of challenges in implementing the Aral program in math, in terms of funding and sustainability, digital infrastructure and connectivity, assessment and measurement, and teacher and resource support, was analyzed statistically using mean and standard deviation.

Table 1 presents the level of challenges in implementing the ARAL Program in Mathematics in terms of funding and sustainability, along with the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing ARAL-Math in their financial management. All respondents (indicators) reported "Agree" responses to identifying funding sources, allocating resources, and evaluating the impact of funding limitations. This indicates that financial constraints remain a major concern that may affect the effective implementation and sustainability of the ARAL-Math program.

Table 1. Level of the Challenges in the Implementation of ARAL Program in Math in terms of Funding and Sustainability

Statements	Mean	SD	Remarks
Identify funding sources allocated for ARAL–Math implementation.	4.04	1.06	Agree
Explain how funding limitations affect the continuity of ARAL activities.	3.86	1.04	Agree
Allocate available financial resources to support ARAL–Math needs.	3.88	1.04	Agree
Analyze the impact of inconsistent funding on program sustainability.	3.90	1.10	Agree
Evaluate the adequacy of financial support for long-term implementation	3.88	1.16	Agree
Weighted Mean	3.92		
SD	1.08		
Verbal Interpretation	High		

The overall result of a weighted mean of 3.92 and a standard deviation of 1.08 indicates some degree of difficulty with funding and/or sustainability in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that while all respondents have the same sense of difficulty, the degree to which they experience those difficulties could vary from school to school.

In summary, this implies that while schools appear to have engaged in their efforts to effectively manage the financial resources relative to ARAL-Math; the ongoing concern for financial related challenges is a very serious issue with respect to teacher programs and the larger school districts therefore developing and implementing financial planning strategies, continuing to develop mechanisms for the ongoing financial support that is both stable and sustainable; and considering continued efforts related to exploring new

methods to develop community and philanthropic resources to support and enhance the ARAL-Math program as part of the overall improvement process.

The findings imply that the ARAL Program faces substantial challenges in financial planning and sustainability. The high level of concern across all items indicates a need for strategic budgeting, identification of stable funding sources, and proper allocation of resources to ensure the continuity and long-term success of the program. Addressing these funding challenges is crucial for maintaining consistent program delivery and achieving intended educational outcomes.

Table 2. Level of the Challenges in the Implementation of ARAL Program in Math in terms of Digital Infrastructure and Connectivity

Statements	Mean	SD	Remarks
Identify available digital tools and platforms for ARAL–Math sessions	3.65	1.04	Agree
Describe how internet connectivity influences instructional delivery.	3.75	1.13	Agree
Utilize digital resources to facilitate ARAL–Math instruction.	3.67	1.05	Agree
Analyze how technical issues affect learner engagement and participation.	3.71	1.01	Agree
Evaluate the readiness of digital infrastructure for sustained implementation	3.71	1.14	Agree
Weighted Mean	3.69		
SD	1.07		
Verbal Interpretation	High		

Table 2 presents the level of challenges in implementing the ARAL Program in Mathematics regarding digital infrastructure and connectivity, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that there is a perceived high level of difficulty from respondents in their financial management to implement ARAL- Math. All respondents (indicators) reported "Agree" to identifying digital infrastructure and connectivity. The overall result of a weighted mean of 3.69 and a standard deviation of 1.07 indicates that there is some degree of difficulty with digital infrastructure and/or sustainability in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

These results imply that while teachers have access to digital tools, internet connectivity and technical issues remain significant barriers to effective ARAL–Math instruction. Strengthening digital infrastructure and ensuring stable connectivity are essential to support learner engagement and the sustainable delivery of the program.

Table 3 presents the level of challenges in implementing the ARAL Program in Mathematics regarding digital assessment and measurement, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that there is a perceived high level of difficulty for respondents in implementing the digital assessment to use ARAL- Math. All respondents (indicators) reported a response of "Agree" for digital assessment and measurement.

Table 3. Level of the Challenges in the Implementation of the ARAL Program in Math in terms of Digital Assessment and Measurement

Statements	Mean	SD	Remarks
Identify assessment tools used to measure learner progress.	4.10	0.85	Agree
Explain how assessment results reveal learners' strengths and weaknesses.	3.96	0.89	Agree
Apply assessment findings to adjust instructional strategies.	3.94	0.90	Agree
Analyze learner performance trends to detect persistent learning gaps.	3.88	0.86	Agree
Evaluate the effectiveness of the assessment system in guiding remediation.	3.92	1.00	Agree
Weighted Mean	3.96		
SD	0.90		
Verbal Interpretation	High		

The overall result of a weighted mean of 3.96 and a standard deviation of 0.90 indicates that they have some degree of difficulty with assessing and/or measuring in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

In summary, this implies that while schools appear to have engaged in their efforts to effectively manage the digital assessment and measurement relative to ARAL-Math, the ongoing concern for assessment-related challenges is a very serious issue with respect to teacher programs and the larger school districts therefore developing and implementing assessment strategies, continuing to develop mechanisms. Considering continued efforts related to exploring new methods to develop community and philanthropic resources to support and enhance the ARAL-Math program as part of the overall improvement process.

The findings imply that while teachers are challenged in selecting and applying digital assessments, the ability to use assessment data to inform instruction and address learning gaps is critical for the program's success.

Strengthening skills in assessment analysis and tool utilization can enhance learner outcomes and program effectiveness.

Table 4 presents the level of challenges in implementing the ARAL Program in Mathematics in terms of teacher and resource support, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing the digital assessment using ARAL-Math. All respondents (indicators) reported "Agree" for teacher and resource support.

