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IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) AND STUDENTS' ACADEMIC PERFORMANCE IN THE DIVISION OF RIZAL

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ABSTRACT

This study assessed the implementation of the Alternative Learning System (ALS) and students' academic performance in the Division of Rizal, specifically the BCMT Sub-Office. The respondents were the total enumeration of 21 ALS Teachers and one hundred forty-six (146) learners. They were categorized according to their profile variables, namely, age, sex, educational attainment, and no. of years in teaching. A descriptive quantitative research design was used, utilizing a Questionnaire Checklist in the survey. This study finds that the ALS teachers were young adults and still in the process of preparing and mastering the content, strategies, and evaluation of the ALS program. The program is dedicated to delivering practical, engaging, and accommodating educational experiences that address the varied needs of students. It emphasizes continuous improvement to maintain relevance and enhance the overall learning journey for all involved. Students' performance in their assessments is considered satisfactory, indicating that they are meeting expected standards, the teachers' dedicated efforts have played a significant role in student success, demonstrating their commitment and effectiveness, yet students view these efforts as the norm and believe that both coordinators and teachers can further improve their performance and offer additional support to enhance the learning experience. Efforts in delivering lessons have significantly contributed to student success, reflecting their commitment and effectiveness; however, students perceive these efforts as standard and believe that both teachers and coordinators can further improve performance by providing enhanced support during classes and leveraging the expertise of more experienced or highly educated coordinators to optimize resources and foster better learning outcomes. The degree of implementation continues to demonstrate the crucial role of governance in the overall operation and development of functionally literate individuals. The Management Program for ALS implementers was proposed at the onset of the specific challenges, aiming to address and mitigate these issues proactively to improve program effectiveness and support the implementers in overcoming obstacles more efficiently.

Keywords: *Alternative Learning System, Capacity-Building Program, Learning Assessment, Learning Delivery, Learning Environment, Learning Resources*

1. Introduction

Educational systems worldwide play a vital role in offering diverse learning opportunities specifically tailored to meet the unique needs and backgrounds of various student groups, crafting educational programs that serve all learners. (UNESCO and UNICEF, 2022). These systems aim to create inclusive spaces that recognize and value the individuality of every student, thereby promoting personal growth and academic success.. A remarkable initiative in the Philippines is the Alternative Learning System (ALS), a program developed and managed by the government (Republic Act No. 10533). Republic Act 9155 established the Alternative Learning System (ALS) that gives people a chance to acquire knowledge and skills, which in turn puts them on a path to a better future. Also, this initiative is aimed at empowering those who may have been left out of the traditional education system, thus providing the tools for personal and professional growth.

The ALS (Alternative Learning System) is a program that provides flexible education for out-of-school youth and adults. This program serves only 0.8% of total learners but receives only 0.1% of the Department of Education's budget allocation (Albert et al., 2024). A lack of funding leads to numerous problems in schools. It often means there are too many students for each teacher, poor facilities, and little training for teachers. As a result, learning becomes difficult and students achieve lower levels of success (Loria, 2024; Rai & Udaipure, 2024). The government must increase the ALS allocation to include a more practice-based training component for its teachers, thereby funding increased support directed toward addressing the identified financial and social barriers facing its student population, as well as promoting their involvement in decision-making. These methods can create a better learning environment, as stated by Dela Cruz and Ramos (2023). In addition to improving teaching and leadership, plus public involvement, students' digital skills will be enhanced. Additionally, addressing economic barriers and motivation through improved professional development for teachers can boost educational outcomes and lower dropout rates (Atilano et al., 2020; Mehra et al., 2021). The ALS also requires more effective assessment methods. Current non-standardized approaches lead to inconsistent performance and varied outcomes, which result in a lower-quality educational experience for learners. ALS is shown to have provided out-of-school youth and adult learners with more educational alternatives. However, there is a shortage of funding, personnel, and material resources, curriculum development, assessment evaluations, and various systemic challenges that may impede educational performance.

The study highlights the role of leadership in policy implementation, particularly in educational policies aimed at promoting functional literacy. Governance plays a significant role in the successful operation of the Alternative Learning System (ALS), where coordination among coordinators, teachers, and students is crucial, especially considering that the education budget for 2025 is focused on meeting the needs of ALS programs (Philippines' budget, 2024). Ultimately, the ALS program is designed to equip individuals with more relevant skills, enabling them to develop themselves while contributing to the country's progress. The Department of Education adheres to Republic Act 10533 and the 2019 K to 12 Curriculum to establish guidelines for creating and executing the Alternative Learning System (ALS). The primary areas of

emphasis include Learning Delivery, Learning Resources, Learning Environment, Learning Assessment, and Capacity Building. The ALS Taskforce has designated responsibilities and directives to guarantee the successful implementation of the initiative.

Research shows that students who receive thorough psychosocial support, such as counseling and mentorship, tend to perform better in Accreditation and Equivalency (A&E) exams (Mehra et al., 2021). This highlights the significance of a learner-centered evaluation approach that incorporates intellectual, emotional, and social dimensions. Enhancing the assessment methods within the Alternative Learning System (ALS) is crucial for ensuring consistency and standardization, as a lack of uniform evaluation techniques can negatively impact student performance and results (Atilano et al., 2020). A supportive and all-encompassing assessment strategy is essential for promoting student success.

This study examines the implementation of the Alternative Learning System (ALS) programs, with a focus on a notable gap in the existing body of research literature using a quantitative-descriptive research design. It will examine various factors, including learning delivery, resources, environment, assessment, and capacity-building efforts in relation to student performance and evaluation. The goal of this research is to assist teachers and implementers in identifying the appropriate strategies and educational frameworks related to these dynamics, enabling them to enhance the implementation of ALS programs. The primary objective is to equip ALS coordinators, teachers, and implementers with effective management programs that will improve their ability to navigate challenges while seizing opportunities for growth and improvement.

2. METHODS AND MATERIALS

This section describes the study population, sampling methods, and respondent identification. It also attempts to explain the tools used for data gathering and how they have been validated, plus their reliability has been checked. Furthermore, it sheds light on the steps taken to collect data and statistics, as well as the ethics observed.

Research Design

The study employed quantitative descriptive research using surveys to gather data. Quantitative descriptive research is focused on illustrating and analyzing. what exists based on specific attributes. Since it sought to elicit the present condition of the phenomena from respondents on various variables, surveys were considered the best design for this purpose. Alberto et al. (2021) defined descriptive research as statistical analysis by means of computing frequencies and averages. Hence, this study about the Alternative Learning System (ALS) Program is intended to determine its impact on the academic performance of students as described by Cayabas et al. (2023). In addition, a correlational design was also used since variable interrelations are very dynamic; hence, it assists in going deeper than describing something and establishes a possible relationship between ALS Program effects on educational outcomes and provides information that could contribute toward achieving the goals of this study.

Population and Sampling Technique

In this study there were two (2) groups of respondents considered, first were the twenty-one (21) ALS Teachers (Focal Teachers, Full Time and Part-time, coordinators, and Consultants) and two hundred

thirty-four (234) Junior High School (JHS) learners in the entire Baras, Cardona, Morong, and Teresa (BCMT) Sub Office, during the Calendar Year 2024 to 2025.

Selective sampling involves the conscious choice of particular samples out of a larger population by the researcher to suit the specific requirements of the study. This study employed a sample selection of ALS teachers, with a detailed listing, while learners were purposively selected using the Rao Soft Sampling Size Calculator to ensure an adequate sample size.

Respondents of the Study

The respondents of this study served as the primary data source for the research. A total of 21 ALS teachers were purposely selected, specifically those acting as coordinators, including School Focal Persons, Full-Time and Part-Time coordinators, and Consultants, who are responsible for implementing the ALS Program. The coordination process encompasses various activities, including enrollment, lesson delivery, advising, and fostering a student-friendly learning environment. On the learners' side, a total of one hundred forty-six (146) participants were identified using the Rao Soft applications to represent learners from every school. The respondents were grouped according to different demographic factors, such as age, gender, educational level, and years of experience in teaching.