The overall result, with a weighted mean of 4.01 and a standard deviation of 0.96, indicates that they have some degree of difficulty with teaching and/or supporting the implementation of this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

Table 4. Level of the Challenges in the Implementation of ARAL Program in Math in terms of Teacher and Resource Support

Statements	Mean	SD	Remarks
Identify the instructional materials provided for ARAL-Math implementation.	4.08	0.84	Agree
Explain how teacher and administrative support contribute to ARAL effectiveness.	4.04	0.94	Agree
Utilize available teaching resources to address learner needs.	3.96	0.92	Agree
Analyze how resource limitations influence instructional quality.	3.98	0.97	Agree
Evaluate the adequacy of professional and administrative support provided to ARAL implementers.	4.00	1.13	Agree
Weighted Mean	4.01		
SD	0.96		
Verbal Interpretation	High		

These results imply that the success of ARAL-Math implementation heavily depends on adequate instructional materials and strong teacher and administrative support. Ensuring resource availability and proper guidance for teachers can improve instructional quality and learner outcomes.

Opportunities in the Implementation of the ARAL Program

In this study, it refers to the favorable conditions or advantages that enhance the effective implementation of the ARAL Program in Mathematics, including targeted tutorial support, flexible learning modalities, access to resources, tutoring opportunities, and professional development.

The level of the opportunities in the implementation of the ARAL Program in Mathematics in terms of targeted tutorial support, flexible learning modalities, access to resources, tutoring opportunities, and professional development was treated statistically using mean and standard deviation. These statistical measures were used to determine the respondents' level of agreement and assess the consistency of their perceptions regarding the opportunities provided by the program.

Table 5. Level of the Opportunities in the Implementation of ARAL Program in Math in terms of Targeted Tutorial Support

Statements	Mean	SD	Remarks
Identify learners who require targeted tutorial support in mathematics.	4.31	0.86	Strongly Agree
Explain how targeted tutorials address specific mathematical learning gaps.	4.16	0.78	Agree
Implement structured remediation strategies during tutorial sessions.	4.08	0.91	Agree
Analyze improvements in learner performance following intervention.	4.04	1.00	Agree
Evaluate the effectiveness of targeted tutorials in improving mathematics outcomes.	3.94	1.10	Agree
Weighted Mean	4.11		
SD	0.93		
Verbal Interpretation	High		

Table 5 presents the level of opportunities for implementing the ARAL Program in Mathematics in terms of targeted tutorial support, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing the digital assessment using

ARAL-Math. All respondents (indicators) reported a response of "Agree" for targeted tutorial support.

The overall result of a weighted mean of 4.11 and a standard deviation of 0.93 indicates that some degree of difficulty with teaching and/or supporting the implementation of this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

The findings imply that targeted tutorials offer a strong opportunity to enhance learner outcomes, particularly when learners who need support are accurately identified. Proper implementation and monitoring of tutorial sessions can maximize the effectiveness of ARAL-Math interventions.

Table 6 presents the level of opportunities for implementing the ARAL Program in Mathematics in terms of flexible learning modalities, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing the digital assessment using ARAL-Math. All respondents (indicators) reported a response of "Agree" for flexible learning modalities.

Table 6 presents the level of opportunities for implementing the ARAL Program in Mathematics in terms of flexible learning modalities, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing the digital assessment using ARAL-Math. All respondents (indicators) reported a response of "Agree" for flexible learning modalities. This indicates that teachers and schools encounter challenges in adapting digital assessment practices within flexible learning environments. Furthermore, limitations in technological resources, internet connectivity, and digital skills may affect the effectiveness and consistency of assessment implementation in the ARAL-Math program.

Table 6. Level of Opportunities in the Implementation of ARAL Program in Math in terms of Flexible Learning Modalities

Statements	Mean	SD	Remarks
Identify the different learning modalities applied in ARAL-Math.	4.00	0.98	Agree
Describe how flexible approaches accommodate diverse learners.	3.94	0.95	Agree
Apply appropriate delivery modalities based on learners' needs	4.06	0.88	Agree
Analyze improvements in learner performance following intervention.	4.04	0.82	Agree
Evaluate the effectiveness of targeted tutorials in improving mathematics outcomes.	3.94	0.95	Agree
Weighted Mean	4.00		
SD	0.92		
Verbal Interpretation	High		

The overall result of a weighted mean of 4.00 and a standard deviation of 0.92 indicates have some degree of difficulty with flexible learning modalities in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have

the same sense of difficulty, the degree to which they experience it could vary from school to school.

The findings imply that flexible learning approaches offer meaningful opportunities to address diverse learner needs. Proper application and continuous assessment of delivery modalities can enhance engagement and overall mathematics performance.

Table 7. Level of the Opportunities in the Implementation of ARAL Program in Math in terms of Access to Resources

Statements	Mean	SD	Remarks
Identify available instructional resources supporting ARAL–Math implementation.	4.00	0.82	Agree
Explain how access to adequate resources enhances mathematics learning.	3.90	0.85	Agree
Provide appropriate learning materials for remediation.	3.82	1.11	Agree
Analyze the relationship between resource availability and learner achievement.	3.96	0.85	Agree
Propose strategies to improve access to ARAL–Math instructional resources.	3.96	0.96	Agree
Weighted Mean	3.93		
SD	0.92		
Verbal Interpretation	High		

Table 7 presents the level of opportunities for implementing the ARAL Program in Mathematics in terms of access to resources, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in implementing the digital assessment using ARAL-Math. All respondents (indicators) reported a response of "Agree" for access to resources.

The overall result of a weighted mean of 3.93 and a standard deviation of 0.92 indicates that there is some degree of difficulty in accessing resources to implement this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

These results imply that access to instructional resources can significantly support ARAL–Math implementation, and that identifying and strategically using available resources can enhance learning outcomes. Ensuring proper provision of remediation materials further strengthens the program's effectiveness.

Table 8 presents the level of opportunities for implementing the ARAL Program in Mathematics, including tutoring opportunities, along with their corresponding means, standard deviations, and remarks.