Research Instrument

This study made use of a Researcher-made Questionnaire Checklist. The tool shall be comprised of three parts. Part I presents the demographic profile of the two groups of respondents, namely ALS teachers and learners, by various variables such as age, sex, educational attainment, and years of teaching experience. Part II provides an evaluation of the implementation of the ALS program, focusing on learning delivery, resources, environment, assessment, and capacity-building initiatives. Part III, meanwhile, presents students' academic performance, particularly from results in Assessment and Evaluation (A&E) grades.

The respondents used the given four-point Likert scale, such as;

Scale	Range	Verbal Interpretation
4	3.50-4.00	Very Great Extent (VGE)
3	2.50-3.49	Great Extent (GE)
2	1.50 -2.49	Moderate Extent (ME)
1	1.00-1.49	No Extent (NE)

Validation and Test of Reliability of the Instrument

To ensure that the research instrument was both accurate and appropriate, particularly the questionnaires aimed at the ALS Coordinator and Learners, it was essential to establish face validity. Face validity refers to how well a test or questionnaire seems to measure what it is intended to measure, based on subjective judgment. In this context, confirming face validity was crucial for validating that the questionnaires effectively assessed self-regulated learning strategies and environmental literacy as perceived by the respondents.

A panel of two experts validated the questionnaires through a selection process based on their extensive knowledge in educational psychology, environmental education, and research methodology. This

procedure ensured that the content of the instrument is relevant to and within established frameworks. The procedure required appropriate academic degrees and a strong background in research for an appraisal of whether the questions are clear and comprehensive. Once expert content review has been conducted, comments that were found very valuable were provided, with modifications suggested to sharpen the instrument further. Face validity was then tested by revising the questionnaire based on input from them; therefore, the revised version of it was eventually submitted again for their approval to confirm its readiness for this research study.

Reliability testing involved the administration of stability and consistency over time. The calculation of Cronbach's alpha formed an integral aspect because it is considered one of the most popular statistics for measuring internal coherence within a group of items that intend to tap the same construct. Data for this analysis were collected from a sample representing the general study population, and later, Cronbach's alpha was calculated using statistical software through inter-item correlations for the overall subscale score. This coefficient will range between 0 and 1, such that higher values will indicate more 'reliability' among the items tested, hence validating, to some extent, that tools used in research have measured what was intended.

Data Gathering Procedure

The study primarily relied on a survey, which included validation of the research tool and a review of related literature. Past and present studies were viewed through different internet portals and hardbound references for scrutiny of related concepts.

After administering the survey and collecting responses, careful analysis followed. This included tabulating scores and conducting statistical analyses focused on addressing the research inquiries. The study was conducted with precision and intensity, using powerful statistics to generate insight and support the findings.

Statistical Treatment of Data

In the analysis and interpretation of data, the subsequent statistical techniques were utilized:

1. To analyze the demographic information of respondents regarding age, gender, education level, and teaching experience, the Frequency and Percentage Distribution was used.
2. To evaluate the extent of assessment regarding the implementation of ALS as perceived by both groups of respondents in relation to learning delivery, learning resources, learning environment, learning assessment, and capacity-building programs, the Mean was applied.
3. To evaluate the academic performance of students based on the accreditation and equivalency assessment and certification during the previous academic year, the Weighted Mean was calculated.
4. To identify the significant difference in the assessment of the extent of ALS implementation between the two groups of respondents concerning the variables mentioned above, an Independent T-test was conducted.
5. To investigate the significant difference in assessment between the two groups of respondents based on their profiles regarding the extent of ALS implementation, an Independent T-test was also employed.
6. To assess the significant relationship between the implementation of ALS and students' academic performance, Pearson r correlations were used.

Ethical Considerations

All data from the respondents shall be handled with strict confidentiality. No names shall be attached to any individual information stored safely by means of codes or pseudonyms. The stages of analysis and reporting will ensure that the data's confidentiality is preserved, and access will be limited to authorized researchers who use it for research purposes.

Measures will be put in place to reduce any potential harm or discomfort for respondents, ensuring that survey questions are designed to avoid intrusive or sensitive topics that could cause distress.

3. RESULTS AND DISCUSSION

This chapter provides the study's results based on the responses of the chosen respondents. The analysis and interpretation align with the study's problem as outlined in the first chapter.

Findings of the Study

The study's findings were presented in a tabular format and explained in detail to facilitate readers' understanding.

Problem Number 1. What is the demographic information of the respondents according to age, sex, educational attainment, and number of years as ALS teachers for the ALS teachers, and age and sex for the students?

Tables one, two, three, and four present the profile of the ALS teachers according to age, sex, and number of years as ALS teachers.

Table 1

Frequency and Percentage Distribution of ALS Teachers in Terms of Age

Age	frequency	percentage
20 – 29	8	38
30 – 39	4	19
40 – 49	5	24
50 – 59	4	19
Total	21	100

Table 1 shows that most respondents, 8 or 38%, were aged 20 to 29 years, followed by 5 or 24% in the 40 to 49-year age group, and 4 or 19% in both the 30 to 39 and 50 to 59-year age groups. This distribution suggests a relatively young to middle-aged demographic, with the 20-29 age range being the most represented cohort.

Table 2

Frequency and Percentage Distribution of ALS Teachers in Terms of Sex

Sex	Frequency	Percentage
Male	8	38
Female	13	62
Total	21	100

As outlined in Table 2, 8 or 38% were male, and 13 or 62% were female. It can be observed that the majority of the ALS teachers were female. The higher number of female teachers may be attributed to broader societal and cultural factors, such as gender roles and expectations that often encourage women to pursue careers in education.

Table 3

Frequency and Percentage Distribution of ALS Teachers in Terms of Educational Attainment

Highest Educational Attainment	frequency	percentage
BS Degree	5	24
MA Graduate	9	43
EdD/PhD Graduate	7	33
Total	21	100

As depicted in Table 3, 5 or 24% were BS degree graduates; 9 or 43% were Master's degree graduates; and 7 or 33% were doctorate graduates. It can be observed that the majority of the ALS teachers were master's graduates, reflecting a higher level of postgraduate qualification within the group.

Table 4

Frequency and Percentage Distribution of ALS Teachers in Terms of Number of Years as ALS Teachers

Number of Years	frequency	percentage
1 – 10	13	62
11 – 20	4	19
21 years and above	4	19
Total	21	100

As illustrated in Table 4, 13 or 62% were ALS teachers for 1 to 10 years; 4 or 19% were ALS coordinators for 11 to 20 years; and 4 or 19% were ALS coordinators for 21 years or more. It can be observed that the majority of the ALS coordinators have been serving for at most 10 years, highlighting a predominance of shorter-term experience among the group.

Tables five and six present the profile of the students according to age and sex

Table 5

Frequency and Percentage Distribution of ALS Students in Terms of Age

Age	Frequency	percentage
20 – 29	115	79
30 – 39	16	11
40 – 49	6	4
50 – 59	4	3
60 and above	5	3
Total	146	100

As shown in Table 5, the majority of the 146 students, 115 (79%), are aged 20 to 29 years old, indicating that most students fall within the young adult age group. At the same time, smaller percentages are distributed across older age ranges, with 11% aged 30 to 39, 4% aged 40 to 49, 3% aged 50 to 59, and 3% aged 60 and above. It can be observed that the majority of the students were aged 20 to 29 years old, representing 79% of the total, which suggests that most students are young adults in this age bracket.

Table 6

Frequency and Percentage Distribution of ALS Students in Terms of Sex

Sex	Frequency	percentage
Male	88	60
Female	58	40
Total	146	100

As depicted in Table 6, out of 146 students, 88 (60%) were male and 58 (40%) were female. It can be observed that there were more male ALS students than female ALS students.

Problem Number 2. What is the assessment of the extent of implementation of ALS as evaluated by the two categories of respondents with respect to learning delivery, learning resources, learning environment, learning assessment, and capacity building program?

Tables seven, eight, nine, ten, and eleven show the assessment of ALS implementation extent, as evaluated by the two respondent groups, in terms of learning delivery, resources, environment, assessment, and capacity-building programs.