The results revealed that there is a perceived high level of difficulty for respondents in implementing ARAL-Math in their tutoring opportunities. All respondents (indicators) reported a response of "Agree" for tutoring opportunities. This suggests that schools experience challenges in providing sufficient tutoring support and ensuring the availability of qualified tutors for learners. Moreover, factors such as limited time, resources, and personnel may hinder the effectiveness of tutoring opportunities in addressing students' learning gaps in Mathematics.

Table 8. Level of the Opportunities in the Implementation of ARAL Program in Math in terms of Tutoring Opportunities

Statements	Mean	SD	Remarks
Identify qualified tutors involved in ARAL–Math activities.	4.08	0.96	Agree
Explain the role of tutors in strengthening mathematics interventions.	4.12	0.86	Agree
Collaborate effectively with tutors to improve learner outcomes.	3.96	0.89	Agree
Analyze the impact of tutoring on learner motivation and performance.	3.94	0.99	Agree
Develop structured tutoring programs to enhance ARAL–Math effectiveness.	3.94	0.99	Agree
Weighted Mean	4.01		
SD	0.94		
Verbal Interpretation	High		

The overall result of a weighted mean of 4.01 and a standard deviation of 0.94 indicates have some degree of difficulty with tutoring opportunities in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

These findings imply that tutoring presents a strong opportunity to enhance learner outcomes, with the effectiveness of ARAL–Math largely dependent on the role of qualified tutors. Structured collaboration and program development can further optimize learning gains.

Additionally, professional development and capacity-building initiatives for teachers increase the effectiveness of remedial programs.

Table 9. Level of the Opportunities in the Implementation of ARAL Program in Math in terms of Professional Development

Statements	Mean	SD	Remarks
Identify ARAL-related training programs attended by implementers.	4.02	0.84	Agree
Explain how training enhances remediation skills.	4.04	0.89	Agree
Apply strategies learned from professional development sessions in ARAL classes.	4.02	0.88	Agree
Analyze how continuous training impacts instructional effectiveness.	3.82	1.07	Agree
Create improved instructional plans based on professional learning experiences.	3.98	0.99	Agree
Weighted Mean	3.98		
SD	0.93		
Verbal Interpretation	High		

Table 9 presents the level of opportunities for implementing the ARAL Program in Mathematics in terms of professional development, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that there is a perceived high level of difficulty for respondents in their professional development to implement ARAL- Math. All respondents (indicators) reported a response of "Agree" for professional development.

The overall result of a weighted mean of 3.98 and a standard deviation of 0.93 indicates have some degree of difficulty with professional development in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among

respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

The findings imply that professional development is a key opportunity to strengthen ARAL–Math implementation, as training enhances teachers’ remediation skills. Applying learned strategies and continuous upskilling can improve instructional quality and learner outcomes. Furthermore, sustained professional development programs can equip teachers with innovative approaches and evidence-based practices that support the effective delivery of ARAL–Math interventions.

School Preparedness in the Implementation of the ARAL Program

In this study, it refers the level of readiness and capacity of the school to effectively implement the ARAL Program in Mathematics.

The level of school preparedness in the implementation of the ARAL Program in Mathematics, in terms of readiness to address learning gaps, teachers’ readiness and training, faculty readiness, and monitoring mechanism, was treated statistically using the mean and standard deviation. These statistical tools were used to determine the respondents’ level of agreement and the consistency of their responses regarding the preparedness of schools in implementing the program. Furthermore, the results served as the basis for identifying strengths and areas that require improvement in ensuring the effective implementation of the ARAL Program in Mathematics.

Table 10. Level of the School Preparedness in the Implementation of ARAL Program in Math in terms of Ready to Address Learning Gaps

Statements	Mean	SD	Remarks
Identify specific mathematical learning gaps among learners.	4.25	0.66	Strongly Agree
Explain the importance of early detection of learning gaps.	4.18	0.82	Agree
Implement appropriate intervention strategies to address identified gaps.	4.02	0.88	Agree
Analyze the school’s capacity to respond to learners’ mathematical needs.	4.04	0.94	Agree
Formulate action plans to strengthen school readiness in addressing learning gaps.	3.94	1.01	Agree
Weighted Mean	4.09		
SD	0.86		
Verbal Interpretation	High		

Table 10 presents the level of school preparedness in the implementation of the ARAL Program in Mathematics in terms of ready to address learning gaps, including the indicators with their corresponding mean, standard deviation, and remarks.

The results revealed that respondents perceive a high level of difficulty in their readiness to address learning gaps to implement ARAL–Math. All respondents (indicators) reported a response of "Agree" for being ready to address learning gaps.

The overall result of a weighted mean of 4.09 and a standard deviation of 0.86 indicates that there is some degree of difficulty in addressing learning gaps in implementing this

program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

These results imply that schools are generally well-prepared to address learning gaps, particularly through early detection and intervention. Strengthening action planning can further enhance the school’s capacity to support learners in mathematics.

Table 11 presents the level of school preparedness in the implementation of the ARAL Program in Mathematics in terms of teachers’ readiness and training, including the indicators with their corresponding mean, standard deviation, and remarks.

The results revealed that there is a perceived high level of difficulty from respondents in their teachers’ readiness and trainings to implement ARAL–Math. All respondents (indicators) reported a response of "Agree" for teachers’ readiness and trainings. This indicates that teachers may require additional training, professional development, and instructional support to effectively implement the program.

Table 11. Level of the School Preparedness in the Implementation of ARAL Program in Math in terms of Teachers’ Readiness and Trainings

Statements	Mean	SD	Remarks
Identify the objectives of the ARAL–Math program.	4.12	0.84	Agree
Describe teachers’ roles in delivering remediation instruction.	3.92	1.02	Agree
Apply the knowledge and skills gained from ARAL training sessions.	3.96	0.96	Agree
Analyze the influence of teacher readiness on the success of the ARAL program.	4.02	1.01	Agree
Design strategies to improve teachers’ preparedness for ARAL implementation.	3.96	0.98	Agree
Weighted Mean	4.00		
SD	0.96		
Verbal Interpretation	High		

The overall result of a weighted mean of 4.00 and a standard deviation of 0.96 indicates that there is some degree of difficulty with teachers’ readiness and training in implementing this program. In addition, the relatively low standard deviation indicates that some variability was present among respondents. It is possible that although all respondents have the same sense of difficulty, the degree to which they experience it could vary from school to school.

These results imply that teachers are generally well-prepared to implement ARAL–Math, particularly when they clearly understand program objectives. Enhancing clarity on instructional roles and applying training skills can further strengthen program delivery and effectiveness. Moreover, continuous capacity-building initiatives and support mechanisms can help sustain teachers’ readiness and improve the overall quality of program implementation.

Table 12 presents the level of school preparedness in implementing the ARAL Program in Mathematics, including faculty readiness indicators, their corresponding means, standard deviations, and remarks.

Table 12. Level of School Preparedness in the Implementation of the ARAL Program in Math in terms of Faculty Readiness

Statements	Mean	Sd	Remarks
Recognize the roles of faculty members in the implementation of ARAL.	4.06	0.93	Agree
Explain how collaboration among faculty enhances program effectiveness.	4.08	0.80	Agree
Coordinate planning and implementation efforts among staff.	4.06	0.83	Agree
Analyze the influence of teacher readiness on the success of the ARAL program.	3.96	0.87	Agree
Evaluate the collective readiness of faculty to sustain the program.	3.84	0.95	Agree
Weighted Mean	4.00		
SD	0.89		
Verbal Interpretation	High		

The results revealed that respondents perceive a high level of difficulty in their faculty's readiness to implement ARAL-Math. All respondents (indicators) reported a response of "Agree" for teachers' readiness and training.

The overall Weighted Average Mean (WAM) for school preparedness in the implementation of the ARAL Program in Math regarding faculty readiness is 4.00, indicating a high level of preparedness. The highest-ranked statement is "Explain how collaboration among faculty enhances program effectiveness" with a mean of 4.08, highlighting the critical role of teamwork. The lowest-ranked statement is "Evaluate the collective readiness of faculty to sustain the program" with a mean of 3.84, suggesting that assessing long-term faculty readiness is slightly less emphasized.

These findings imply that faculty collaboration is a key strength in ARAL-Math implementation, supporting effective program delivery. Enhancing mechanisms for evaluating and sustaining faculty readiness can further improve program continuity and success.

Table 13 presents the level of school preparedness in implementing the ARAL Program in Mathematics in terms of the monitoring mechanism, including the indicators, their corresponding means, standard deviations, and remarks.

Table 13. Level of School Preparedness in the Implementation of the ARAL Program in Math in terms of the Monitoring Mechanism

Statements	Mean	SD	Remarks
Identify the monitoring tools used to track ARAL-Math implementation.	4.00	0.92	Agree
Explain the importance of systematic monitoring in program success.	4.02	0.95	Agree
Implement monitoring procedures to ensure effective program delivery.	4.02	0.86	Agree
Analyze monitoring data to improve instructional and administrative decisions.	4.00	0.85	Agree
Evaluate the effectiveness of the monitoring system in sustaining implementation.	3.92	0.91	Agree
Weighted Mean	3.99		
SD	0.90		
Verbal Interpretation	High		

The results revealed that respondents perceive a high level of difficulty in implementing the monitoring mechanism for ARAL-Math. All respondents (indicators) reported "Agree" for the monitoring mechanism. This suggests that schools encounter challenges in consistently tracking, evaluating, and documenting the progress of learners and the effectiveness of

the program. Moreover, limited monitoring tools, insufficient manpower, and time constraints may hinder the proper implementation of monitoring mechanisms in ARAL-Math. These challenges may also affect the timely identification of learners' learning gaps, which is essential for providing appropriate intervention and support. Strengthening monitoring systems through clearer guidelines and improved resource allocation may therefore enhance the overall effectiveness of the ARAL Program in Mathematics.

The overall Weighted Average Mean (WAM) for school preparedness in the implementation of the ARAL Program in Math regarding monitoring mechanisms is 3.99, indicating a high level of preparedness. The highest-ranked statements are "Explain the importance of systematic monitoring in program success" and "Implement monitoring procedures to ensure effective program delivery", both with a mean of 4.02, highlighting the key role of structured monitoring. The lowest-ranked statement is "Evaluate the effectiveness of the monitoring system in sustaining implementation," with a mean of 3.92, suggesting that assessing long-term monitoring effectiveness is slightly less emphasized.

These findings imply that systematic monitoring is crucial to the implementation of ARAL-Math, ensuring effective program delivery and informed decision-making. Strengthening the evaluation of the monitoring system can further support sustainability and continuous improvement.

Furthermore, research suggests that technology and modern teaching approaches significantly influence a school's readiness to deliver ARAL programs.

Support System in the Implementation of the ARAL Program

In this study, this refers to the structures, resources, and mechanisms established by the school to sustain the implementation of the ARAL Program in Mathematics.

The level of support system in the implementation of the Aral program in mathematics, in terms of a structured assessment system, identified tutors, various delivery modalities, and capacity building, was analyzed statistically using mean and standard deviation.

Table 14 presents the level of support system for the implementation of the ARAL Program in Mathematics in terms of a structured assessment system, including the indicators, their corresponding means, standard deviations, and remarks. The results revealed that respondents perceive a high level of difficulty in implementing the structured assessment system for ARAL-Math. All respondents (indicators) reported "Agree" for the structured assessment system.

The overall Weighted Average Mean (WAM) for the support system in implementing the ARAL Program in Math, regarding a structured assessment system, is 4.00, indicating a high level of support. The highest-ranked statement is "Identify structured assessment procedures applied in ARAL-Math" with a mean of 4.12, emphasizing the importance of knowing and following proper assessment procedures. The lowest-ranked statement is "Apply standardized assessment tools consistently in ARAL sessions" with a mean of 3.84,

suggesting that consistent application of tools is slightly less emphasized.