Data from Table 7 reveals that both ALS students and teachers share a similar viewpoint on the effectiveness of specific program elements. They rated the indicator “Technology-supported instruction enhances accessibility and resource availability in ALS learning” at a “Great Extent,” with a mean score of 3.48. Similarly, the indicator “Work-based learning opportunities strengthen practical application and skills development” received a commendable rating, reflected in a mean score of 3.40.

Table 7

Extent of Implementation of ALS with Respect to Learning Delivery

Indicators	ALS Teachers	VI	ALS Students	VI	Composite Mean	VI
1. ALS learning delivery employs various teaching methods to accommodate diverse learner needs.	3.62	VGE	3.34	GE	3.48	GE
2. The program utilizes modular, blended, and face-to-face approaches to ensure flexible instruction.	3.76	VGE	3.43	GE	3.59	VGE
3. Instruction takes place in both formal and community-based learning environments.	3.67	VGE	3.24	GE	3.45	GE
4. Learning sessions follow a self-paced structure, allowing learners to progress based on their capabilities.	3.71	VGE	3.30	GE	3.50	VGE
5. Teachers provide structured lessons while integrating real-life applications into learning delivery.	3.67	VGE	3.36	GE	3.51	VGE
6. The program incorporates interactive teaching strategies to enhance learner engagement.	3.71	VGE	3.36	GE	3.53	VGE
7. ALS instruction aligns with learners' individual goals and competency levels.	3.67	VGE	3.34	GE	3.50	VGE
8. Regular assessments guide the adaptation of teaching methods to improve learning outcomes.	3.76	VGE	3.33	GE	3.54	VGE
9. Technology-supported instruction enhances accessibility and resource availability in ALS learning.	3.48	GE	3.40	GE	3.44	GE
10. Work-based learning opportunities strengthen practical application and skills development.	3.57	VGE	3.27	GE	3.42	GE
Overall Weighted Mean	**3.66**	**VGE**	**3.34**	**GE**	**3.50**	VGE

Note: 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE)

These findings suggest that, although there is a moderate perception of the program's integration of technology and work-based learning opportunities, the relatively low scores on these two indicators indicate areas where improvements could be made to enhance access to learning and available resources.

Meanwhile, the indicator “ALS learning delivery employs various teaching methods to accommodate diverse learner needs” received a response of “Very Great Extent” with a score of 3.62 from the coordinators. In contrast, the students responded “Great Extent” with a mean of 3.34. The indicator “The program utilizes modular,

blended, and face-to-face approaches to ensure flexible instruction” received a response of “Very Great Extent” from the coordinators, with a mean of 3.76. At the same time, the students responded with “Great Extent,” a mean of 3.43. The indicator “Instruction takes place in both formal and community-based learning environments” received a response of “Very Great Extent” from the coordinators, with a mean of 3.67. At the same time, the students responded with “Great Extent,” a mean of 3.24. The indicator “Learning sessions follow a self-paced structure, allowing learners to progress based on their capabilities” received a response of “Very Great Extent” from the coordinators, with a mean of 3.71. At the same time, the students responded with “Great Extent,” a mean of 3.30. The indicator “Educators provide structured lessons while integrating real-life applications into learning delivery” received a response of “Very Great Extent” from the teachers, with a mean score of 3.67, and “Great Extent” from the students, with a mean score of 3.36. The indicator “The program incorporates interactive teaching strategies to enhance learner engagement” received a response of “Very Great Extent” from the coordinators, with a mean of 3.71. At the same time, the students responded with “Great Extent,” a mean of 3.36. The indicator “ALS instruction aligns with learners’ individual goals and competency levels” received a response of “Very Great Extent” from the coordinators, with a mean score of 3.67, and “Great Extent” from the students, with a mean score of 3.34. The indicator “Regular assessments guide the adaptation of teaching methods to improve learning outcomes” received a response of “Very Great Extent” from the coordinators, with a mean of 3.76. At the same time, the students responded with “Great Extent,” a mean of 3.33. Lastly, the indicator “Work-based learning opportunities strengthen practical application and skills development” received a response of “Very Great Extent” from the coordinators, with a mean of 3.57. At the same time, the students responded with “Great Extent,” a mean of 3.27. The results suggest that both ALS students and coordinators generally perceive technology-supported instruction positively, with coordinators consistently rating the program's flexibility, diversity, and engagement strategies more favorably as "Very Great Extent" (means between 3.57 and 3.76) compared to students' "Great Extent" ratings (means around 3.24 to 3.36). This suggests that while students recognize the program’s strengths, coordinators view its implementation more optimistically, particularly regarding the integration of diverse teaching methods, flexible approaches, interactive strategies, and assessments that guide instructional adaptations. This highlights a generally strong alignment with learner needs and program goals from both perspectives.

By inspecting the composite means, the indicator “The program utilizes modular, blended, and face-to-face approaches to ensure flexible instruction” received the highest mean of 3.59, indicating a “Very Great Extent,” reflecting strong approval of the program’s flexible teaching modalities. Conversely, “Work-based learning opportunities strengthen practical application and skills development” received the lowest mean of 3.42, interpreted as a “Great Extent,” suggesting that while effective, the integration of work-based

learning opportunities is perceived as slightly less prominent or impactful compared to other instructional strategies.

The overall assessment of both respondents' categories regarding the implementation of ALS in terms of Learning Delivery indicates a positive perception, classified as "Very Great Extent," with a combined weighted mean of 3.50, reflecting intense satisfaction and confidence in the program's effectiveness in delivering accessible and diverse learning experiences.

The result mentioned above contradicts the findings of Paez (2024), who identified that the highest ratings were given to methods that promote active, independent, experiential, and cooperative learning. Paez emphasized the importance of high-quality teaching materials and practical instructional design, alongside recognizing prior learning. Conversely, Calimlim's 2021 study aligns with this notion by pointing out that home-based modular learning, which received the lowest ratings, warrants further examination, particularly in the context of new learning paradigms in the "new normal." Additionally, the ALS program has had to embrace various learning approaches, including blended and online learning, which have received moderate assessments.

Cagang (2023) undertook a rather extensive study to see how the Alternative Learning System (ALS) has transformed the inculcation of essential 21st-century skills among senior high school students in Region XII. The researcher found out that ALS greatly enhances student competency in information technology, communication skills, and creative thinking—components workers need to survive the present globalized work market. Hence, ALS serves a dual function: not only as another route to education but also as a channel to deliver these competencies to learners so that they may maneuver successfully through the challenges of modern workplaces or tertiary education paths. The ALS curriculum must be improved so that it can respond proactively through curriculum content responding dynamically to new technologies and change scenarios in the different fields. This proactive approach could greatly enrich the educational experience and prospects of students enrolled in the program.

Table 8

Extent of Implementation of ALS with Respect to Learning Resources

Indicators	ALS Coordinators	VI	ALS Students	VI	Composite Mean	VI
1. ALS learning resources include printed modules, digital materials, and interactive tools, which are resources for ALS learning to be able to cater to the different modalities that may be used.	3.57	VGE	3.48	GE	3.52	GE
2. Learning materials shall be patterned with the curriculum utilized in teaching ALS so that competency-based instruction will always be ensured.	3.43	GE	3.42	GE	3.42	GE

3. Modules offer self-paced learning wherein the student or learner has the option of time and pace	3.67	VGE	3.36	GE	3.51	VGE
4. Digital resources, such as e-learning platforms and multimedia content, enhance accessibility and engagement.	3.48	GE	3.31	GE	3.39	GE
5. Community-based learning centers offer supplementary materials to support ALS instruction.	3.62	VGE	3.36	GE	3.49	GE
6. Contextualized resources integrate real-life applications to improve learner comprehension and practical skills.	3.43	GE	3.32	GE	3.37	GE
7. Teachers utilize adaptable instructional materials to cater to diverse learner needs.	3.62	VGE	3.45	GE	3.53	VGE
8. ALS learning kits contain essential reading materials, worksheets, and reference guides for guided instruction.	3.57	VGE	3.51	VGE	3.54	VGE
9. Stakeholders contribute to resource development by providing financial and material support.	3.38	GE	3.29	GE	3.33	GE
10. Continuous evaluation and enhancement of learning resources ensure relevance and effectiveness in ALS delivery.	3.33	GE	3.32	GE	3.32	GE
Overall Weighted Mean	3.51	VGE	3.38	GE	3.44	GE

Note: 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE

Based on the data in Table 8, both coordinators and students responded “Great Extent” to the indicator “Learning materials align with the ALS curriculum to ensure competency-based instruction” with means of 3.43 and 3.42, respectively.

“Digital resources, such as e-learning platforms and multimedia content, enhance accessibility and engagement” with a mean of 3.48 and 3.31, respectively; “Contextualized resources integrate real-life applications to improve learner comprehension and practical skills” with means of 3.43 and 3.32, respectively; “Contextualized resources integrate real-life applications to improve learner comprehension and practical skills” with means of 3.43 and 3.32, respectively; “Stakeholders contribute to resource development by providing financial and material support” with means of 3.38 and 3.29, respectively; and “Continuous evaluation and enhancement of learning resources ensure relevance and effectiveness in ALS delivery” with means of 3.33 and 3.32, respectively. These results indicate a strong shared perception that

the program effectively utilizes well-aligned, engaging, contextualized, and continuously improved resources to support ALS learners.

Meanwhile, the indicator "ALS learning resources include printed modules, digital materials, and interactive tools to support various learning modalities" was assessed by the coordinators as "Very Great Extent," with a mean of 3.57. At the same time, the students regarded this indicator with a "Great Extent" with a mean of 3.48. The indicator "Modules provide self-paced learning opportunities, allowing learners to study independently" was regarded by the coordinators as "Very Great Extent" with a mean of 3.67. In contrast, the students considered it as "Great Extent" with a mean of 3.36. The indicator "Community-based learning centers offer supplementary materials to support ALS instruction", the coordinators regarded this indicator as "Very Great Extent" with a mean of 3.62, while the students considered this indicator as "Great Extent: with a mean of 3.36; and the indicator "Teachers utilize adaptable instructional materials to cater to diverse learner needs" were regarded as "Very Great Extent" with a mean of 3.62, while the students regarded this indicator as "Great Extent" with a mean of 3.45.

Lastly, both ALS teachers and students strongly perceived that the "ALS learning kits contain essential reading materials, worksheets, and reference guides for guided instruction," with coordinators responding "Very Great Extent" and means of 3.57 and 3.51, respectively, indicating a high confidence in the comprehensiveness and effectiveness of the learning kits in supporting guided instruction.

By inspecting the composite means, the indicator "ALS learning kits contain essential reading materials, worksheets, and reference guides for guided instruction" received the highest mean of 3.54. In contrast, the indicator "Continuous evaluation and enhancement of learning resources ensure relevance and effectiveness in ALS delivery" received the lowest mean of 3.32, indicating a need for improved ongoing assessment and revisions to ensure that resources remain relevant and effective.

The overall assessment of both respondents' groups regarding the implementation of ALS in terms of Learning Resources was found to be of "Great Extent" with an overall mean of 3.44, indicating a predominantly positive perception and confidence in the program's effectiveness in providing adequate and accessible learning resources.

The results were supported by Cagang (2024), which presents findings on the level of implementation of the Alternative Learning System (ALS) in terms of Learning Resource Materials, as evaluated by the participants, who rated High with a mean ($\overline{x}$ = 4.27). Every indication received a high rating, indicating that all topics have learning modules and are accessible on schedule. This suggested that the majority of their answers were consistent across the various metrics.

In contrast, the results of Magatines & Flores (2024) contradict the earlier findings, in which respondents agreed on the adequacy of learning materials. Challenges arise due to limited funding for resources, the

Table 9

Extent of Implementation of ALS with Respect to Learning Environment

Indicators	ALS Teachers	VI	ALS Students	VI	Composite Mean	VI
1. The ALS learning environment provides a flexible and inclusive space for diverse learners.	3.52	VGE	3.42	GE	3.47	GE
2. Community-based learning centers serve as primary venues for ALS instruction.	3.52	VGE	3.36	GE	3.44	GE
3. Learning sessions take place in formal and non-formal settings, including barangay halls, libraries, and workplaces.	3.48	GE	3.25	GE	3.36	GE
4. The environment fosters independent and self-paced learning, accommodating different learning styles.	3.43	GE	3.33	GE	3.38	GE
5. Safe and conducive learning spaces encourage active participation and engagement.	3.38	GE	3.38	GE	3.38	GE
6. Educators create supportive and interactive classrooms to enhance learner motivation.	3.62	VGE	3.50	VGE	3.56	VGE
7. Digital and blended learning environments expand access to education through the use of technology.	3.38	GE	3.42	GE	3.40	GE
8. Collaboration with local government and private organizations strengthens ALS learning spaces.	3.38	GE	3.42	GE	3.40	GE
9. The physical and virtual learning environments are continuously improved to meet learners' needs.	3.52	VGE	3.30	GE	3.41	GE
10. Accessibility and inclusivity remain priorities in designing ALS learning environments.	3.62	VGE	3.38	GE	3.50	VGE
Overall Weighted Mean	3.49	GE	3.38	GE	3.43	GE

Note: 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE)

to limited funding for resources, the absence of physical classrooms, with a mean score of 3.61, and the lack of access to diverse educational materials, also with a mean score of 3.61 - all of which are consistent.

Additionally, Bautista and Aranas (2023) emphasize the importance of reliable internet connections, access to digital technology, and the development of a roadmap to operationalize the Philippine education

system's commitment to achieving the SDGs, particularly in terms of digital and green transformation across all educational levels. The ALS program can enhance its overall efficacy and better meet the learning needs of its diverse student body by addressing these resource-related issues and implementing evidence-based learning delivery methods and effective pedagogy.

Data from Table 9 revealed that both teachers and students gave a "Great Extent" response to the following indicators: "Learning sessions take place in formal and non-formal settings, including barangay halls, libraries, and workplaces" with means of 3.48 and 3.25, respectively; "The environment fosters independent and self-paced learning to accommodate different learning styles" with means of 3.443 and 3.33, respectively; "Safe and conducive learning spaces encourage active participation and engagement" with means of both 3.38; "Digital and blended learning environments expand access to education through technology" with means of 3.38 and 3.42, respectively; and "Collaboration with local government and private organizations strengthens ALS learning spaces" with means of 3.38 and 3.42, respectively. Meanwhile, both respondent groups rated the indicator "Educators create supportive and interactive classrooms to enhance learner motivation" as "Very Great Extent," with means of 3.62 and 3.50, indicating a strong perception that educators actively foster engaging and motivating learning environments within the ALS program.

Furthermore, the indicator "The ALS learning environment provides a flexible and inclusive space for diverse learners" received a response of "Very Great Extent" from the coordinators, with a mean score of 3.52. In contrast, the students responded "Great Extent: with a mean of 3.42. The indicator "Community-based learning centers serve as primary venues for ALS instruction" received a response of "Very Great Extent" from the teachers, with a mean score of 3.52, and a response of "Great Extent" from the students, with a mean score of 3.36. The indicator "The physical and virtual learning environments are continuously improved to meet learners' needs" received a response of "Very Great Extent" from the coordinators, with a mean of 3.52. At the same time, the students responded with a "Great Extent" mean of 3.30. The indicator "Accessibility and inclusivity remain priorities in designing ALS learning environments" was responded to by the teachers with a "Very Great Extent" (mean = 3.62). In contrast, the students responded with a "Great Extent" (mean = 3.38). The results suggest a generally favorable perception, but with some room for further enhancement in accessibility and inclusivity.

The analysis of the composite means reveals that the indicator "Educators create supportive and interactive classrooms to enhance learner motivation" received the highest rating with a mean of 3.56, highlighting strong perceptions of effective, engaging teaching practices, whereas "Learning sessions take place in formal and non-formal settings, including barangay halls, libraries, and workplaces" received the lowest mean of 3.36, indicating that while sessions are conducted in diverse settings, there may be opportunities to expand or better utilize these venues to enhance accessibility and learning experiences.