Table 14. Level of the Support System in the Implementation of the ARAL Program in Math in terms of the Structured System of Assessment

Statements	Mean	SD	Remarks
Identify structured assessment procedures applied in ARAL–Math.	4.12	0.82	Agree
Explain how structured assessment systems support learning recovery.	4.06	0.90	Agree
Apply standardized assessment tools consistently in ARAL sessions.	3.84	0.90	Agree
Analyze assessment outcomes to guide intervention strategies.	4.00	0.89	Agree
Evaluate the effectiveness of the assessment structure in supporting program goals.	4.00	0.92	Agree
Weighted Mean	4.00		
SD	0.89		
Verbal Interpretation	High		

These findings imply that a well-structured assessment system is critical in supporting ARAL–Math implementation. Proper identification and consistent use of assessment procedures can guide interventions and strengthen program outcomes.

Table 15. Level of the Support System in the Implementation of the ARAL Program in Math in terms of Identified Tutors

Statements	Mean	SD	Remarks
Identify the criteria used in selecting ARAL tutors.	4.04	0.77	Agree
Explain the significance of proper tutor identification in program success.	4.08	0.74	Agree
Assign tutors based on learner needs and qualifications.	4.00	0.89	Agree
Analyze the contribution of identified tutors to learner achievement.	3.94	0.93	Agree
Evaluate the effectiveness of tutor supervision and support systems.	3.92	0.91	Agree
Weighted Mean	4.00		
SD	0.85		
Verbal Interpretation	High		

Table 15 presents the level of support system for the implementation of the ARAL Program in Mathematics, including identified tutors, along with the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in identifying and implementing ARAL - Math. All respondents (indicators) reported a response of "Agree" for identified tutors.

The overall Weighted Average Mean (WAM) for the support system in the implementation of the ARAL Program in Math regarding identified tutors is 4.00, indicating a high level of support. The highest-ranked statement is "Explain the significance of proper tutor identification in program success" with a mean of 4.08, highlighting the importance of selecting the right tutors. The lowest-ranked statement is "Evaluate the effectiveness of tutor supervision and support systems" with a mean of 3.92, suggesting that supervision and evaluation of tutors are slightly less emphasized.

These results imply that proper identification and deployment of tutors are key to supporting the implementation of ARAL–Math. Strengthening tutor supervision and support

can further enhance learner achievement and program effectiveness.

Table 16 provides a summary of the support system in the implementation of the ARAL Program in Mathematics across various delivery modalities. It presents the indicators used to evaluate support mechanisms, including instructional assistance, resource availability, teacher support, and learner engagement, along with their mean scores, standard deviations, and descriptive interpretations. The results show the overall level and consistency of implementation, indicating whether each aspect of the support system is rated as high, moderate, or low.

Table 16. Level of the Support System in the Implementation of the ARAL Program in Math in terms of Various Delivery Modalities

Statements	Mean	Sd	Remarks
Identify delivery modalities used in ARAL–Math implementation.	4.02	0.91	Agree
Explain how different modalities influence learner engagement	4.00	0.82	Agree
Implement appropriate delivery modalities based on contextual needs.	4.02	0.99	Agree
Compare the strengths and limitations of each delivery modality.	3.94	0.97	Agree
Develop innovative delivery strategies to enhance ARAL effectiveness.	3.86	1.04	Agree
Weighted Mean	3.97		
SD	0.95		
Verbal Interpretation	High		

The results revealed that respondents perceive a high level of difficulty in implementing ARAL–Math across various delivery modalities. All respondents (indicators) reported "Agree" for various delivery modalities.

The overall Weighted Average Mean (WAM) for the support system in implementing the ARAL Program in Math across various delivery modalities is 3.97, indicating a high level of support. The highest-ranked statements are "Identify delivery modalities used in ARAL–Math implementation" and "Implement appropriate delivery modalities based on contextual needs", both with a mean of 4.02, highlighting the importance of choosing and applying suitable delivery methods. The lowest-ranked statement is "Develop innovative delivery strategies to enhance ARAL effectiveness" with a mean of 3.86, suggesting that innovation in delivery is slightly less emphasized.

These findings imply that proper selection and application of delivery modalities are crucial for ARAL – Math success. Encouraging innovative strategies can further improve learner engagement and program effectiveness.

Table 17 presents the level of support system for the implementation of the ARAL Program in Mathematics in terms of capacity building, including the indicators, their corresponding means, standard deviations, and remarks.

The results revealed that respondents perceive a high level of difficulty in capacity building to implement ARAL–Math. All respondents (indicators) reported a response of "Agree" for capacity building.

The overall Weighted Average Mean (WAM) for the support system in implementing the ARAL Program in Math regarding capacity building is 4.01, indicating a high level of

support. The highest-ranked statement is “Identify capacity-building initiatives conducted for ARAL implementers,” with a mean of 4.14, underscoring the importance of identifying available professional development opportunities. The lowest-ranked statement is “Analyze the long-term effects of capacity-building efforts on program sustainability” with a mean of 3.92, suggesting that evaluating long-term impact is slightly less emphasized.

Table 17. Level of the Support System in the Implementation of the ARAL Program in Math in terms of Capacity Building

Statements	Mean	SD	Remarks
Identify capacity-building initiatives conducted for ARAL implementers.	4.14	0.83	Agree
Explain how capacity-building programs strengthen school support systems.	4.04	0.77	Agree
Apply competencies gained from capacity-building activities in program implementation.	4.00	0.80	Agree
Analyze the long-term effects of capacity-building efforts on program sustainability.	3.92	0.91	Agree
Design sustainable capacity-building programs to enhance ARAL–Math implementation.	3.94	0.95	Agree
Weighted Mean	4.01		
SD	0.85		
Verbal Interpretation	High		

These results imply that capacity-building initiatives are crucial to strengthening school support systems for ARAL–Math. Applying learned competencies and designing sustainable programs can enhance program implementation and long-term success.