The overall assessment of both respondents regarding the implementation of ALS in terms of the Learning Environment, indicating a "Great Extent" with an overall mean of 3.43, suggests that, collectively, the program is perceived to be effectively providing a supportive, inclusive, and continuously improving

learning environment. However, there remains potential for further enhancements to fully meet learners' diverse needs and optimize their learning experiences.

Paez (2024) supports the results that high scores indicate the ALS program implemented offers a safe, inclusive, and conducive learning environment, while areas with lower scores may require further investigation and improvement, such as enhancing access to technology and diverse learning spaces. The ALS program's learning environment received a grand mean of 3.44, which is classified as "Fully Implemented." The majority of individual statements also fall into this category, though statements 2 and 5 received slightly lower scores of 3.27 and 3.29, respectively, but were still interpreted as "Fully Implemented."

Cagang (2024) robustly implemented ALS in a learning environment with high item means. It was discovered that students see the school as offering a secure learning atmosphere in which they are respected, supported, and accepted, teachers could serve as collaborators, planners, experimenters, and producers of work that contributed to students' learning outcomes, which were assessed as Very High, indicating that students believed the school offered a secure learning environment in which they were respected, supported, and accepted. However, teachers were given the opportunity to clarify the learning tasks provided by the division, as well as their perceptions of facilitating the learning environment and learning through experimentation among senior school teachers. Additionally, students' increased flexibility and individualization were explored through the use of new technology in online or blended learning designs.

Data from Table 10 revealed that both coordinators and students responded “Great Extent” to the following indicators: “Summative assessments evaluate overall.
student performance at the end of each learning module” with means of 3.43 and 3.34, respectively; “Accreditation and Equivalency (A&E) assessments determine learners’
readiness for certification” with means of both 3.38; “Educators use diagnostic assessments to identify learners' strengths and areas for improvement” with means of
3.43 and 3.34, respectively; “Self-assessment tools encourage learners to reflect on their academic growth“ with means of 3.48 and 3.45, respectively; and “Continuous monitoring and evaluation improve the effectiveness of ALS assessment strategies” with means of 3.48 and 3.37, respectively.

Table 10

Extent of Implementation of ALS with Respect to Learning Assessment

Indicators	ALS Coordinators		ALS Students		Composite Mean	
		VI		VI		VI
1. ALS learning assessment measures learners' progress and mastery of competencies.	3.67	VGE	3.44	GE	3.55	VGE
2. Formative assessments track individual learning development throughout the program.	3.52	VGE	3.31	GE	3.41	GE

3. Summative assessments evaluate overall learner performance at the end of each learning module.	3.43	GE	3.34	GE	3.38	GE
4. Accreditation and Equivalency (A&E) assessments determine learners' readiness for certification.	3.38	GE	3.38	GE	3.38	GE
5. Alternative assessment methods, such as portfolios and performance tasks, provide holistic evaluation.	3.62	VGE	3.37	GE	3.49	GE
6. Educators use diagnostic assessments to identify learners' strengths and areas for improvement.	3.43	GE	3.34	GE	3.38	GE
7. Regular feedback from teachers helps learners understand their progress and learning gaps.	3.52	VGE	3.40	GE	3.46	GE
8. Self-assessment tools encourage learners to reflect on their academic growth.	3.48	GE	3.45	GE	3.46	GE
9. Standardized assessment frameworks ensure consistency in evaluating ALS learning outcomes.	3.62	VGE	3.32	GE	3.47	GE
10. Continuous monitoring and evaluation improve the effectiveness of ALS assessment strategies.	3.48	GE	3.37	GE	3.42	GE
Overall Weighted Mean	3.51	VGE	3.37	GE	3.44	GE

Note: 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE)

Moreover, the indicator "ALS learning assessment measures learners' progress and mastery of competencies" received a response of "Very Great Extent" from the teachers, with a mean of 3.67. At the same time, the students responded with "Great Extent," a mean of 3.44. The indicator "Formative assessments track individual learning development throughout the program" received a response of "Very Great Extent" from the coordinators, with a mean of 3.52. At the same time, the students responded with "Great Extent," with a mean of 3.31. The indicator "Alternative assessment methods, such as portfolios and performance tasks, provide holistic evaluation" received a response of "Very Great Extent" from the coordinators, with a mean of 3.62. At the same time, the students responded with "Great Extent," with a mean of 3.37. The indicator "Regular feedback from teachers helps learners understand their progress and learning gaps" received a "Very Great Extent" rating from the coordinators (mean of 3.52) and a "Great

Extent" rating from the students (mean of 3.40). The indicator "Standardized assessment frameworks ensure consistency in evaluating ALS learning outcomes" received a response of "Very Great Extent" from the coordinators, with a mean of 3.62. At the same time, the students responded with "Great Extent," with a mean of 3.32.

The composite means indicate that the indicator "ALS learning assessment measures learners' progress and mastery of competencies" received the highest mean of 3.67, reflecting a strong emphasis on evaluating learner achievements. In contrast, the indicators "Accreditation and Equivalency (A&E) assessments determine learners' readiness for certification" and "Educators use diagnostic assessments to identify learners' strengths and areas for improvement" both received lower means of 3.38, suggesting that these areas may require further development to enhance the overall effectiveness and comprehensiveness of assessment practices within ALS.

The overall assessment of both respondents regarding the implementation of ALS in terms of Learning Assessment, with a "Great Extent" and an overall mean of 3.44, indicates that the program is generally effective in assessing learners' progress and competencies. However, there is still room for improvement in areas such as using diagnostic assessments and certification readiness evaluations to ensure a more comprehensive and robust assessment system.

The ALS implementation for learning assessment, as described by Paez (2024), was met with high regard from the respondents and was classified as fully implemented. The study's goals, which include analyzing the efficacy of ALS in various areas such as learning delivery, resources, environment, and assessment, align with the favorable evaluation of learning assessment techniques. The findings back up the introduction's claim that improving educational outcomes requires the use of efficient evaluation techniques. The study's lower scores for timely feedback and parent participation were consistent with the identified difficulties with communication and ambiguous evaluation criteria. Additionally, ALS teachers faced significant challenges with instruction, materials, assessment, and evaluation, which they viewed as major problems (Flores, 2022). Additionally, Ocampo (2021) found that ALS students typically demonstrate poor levels of functional reading proficiency, indicating that they have not fully mastered the requisite competencies to meet the demands of a globalized society. These results suggest that the ALS program needs improvement to better prepare students for future opportunities.

Based on the data in Table 11, both groups responded "Very Great Extent" to the indicator "ALS capacity-building programs enhance the skills and competencies of teachers and implementers," with mean scores of 3.52 and 3.50, indicating a strong consensus that these programs are effectively improving the capabilities of teachers and implementers involved in ALS.