Test of Significant Relationship between Challenges and the School Preparedness in the Implementation of ARAL Program in Mathematics

The data were analyzed using the Pearson correlation coefficient in Jamovi 2.3.28 to determine the significant relationship between challenges and school preparedness in implementing the ARAL Program in Mathematics. This includes indicators such as readiness to address learning gaps, teachers’ readiness and training, faculty readiness, and the monitoring mechanism.

Table 18 presents the results of this analysis.

The results revealed that the dimensions of challenges were all highly positively correlated with all forms of school preparedness. All relationships are statistically significant at $p < .001$. Therefore, as program implementation challenges are identified or resolved, school preparedness increases.

Regarding funding and sustainability, the correlation was strong for readiness to close learning gaps ($r = 0.71$, $p < .001$) and readiness and training of teachers ($r = 0.71$, $p < .001$) and moderately strong for faculty readiness ($r = 0.56$, $p < .001$) and monitoring mechanism ($r = 0.63$, $p < .001$). Therefore, finances are associated with how prepared schools are to address instructional and operational needs.

Digital infrastructure and connectivity were also strongly correlated with readiness to close learning gaps ($r = 0.71$, $p < .001$) and readiness and training of teachers ($r = 0.76$, $p < .001$) and moderately correlated with faculty readiness ($r = 0.63$, $p < .001$) and monitoring mechanism ($r = 0.62$, $p < .001$). Hence, using technology and being connected positively

increases a school's ability to facilitate and operate the program.

Table 18. Challenges and the School Preparedness in the Implementation of ARAL – Program

Challenges		School Preparedness			
		Ready to Address Learning Gaps	Teachers' Readiness Trainings	Faculty Readiness	Monitoring Mechanism
Funding and Sustainability:	Pearson	0.71***	0.71***	0.56***	0.63***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Digital Infrastructure and Connectivity:	Pearson	0.71***	0.76***	0.63***	0.62***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Assessment and Measurement:	Pearson	0.83***	0.84***	0.67***	0.76***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Teacher and Resource Support:	Pearson	0.70***	0.74***	0.53***	0.58***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

There were strong positive correlations between the dimensions of assessment and measurement and the overall level of preparedness for school, especially with addressing learning gaps ($r = 0.83$, $p < .001$), readiness of teachers and their training ($r = 0.84$, $p < .001$), and monitoring mechanisms ($r = 0.76$, $p < .001$) and moderate positive correlation with faculty readiness ($r = 0.67$, $p < .001$). Thus, effective assessment practices are closely linked to increasing preparedness to meet learners' needs and to improve the teaching-learning process.

The teachers and resources support to them has also been strongly correlated to the level of preparedness to address learning gaps ($r = 0.70$, $p < .001$) and the readiness of teachers and their training ($r = 0.74$, $p < .001$) and moderately correlated to the readiness of faculty ($r = 0.53$, $p < .001$) and monitoring mechanisms ($r = 0.58$, $p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

Overall, this implies that all dimensions of challenges related to the implementation of the ARAL Program have significant positive relationships with the level of school preparedness, with correlations ranging from moderate to strong. Addressing the challenges of funding, infrastructure, assessment, and support systems will greatly improve schools' capacity to implement the ARAL program effectively.

Test of Significant Relationship between Challenges and Support System in the Implementation of ARAL Program in Mathematics

To test the Significant Relationship between Challenges and support systems in the Implementation of the ARAL Program in Mathematics, in terms of the structural system of assessment, identified tutors, various delivery modalities, and capacity building, was treated statistically using Jamovi 2.3.28 using the Pearson correlation coefficient.

Table 19 presents the relationship between challenges and support systems in the implementation of the ARAL Program

in Mathematics, particularly regarding the assessment system structure, identified tutors, various delivery modalities, and capacity building, using the Pearson correlation coefficient.

The results revealed that the dimensions of challenges were all highly positively correlated with all forms of school preparedness. All relationships have statistical significance at $p < .001$. Therefore, as program implementation challenges are identified or resolved, school preparedness increases significantly and consistently. This suggests that schools that proactively address implementation barriers are better positioned to strengthen their readiness, capacity, and effectiveness in delivering the ARAL Program in Mathematics

Table 19. Challenges and Support System in the Implementation of ARAL – Program

Challenges	Support System				
		Structure System Assessment	Identified Tutors	Various Delivery Modalities	Capacity Building
Funding and Sustainability:	Pearson	0.70***	0.63***	0.73***	0.65***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
Digital Infrastructure and Connectivity:	N	51	51	51	51
	Pearson	0.76***	0.60***	0.69***	0.74***
Assessment and Measurement:	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Teacher and Resource Support:	Pearson	0.85***	0.69***	0.76***	0.81***
	Sig(2-tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Regarding funding and sustainability, the correlation was strong for structure system of assessment ($r = 0.70$, $p < .001$) and identified tutors ($r = 0.63$, $p < .001$) and strong for various delivery modalities ($r = 0.73$, $p < .001$) and capacity building ($r = 0.65$, $p < .001$). Therefore, finances are associated with how prepared schools are to address instructional and operational needs.

Digital infrastructure and connectivity were also strongly correlated with the structure system of assessment ($r = 0.76$, $p < .001$) and identified tutors ($r = 0.60$, $p < .001$) and moderately correlated with various delivery modalities ($r = 0.69$, $p < .001$) and capacity building ($r = 0.74$, $p < .001$). Hence, using technology and being connected positively, increases a school's ability to facilitate and operate the program.

There were strong positive correlations between the dimensions of assessment and measurement and the overall level of support system, especially with structure system of assessment ($r = 0.85$, $p < .001$), identified tutors ($r = 0.69$, $p < .001$), and various delivery modalities ($r = 0.76$, $p < .001$) and strong positive correlation with capacity building ($r = 0.81$, $p < .001$). Thus, effective assessment practices are closely linked to increasing preparedness to meet learners' needs and to improve the teaching-learning process.

The teachers and resources support to them has also been strongly correlated to the level of preparedness to address structure support system ($r = 0.70$, $p < .001$) and the identified

tutors ($r = 0.61$, $p < .001$) and moderately correlated to the various delivery modalities ($r = 0.66$, $p < .001$) and capacity building ($r = 0.60$, $p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

Overall, this implies that all dimensions of challenges related to the implementation of the ARAL Program have significant positive relationships with the level of school preparedness, with correlations ranging from moderate to strong. Addressing the challenges of funding, infrastructure, assessment, and support systems will greatly improve schools' capacity to implement the ARAL program effectively.

Rom (2026) further emphasizes that schools with limited budgets struggle to plan long-term strategies, leading to interrupted learning schedules and gaps in program delivery. Without sustained financial support, the program's intended outcomes, particularly in improving mathematics proficiency, are harder to achieve, highlighting the importance of policy-level interventions to secure consistent funding streams for ARAL.

Test of Significant Relationship between Opportunities and the School Preparedness in the Implementation of ARAL Program in Mathematics

To test the Significant Relationship between Opportunities and the School Preparedness in the Implementation of the ARAL – Program in Mathematics, in terms of readiness to address learning gaps, teachers' readiness and training, faculty readiness, and the monitoring mechanism, the data were analyzed statistically using Jamovi 2.3.28 with the Pearson correlation coefficient.

Table 20 presents the relationship between opportunities and school preparedness in the implementation of the ARAL Program in Mathematics, particularly in terms to address learning gaps, teachers' readiness and trainings, faculty readiness, and monitoring mechanism, using the Pearson correlation coefficient.

The results revealed that the dimensions of challenges were all highly positively correlated with all forms of school preparedness. All relationships have statistical significance at $p < .001$. Therefore, as program implementation challenges are identified or resolved, school preparedness increases.

Regarding targeted tutorial support, the results show a strong positive correlation across all dimensions of school preparedness. The correlation was particularly strong for readiness to close learning gaps ($r = 0.79$, $p < .001$) and teachers' readiness and training ($r = 0.85$, $p < .001$), indicating that effective tutoring systems are closely linked with how prepared teachers are to deliver instruction and address learners' deficiencies.

Similarly, there is a strong relationship with faculty readiness ($r = 0.78$, $p < .001$) and the monitoring mechanism ($r = 0.75$, $p < .001$), suggesting that schools with well-established tutorial programs tend to have more organized faculty coordination and more systematic tracking of learner progress. This implies that targeted tutorial support not only strengthens direct student intervention but also enhances

institutional preparedness, including teacher capacity, collaborative practices, and assessment monitoring systems.

Table 20. Opportunities and the School Preparedness in the Implementation of ARAL – Program

Opportunities		School Preparedness				
		Ready Address Learning	Teachers' Readiness and	Faculty Readiness	Monitoring Mechanism	
Targeted	Pearson	0.79***	0.85***	0.78***	0.75***	
Tutorial	Sig(2-tailed)	<.001	<.001	<.001	<.001	
Support:	N	51	51	51	51	
Flexible	Pearson	0.84***	0.92***	0.82***	0.79***	
Learning and	Sig(2-tailed)	<.001	<.001	<.001	<.001	
Modalities:	N	51	51	51	51	
Access to	Pearson	0.85***	0.90***	0.85***	0.78***	
Resources:	Sig(2-tailed)	<.001	<.001	<.001	<.001	
	N	51	51	51	51	
Tutoring	Pearson	0.79***	0.88***	0.83***	0.74***	
Opportunities:	Sig(2-tailed)	<.001	<.001	<.001	<.001	
	N	51	51	51	51	
Professional	Pearson	0.80***	0.86***	0.85***	0.77***	
Development:	Sig(2-tailed)	<.001	<.001	<.001	<.001	
	N	51	51	51	51	

Note: *p<.05, ** p<.01, ***p<.001

Flexible Learning was also strongly correlated with readiness to close learning gaps ($r = 0.84$, $p < .001$) and readiness and training of teachers ($r = 0.92$, $p < .001$) and moderately correlated with faculty readiness ($r = 0.82$, $p < .001$) and monitoring mechanism ($r = 0.79$, $p < .001$). Hence, using technology and being connected positively increases a school's ability to facilitate and operate the program.

There were strong positive correlations between the dimensions of access to resources and the overall level of preparedness for school, especially with addressing learning gaps ($r = 0.85$, $p < .001$), readiness of teachers and their training ($r = 0.90$, $p < .001$), and monitoring mechanisms ($r = 0.78$, $p < .001$) and moderate positive correlation with faculty readiness ($r = 0.85$, $p < .001$). Thus, effective assessment practices are highly connected to increasing the levels of preparedness to meet the needs of learners and to improve the teaching-learning process.

The tutoring opportunities to them has also been strongly correlated to the level of preparedness to address learning gaps ($r = 0.79$, $p < .001$) and the readiness of teachers and their training ($r = 0.88$, $p < .001$) and moderately correlated to the readiness of faculty ($r = 0.832$, $p < .001$) and monitoring mechanisms ($r = 0.74$, $p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

The professional development to them has also been strongly correlated to the level of preparedness to address learning gaps ($r = 0.80$, $p < .001$) and the readiness of teachers and their training ($r = 0.86$, $p < .001$) and strongly correlated to the readiness of faculty ($r = 0.85$, $p < .001$) and monitoring mechanisms ($r = 0.77$, $p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

Overall, this implies that all dimensions of opportunities related to the implementation of the ARAL Program have significant positive relationships with the level of school preparedness, with correlations ranging from moderate to strong. Addressing the challenges of funding, infrastructure, assessment, and support systems will greatly improve schools' capacity to implement the ARAL program effectively.