Table 11

Extent of Implementation of ALS with Respect to Capacity Building Program

Indicators	ALS Coordinators		ALS Students		Composite Mean	
		VI		VI		VI
1. ALS capacity-building programs enhance the skills and competencies of educators and implementers.	3.52	VGE	3.50	VGE	3.51	VGE
2. Training sessions focus on effective teaching strategies and learner-centered approaches.	3.60	VGE	3.42	GE	3.51	VGE
3. Professional development workshops equip ALS teachers with updated instructional methodologies.	3.48	GE	3.45	GE	3.46	GE
4. Digital literacy training strengthens educators' ability to integrate technology into learning delivery.	3.38	GE	3.37	GE	3.37	GE
5. Leadership development programs empower ALS coordinators to manage and implement ALS initiatives effectively.	3.52	VGE	3.39	GE	3.45	GE
6. Collaboration with stakeholders provides additional support and resources for capacity-building efforts.	3.52	VGE	3.44	GE	3.48	GE
7. Continuous assessment of training programs ensures their relevance and effectiveness in ALS implementation.	3.57	VGE	3.39	GE	3.48	GE
8. Peer learning and mentorship programs foster knowledge sharing among ALS teachers.	3.48	GE	3.40	GE	3.44	GE
9. Research-based capacity-building initiatives address	3.43	GE	3.32	GE	3.37	GE

emerging challenges in ALS education.						
10. Regular refresher courses help ALS implementers stay updated with policy changes and best practices.	3.57	VGE	3.40	GE	3.48	GE
Overall Weighted Mean	3.51	VGE	3.41	GE	3.46	GE

Note: 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Moderate Extent (ME); 1.00 – 1.49 = Low Extent (LE)

Both groups responded "Great Extent" to the indicators regarding ALS professional development and capacity-building efforts, with mean scores of 3.48 and 3.45 for updated instructional methodologies, 3.38 and 3.37 for digital literacy training, 3.48 and 3.40 for peer learning and mentorship programs, and 3.43 and 3.32 for research-based initiatives, demonstrating a positive perception that these activities effectively support ALS teachers in enhancing their skills, integrating technology, sharing knowledge, and addressing emerging challenges in ALS education.

In addition, the indicator "Training sessions focus on effective teaching strategies and learner-centered approaches" received a response of "Very Great Extent" from the coordinators, with a mean of 3.60. At the same time, the students responded with "Great Extent," a mean of 3.42. The indicator "Leadership development programs empower ALS coordinators to manage and implement ALS initiatives effectively" received a response of "Very Great Extent" from the coordinators, with a mean of 3.52. At the same time, the students responded with "Great Extent," a mean of 3.39. The indicator "Collaboration with stakeholders provides additional support and resources for capacity-building efforts" received a response of "Very Great Extent" from the teachers, with a mean of 3.52. At the same time, the students responded with "Great Extent," a mean of 3.44. The indicator "Continuous assessment of training programs ensures their relevance and effectiveness in ALS implementation" received a response of "Very Great Extent" from the teachers, with a mean of 3.57. At the same time, the students responded with "Great Extent," a mean of 3.39. The indicator "Regular refresher courses help ALS implementers stay updated with policy changes and best practices" received a response of "Very Great Extent" from the coordinators, with a mean of 3.57. At the same time, the students responded with "Great Extent," a mean of 3.40. Inspecting the composite means, the indicators "ALS capacity-building programs enhance the skills and competencies of teachers and implementers" and "Training sessions focus on effective teaching strategies and learner-centered approaches" received the highest mean of 3.51, indicating strong perceived effectiveness in these areas. In contrast, "Digital literacy training strengthens educators' ability to integrate technology into learning delivery" and "Research-based capacity-building initiatives address emerging challenges in ALS education" received the lowest mean of 3.37, suggesting these areas are perceived as less effective or requiring further enhancement.

The overall extent of the ALS capacity training program's implementation was rated as "Great Extent," with an overall mean of 3.46, indicating that respondents perceived the program's implementation as effectively

reaching its intended scope and making a positive contribution to capacity-building efforts in ALS education.

Magatines & Flores (2024) approve the results above, indicating that the implementers openly recognize the ALS program's success in fostering positive attitudes about learning and capacity-building strategies. The integration of technology resources and capacity-building initiatives into the ALS curriculum is a crucial component that enables the promotion of positive attitudes and behaviors.

These findings illustrated the complex nature of the factors affecting students' attitudes toward learning. These results underscore the need to address issues with class sizes, instructional strategies, and resource constraints, despite significant advancements in the use of technology and the evaluation of program efficacy. More in-depth discussions of the intricate relationships between education, resources, and student engagement, which support the ALS program's ongoing success, reinforced these findings.

Moreover, Laquiorez & Perez (2021) revealed in their study that in terms of capacity building, stakeholders are aware of ALS initiatives and programs, which have an average score of 4.21, which is considered above-average performance; while participating in and sharing ALS plans, policies, and programs, initiatives and successes for the community, as well as ALS teachers' participation in barangay initiatives and implementers evaluated the activities similarly, with a mean score of 3.95. The overall mean score is 4.08, indicating that achievement at this level is above average or highly accomplished.

Table twelve provides a summary of the extent of ALS implementation as assessed by the two respondent groups. The overall mean score is 4.08, indicating that achievement at this level is above average or highly accomplished.

Table twelve provides a summary of the extent of ALS implementation as assessed by the two respondent groups.

Table 12

Summary of the Extent of Implementation of ALS as Assessed by the Two Categories of Respondents

Indicators	ALS Coordinators		ALS Students		Composite Mean	
		VI		VI		VI
Learning Delivery	3.66	VGE	3.34	GE	3.50	VGE
Learning Resources	3.51	VGE	3.38	GE	3.44	GE
Learning Environment	3.49	GE	3.38	GE	3.43	GE
Learning Assessment	3.51	VGE	3.37	GE	3.44	GE
Capacity Building Program	3.51	VGE	3.41	GE	3.46	GE
Overall Weighted Mean	3.53	VGE	3.37	GE	3.45	GE

The assessment of learning delivery resulted in a mean rating of 3.50, classified as "Very Great Extent," indicating a predominantly positive perception across various domains. However, the categories of

technology-enhanced instruction and work-based learning opportunities demonstrated lower ratings compared to other areas.

with mean ratings of 3.44 and 3.42, respectively. These findings point out deficiencies in these particular areas, emphasizing the necessity to improve the curriculum. Strengthening these components is essential to ensure they align with the requirements of new technologies and the constantly evolving landscape of different industries.

In contrast, the learning environment was rated at a mean of 3.43, categorized as a "Great Extent," which still indicates a favorable perception overall. Furthermore, learning resources, learning assessment, and the capacity-building program were all rated within the “Great Extent” category, with means of 3.44, 3.44, and 3.46, respectively, demonstrating consistent satisfaction and practical implementation in these areas.

In contrast, the learning environment received the lowest mean of 3.43, interpreted as a “Great Extent,” indicating generally positive perceptions across areas. Additionally, learning resources, learning assessment, and the capacity-building program were all rated within the “Great Extent” category, with means of 3.44, 3.44, and 3.46, respectively, reflecting consistent satisfaction and practical implementation in these aspects.

The result mentioned above aligns with the study by Nonong (2022), which found that the three divisions surveyed have a high level of ALS program implementation. It requires some adjustments to ensure the program is executed flawlessly. Nonetheless, mobile educators have a strong sense of optimism about accomplishing the program's objectives and progressively improving the lives of the students. Similarly, the best practices employed by the ALS teachers may be responsible for the program's ongoing adoption in the surveyed divisions. Importantly, how the program is conducted primarily determines the attitude of the instructors and their best practices when executing the ALS program. Antipuesto et al. (2023) emphasized that research was conducted in Bacolod City, Philippines, to understand the real-life experiences of ALS students. It promoted the notion that education might be sufficiently adaptable to accommodate students' needs and cross-national borders. A qualitative-phenomenological approach was employed to analyze the participants' replies (Cabello, 2021). However, the ALS facilitators were implementing more efficient teaching methods to help the ALS students improve their understanding and grammar. Specifically, to ensure that students are adequately prepared for the ALS Accreditation and Equivalency Test, there is ongoing monitoring of their development and performance. As a result, excellent education extends beyond the classroom.

Problem Number 3. What is the academic performance of students regarding the accreditation and equivalency assessment, and certification during the last academic year?

Table thirteen presents the academic performance of students in terms of accreditation and equivalency assessment, as well as certification, during the most recent academic year.

The academic performance of students enrolled in the Alternative Learning System (ALS) program demonstrated notable strengths, as evidenced by the scores detailed in Table 13. Among the evaluated

students, 28 individuals, accounting for 19%, achieved grades ranging from 90 to 100. Additionally, 46 students, or 32%, received scores between 85 and 89. Conducted by Mangao Jr., Leyson, and Aure (2024) further supports this need for enhancement. In Cavite Province, it was indicated that many ALS Junior High School graduates pursued further education or secured employment, underscoring the positive impact of A&E certification on their futures.