One significant opportunity is targeted tutorial support, which provides focused remedial sessions to address specific learning gaps. Jandayan, Genodia, Eugenio, and Naluan (2021) found that daily remedial math sessions significantly improved learners' computational fluency and problem-solving skills, particularly when students received individualized attention.

Test of Significant Relationship between Opportunities and Support System in the Implementation of ARAL Program in Mathematics

To test the Significant Relationship between Opportunities and Support System in the Implementation of ARAL – Program in Mathematics in terms of structure system of assessment, identified tutors, various delivery modalities and capacity building was treated statistically using Jamovi 2.3.28 using the Pearson correlation coefficient.

Table 21 presents the relationship between opportunities and support system in the implementation of the ARAL Program in Mathematics, particularly in terms of structure system of assessment, identified tutors, various delivery modalities and capacity building, using the Pearson correlation coefficient.

Table 21. Opportunities and Support System in the Implementation of ARAL – Program

Opportunities		Support System			
		Structure System of Assessment	Identified Tutors	Various Delivery Modalities	Capacity Building
Targeted	Pearson	0.81***	0.63***	0.81***	0.66***
Tutorial:	Sig(2-Tailed)	<.001	<.001	<.001	<.001
Support	N	51	51	51	51
Flexible	Pearson	0.91***	0.74***	0.88***	0.84***
Learning: and	Sig(2-Tailed)	<.001	<.001	<.001	<.001
Modalities	N	51	51	51	51
Access to	Pearson	0.88***	0.77***	0.87***	0.82***
Resources:	Sig(2-Tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Tutoring	Pearson	0.81***	0.75***	0.84***	0.74***
Opportunities:	Sig(2-Tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51
Professional:	Pearson	0.81***	0.82***	0.86***	0.78***
Development	Sig(2-Tailed)	<.001	<.001	<.001	<.001
	N	51	51	51	51

Note: *p<.05, ** p<.01, ***p<.001

The results revealed that the dimensions of challenges were all highly positively correlated with all forms of school preparedness. All relationships are statistically significant at $p < .001$. Therefore, as program implementation challenges are identified or resolved, school preparedness increases. This implies that addressing these challenges leads to more effective planning, coordination, and implementation of the ARAL Program in Mathematics. It also suggests that minimizing barriers strengthens the overall capacity of schools to deliver instructional support and interventions.

Regarding targeted tutorial support, the correlation was strong for the structure system of the assessment ($r = 0.81, p < .001$) and identified tutors ($r = 0.63, p < .001$) and strong for various delivery modalities ($r = 0.81, p < .001$) and capacity building ($r = 0.66, p < .001$). Therefore, tutorials are associated with how support systems are to address instructional and operational needs.

Flexible Learning Modalities were also strongly correlated with structure system of assessment ($r = 0.91, p < .001$) and identified tutors ($r = 0.74, p < .001$) and strongly correlated with various delivery modalities ($r = 0.88, p < .001$) and capacity building ($r = 0.84, p < .001$). Hence, using technology and being connected positively increases a school's ability to facilitate and operate the program.

There were strong positive correlations between the dimensions of access to resources and the overall level of support system, especially with structure system of assessment ($r = 0.88, p < .001$), identified tutors ($r = 0.77, p < .001$), and various delivery modalities ($r = 0.87, p < .001$) and strong positive correlation with capacity building ($r = 0.82, p < .001$). Thus, effective assessment practices are highly connected to increasing the levels of support system to meet the needs of learners and to improve the teaching-learning process.

The tutoring opportunities to them has also been strongly correlated to the level of support system to address structure support system ($r = 0.81, p < .001$) and the identified tutors ($r = 0.75, p < .001$) and moderately correlated to the various delivery modalities ($r = 0.84, p < .001$) and capacity building ($r = 0.74, p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

The professional development to them has also been strongly correlated to the level of support system to address structural support system ($r = 0.81, p < .001$) and the identified tutors ($r = 0.82, p < .001$) and strongly correlated to the various delivery modalities ($r = 0.86, p < .001$) and capacity building ($r = 0.78, p < .001$). The implication is that adequate teacher and resource support systems are critical to enhancing school preparedness.

Overall, this implies that all dimensions of opportunities related to the implementation of the ARAL Program have significant positive relationships with the level of the support system, with correlations between moderate and strong. Addressing the challenges of funding, infrastructure, assessment, and support systems will greatly improve schools' capacity to implement the ARAL program effectively.

Access to learning resources and instructional materials is another critical opportunity. Adequate resources, including workbooks, manipulatives, and digital tools, strengthen students' conceptual understanding and provide teachers with concrete strategies for intervention (Celocia, 2025).

IV. CONCLUSION AND RECOMMENDATIONS

The study confirms that challenges are significantly related to school preparedness, which is why the null hypothesis is rejected. It implies that an increase in challenge tends to affect the school's preparedness.

For the relationship of challenges and support system, it also shows a high relationship that leads to rejecting the null hypothesis. It also implies that if a school is highly challenged it strongly affects the support system.

The relationship between Opportunities and School Preparedness in the Implementation of ARAL – Program in Mathematics is high, which results in rejecting the null hypothesis that implies maximizing available opportunities enhances school readiness.

Opportunities and support systems are highly related based on the results of the study, which results in rejecting the null hypothesis, implying that opportunities contribute to stronger and more effective support structures.

The formulated conclusions from the findings recommend that:

The Department of Education and school administrators may leverage opportunities to strengthen support systems by offering ongoing training, enhancing resource access, and encouraging collaboration among stakeholders.

School Heads may strengthen financial planning and resource allocation, improve digital infrastructure, enhance assessment practices, and provide sufficient teacher and resource support to address the high level of challenges encountered in the implementation of the ARAL Program.

School heads and teachers should maximize available opportunities by strengthening targeted tutorial support, utilizing flexible learning modalities, improving access to resources, expanding tutoring opportunities, and continuously engaging in professional development.

Future researchers may include more respondents or make it division- based research or even nationwide. They may also apply a mixed-method research design and conduct some interviews to get more information about the study.

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