However, some graduates encountered difficulties transitioning to higher education, revealing a gap

Table 13.

Academic Performance of Students in terms of Accreditation and Equivalency

Final Rating	Frequency	Percentage	Interpretation	Mean
90 – 100	28	19	Outstanding	Overall Mean on the Academic Performance of the ALS students is 85.89
85 – 89	46	32	Very Satisfactory	
80 – 84	64	44	Satisfactory	
75 – 79	8	5	Fairly Satisfactory	
Below 75	0	0	Did Not Meet Expectations	
Total	146	100		

Note: DepEd Grading System. Retrieved from DO 31, s. 2020

in institutional support and career guidance. Additionally, Loria (2024) explored the link between teacher readiness and student performance in ALS. The findings revealed that teachers who engaged in ongoing professional development had a significant influence on their students' success in A&E assessments. This research recommends continuous training programs for ALS educators to ensure they are equipped with modern instructional techniques, ultimately aiming to provide high-quality education and improved outcomes for ALS learners.

Problem Number 4. Is there a significant variation in the assessment of the category of respondents on the extent of implementation of ALS with respect to the variables mentioned above?

Table fourteen presents the significant variation in the assessment of the groups of respondents regarding the extent of ALS implementation, as mentioned above.

Data from Table 14 revealed that in terms of learning delivery, the computed t-value of 2.449 was higher than the critical t-value of 2.048; its p-value of 0.021 was within the hypothesized significance level. Thus, the null hypothesis was rejected, indicating significant differences in the teachers' and students' evaluations of the ALS implementation regarding learning delivery. Concerning learning resources, the

Table 14.

Outcomes of the Significant Difference in the Assessment of the Two Categories of Respondents on the Extent of Implementation of ALS with Respect to the Variables mentioned above.

	Coefficient of t				
	Critical	**Computed**	**P-value**	**Decision**	**Interpretation**
Learning Delivery	2.048	2.449	0.021	***Reject Ho***	***Significant***
Learning Resources	2.048	2.209	0.036	***Reject Ho***	***Significant***
Learning Environment	2.048	2.129	0.042	***Reject Ho***	***Significant***
Learning Assessment	2.048	2.288	0.030	***Reject Ho***	***Significant***
Capacity Building Program	2.048	2.598	0.014	***Reject Ho***	***Significant***

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

calculated t-value of 2.209 exceeded the critical t-value of 2.048; its p-value of 0.036 fell within the expected significance level. Therefore, the null hypothesis was dismissed, suggesting notable differences between the assessments of teachers and students in ALS implementation with respect to learning resources. In terms of learning environment, the computed t-value of 2.129 was higher than the critical t-value of 2.048; its p-value of 0.042 was within the hypothesized significance level.

Thus, the null hypothesis was rejected, indicating significant differences in the teachers' and students' assessments of ALS implementation in relation to the learning environment. In terms of learning assessment, the computed t-value of 2.228 was higher than the critical t-value of 2.048, and its p-value of 0.030 fell within the assumed significance level. As a result, the null hypothesis was dismissed, signifying significant differences in how teachers and students evaluate the implementation of ALS in terms of learning assessment. Concerning the capacity-building program, the obtained t-value of 2.598 exceeded the critical t-value of 2.048, and its p-value of 0.014 fell within the expected significance level.

Thus, the null hypothesis was rejected, indicating significant differences in the coordinators' and students' assessments of the implementation of ALS in relation to the capacity training program.

The overall assessment of the two groups of respondents reveals significant differences in the implementation of ALS, particularly in terms of learning delivery, learning resources, learning environment, learning assessment, and capacity-building programs. The teachers' dedicated efforts in delivering their lessons significantly contributed to student success, showcasing their commitment and effectiveness. Students perceive these efforts as standard, believing that coordinators and teachers can still enhance their performance and provide even more support during classes.

The results mentioned above were not consistent with the findings in Paez's (2024) study. Teachers and coordinators found no significant differences in any of the four components. Low F-test values and p-values above 0.05 suggest the respondent groups have similar overall opinions, indicating consistent service

delivery across stakeholders. However, the absence of statistically significant differences does not rule out subtle variations in views or experiences.

Moreover, Farah and Al-Hattami (2023) noted that all stakeholders might share the same opinion on the program and that the views of the teaching and learning environment affect students' engagement. Although more quantitative commonalities can be identified, qualitative disparities persist, and further qualitative research should be conducted to explore these variations within the context of generally favorable impressions. Additionally, the study demonstrates a favorable relationship between the implementation process of the ALS program and the efficacy of 21st-century learners' skills, highlighting the necessity of improving the competencies that learners will require in the future. However, Calabit's (2022) study found that learners' preparedness for the next level of education within the ALS learning strand had not changed significantly. This suggests that while the program may be helpful in specific ways, it has some shortcomings in terms of preparing students for further education.

Problem Number 5. Is there a significant variation in the assessment of the groups of respondents on the extent of implementation of ALS when categorized according to the respondents' profiles?

Tables fifteen, sixteen, seventeen, eighteen, and nineteen illustrate a notable variation in the assessment of the groups of respondents regarding the level of ALS implementation when categorized by the profiles of the ALS teachers.

Data from Table 15 revealed significant differences in variables related to the extent of ALS implementation in learning delivery, based on teachers' demographic characteristics. When analyzing learning delivery based on age, the calculated F-value of 4.494 exceeded the critical F-value of 3.197; the p-value of 0.017 fell within the expected significance level of 0.05. This enables the dismissal of the null hypothesis, indicating significant differences in the implementation of ALS in learning delivery based on the

Table 15.

Outcomes of the Significant Variation in the Extent of Implementation of ALS as to Learning Delivery when Categorized According to the ALS Coordinator's Profile

	Coefficient of F				
Learning Delivery	**Critical**	**Computed**	**P-value**	**Decision**	**Interpretation**
Age	3.197	4.494	0.017	***Reject Ho***	***Significant***
Sex	2.262	0.667	0.522	*Accept Ho*	*Not Significant*
Highest Educational Attainment	3.554	3.635	0.047	***Reject Ho***	***Significant***
Years as ALS Coordinator	3.554	0.655	0.531	*Accept Ho*	*Not Significant*

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

age of the teachers. Regarding gender, the calculated t-value of 0.667 was less than the critical t-value of 2.262; the p-value of 0.522 was above the anticipated significance level.

Thus, the null hypothesis was accepted. This indicates that there was no significant difference in the extent of ALS implementation in learning delivery when grouped by sex. In terms of highest education attainment, the computed F-value of 3.635 surpassed the critical F-value, which was determined to be 3.554, and a p-value of 0.047 was found, which lies within the set significance level. This lends support to the dismissal of the null hypothesis, indicating that there is a pronounced difference in the level of ALS implementation in learning delivery relative to the highest educational qualification of the teaching staff. Concerning the faculty's experience in ALS, the derived value of F = 0.655 is less than F critical = 3.554, and p = 0.531 is greater than the usual cutoff of 0.05. In this scenario, the null hypothesis is accepted, which means that there are no pronounced differences in the teaching of ALS with regard to the teachers' length of experience in the role of an ALS teacher.

Overall, the extent of ALS implementation in learning delivery differed significantly when grouped according to the teacher's age and highest educational attainment, indicating that these demographic factors may influence the effectiveness of learning delivery within the program. This suggests that the demographic profile of ALS teachers, particularly their age and educational attainment, influences their methods, attitudes, and overall effectiveness in program implementation. These factors contribute to varying outcomes in learning delivery, with older and more highly educated coordinators often demonstrating different strategies compared to their younger or less educated counterparts. Their personal and professional background, including their age and level of education, can influence their approach to managing and delivering the educational program.

The results of Barrido's (2022) study, which showed that most implementers had Master's degrees and fewer years of teaching experience, were consistent with the findings mentioned above. When considered collectively, the ALS-BLP and A&E test implementation status was "very satisfactory." In terms of variables, it falls between "very satisfactory" and "excellent." In terms of implementation level, the BLP was "highly" implemented when seen as a whole, but it ranged from "high to very high" when categorized by variables. When considered as a whole and categorized as educational preparation, the degree of execution in terms of the A&E exam was "high." In addition, Age, years of teaching experience, and years of dealing with ALS range from "high to very high." There were no appreciable variations in the ALS-BLP implementation level across all groups. While there were no significant differences in the other categories, a considerable variation was observed in the A&E test status when categorized by age. There were no appreciable differences between the A&E and ALS-BLP test implementation levels across all categories. The Department of Education's ALS-BLP and ALS-A&E test implementation status and extent were shown to be highly and significantly correlated.

Table 16.

Outcomes of the Significant Variations in the Extent of Implementation of ALS as to Learning Resources when Categorized According to the ALS Coordinator's Profile

Learning Resources	Coefficient of F			Decision	Interpretation
	Critical	Computed	P-value		
Age	3.197	3.303	0.046	***Reject Ho***	***Significant***
Sex	2.178	0.195	0.849	*Accept Ho*	*Not Significant*
Highest Educational Attainment	3.554	3.928	0.038	***Reject Ho***	***Significant***
Years as ALS Teacher	3.554	0.880	0.432	*Accept Ho*	*Not Significant*

Legend: t = Independent T–test; F = ANOVA/F-test; α = 0.05

Data from Table 16 shows significant differences in the variables related to the extent of ALS implementation, specifically learning resources, based on the teacher's demographic characteristics. For the variable learning resources in terms of age, the computed F-value of 3.303 was larger than the critical F-value of 3.197; its p-value of 0.046 was within the hypothesized level of significance. This enables rejecting the null hypothesis, implying significant differences in the extent of the ALS implementation in learning delivery when grouped according to the coordinator's age. In terms of sex, the computed t-value of 0.195 was smaller than the critical t-value of 2.178; its p-value of 0.849 was beyond the hypothesized significant level. Thus, the null hypothesis was accepted. This indicates that there was no significant difference in the extent of ALS implementation in learning delivery when grouped by sex. In terms of highest education attainment, the computed F-value of 3.928 was greater than the critical F-value of 3.554; its p-value of 0.038 was within the hypothesized significant level. This enables the dismissal of the null hypothesis, implying a substantial difference in the extent of ALS implementation in learning delivery when grouped according to the coordinator's highest educational attainment. In terms of years as ALS teacher, the computed F-value of 0.880 was less than the critical F-value of 3.554; its p-value of 0.432 was beyond the hypothesized significant level. Therefore, the null hypothesis was upheld, suggesting that there were no significant differences in ALS implementation when grouped according to the teacher's years of experience as an ALS teacher.

Overall, the degree of allocation of ALS learning resources varied considerably based on an instructor's age and educational qualification, suggesting that such demographic factors are essential in understanding the efficacy of resource use within the program. Findings indicate that a teacher's demographics significantly affect the availability, access, and actual use of the teaching and learning process, which involves various materials and resources. Variations in teachers' age and educational background are reflected in the extent to which they can maximize available resources, with more experienced or highly educated teachers demonstrating greater resource optimization.

According to Villenes, Igliane-Villenes, and Alcarz (2018), the comprehensive and flexible character of ALS leaves the delivery of ALS open to a variety of options. Additionally, it was noted that the creation of mobile resources leads to a greater understanding of target competences, which are seen as highly advantageous for ALS students. Similar to this, Valleza, Choi, and Santillana (2017) emphasized the advantages of ALS for its students in the City of Dasmariñas, highlighting the importance of continuously updating modules to incorporate the rapidly evolving demands of the workforce. Completing the program led to employment opportunities. As a result, educational design must be flexible enough to adapt to the many situations in which students find themselves. This finding supports the need for local government units (LGUs) to support ALS programs in their respective areas. Egcas and Garganera (2019) share the same observation, noting that ALS learners in Sagay City, Negros Occidental, who eventually completed vocational courses or earned college degrees had significant improvements in their income and employability, moving from manual labor to "office and profession-based jobs." (Gochico, 2021)

Table 17.

Outcomes of the Significant Variations in the Extent of Implementation of ALS as to Learning Environment when Categorized According to the ALS Teacher's Profile

Learning Environment	Coefficient of F			Decision	Interpretation
	Critical	Computed	P-value		
Age	3.197	3.620	0.034	***Reject Ho***	***Significant***
Sex	2.178	0.069	0.945	*Accept Ho*	*Not Significant*
Highest Educational Attainment	3.554	3.633	0.047	***Reject Ho***	***Significant***
Years as ALS Teacher	3.554	0.360	0.702	*Accept Ho*	*Not Significant*

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

Data from Table 17 shows significant differences in the variables related to the extent of ALS implementation in the learning environment based on the teacher's demographic characteristics. For the variable learning environment in terms of age, the computed F-value of 3.620 was larger than the critical F-value of 3.197; its p-value of 0.034 was within the hypothesized level of significance. Thus, the null hypothesis can be rejected. This means there are differences that are significant in the degree of implementation of ALS in learning delivery when the teachers' age brackets are considered. As for sex, the t-value computed as 0.069 is less than the critical t-value of 2.178, and its p-value of 0.954 exceeds the hypothesized significant level. Therefore, the null hypothesis cannot be disregarded. This means we did not find a significant difference in ALS implementation in learning delivery when examining sex. Regarding the highest educational attainment, we obtained an F value of 3.633, which is above the critical F value of 3.554 and was significant with a p-value of 0.047. This value was within the significance level. That which supported the rejection of the null hypothesis and, in turn, proved that there is a significant difference in the

degree of ALS implementation in learning delivery when examining the coordinator's educational attainment. For the variable of years as an ALS teacher, we got an F value of 0.360, which is below the critical F value of 3.554. Also, the p-value of 0.702 is greater than the assumed significance level. Thus, we accepted the null hypothesis, which in turn indicated that we did not see any large-scale differences in the implementation of ALS with respect to the teachers' teaching experience as ALS teachers.

In summary, the level of ALS implementation in the learning environment differed significantly when grouped by the coordinator's age and highest educational attainment. The findings suggest that these demographic factors have a significant impact on how teachers shape the classroom atmosphere, student engagement, and overall classroom management. Teachers with different age groups and education levels bring distinct approaches to fostering a conducive learning environment, with some displaying greater adaptability, structure, or control, which in turn influences students' learning experiences.

Paez (2024) highlights that ALS teachers face challenges, such as resource shortages, despite having positive perceptions of the learning environment. However, factors such as students' positive emotions, constructive behaviors, strong teacher-student relationships, and cognitive skills all promote effective learning. Conversely, obstacles such as limited environmental support, disruptive student conduct, and negative teacher behaviors can hinder progress, emphasizing the need to address these issues to optimize educational outcomes.

Data from Table 18 shows significant differences in the variables related to the extent of ALS implementation in learning assessment based on the coordinator's demographic characteristics. For the variable learning assessment in terms of age, the computed F-value of 3.428 was larger than the critical F-value of 3.197; its p-value of 0.041 was within the hypothesized level of significance. This facilitates the dismissal of the null hypothesis, implying significant differences in the extent of ALS implementation

Table 18.

Outcomes of the Significant Variations in the Extent of Implementation of ALS as to Learning Assessment when Categorized According to the ALS Teacher's Profile

	Coefficient of F				
Learning Assessment	**Critical**	**Computed**	**P-value**	**Decision**	**Interpretation**
Age	3.197	3.438	0.041	***Reject Ho***	***Significant***
Sex	2.178	0.127	0.901	*Accept Ho*	*Not Significant*
Highest Educational Attainment	3.554	3.902	0.039	***Reject Ho***	***Significant***
Years as ALS Teacher	3.554	0.115	0.892	*Accept Ho*	*Not Significant*

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

in learning delivery, when grouped by the teacher's age. In terms of sex, the computed t-value of 0.127 was smaller than the critical t-value of 2.178; its p-value of 0.901 was beyond the hypothesized significant level.

Hence, the null hypothesis was accepted. This means that there is no considerable difference in the level of ALS implementation in the learning delivery system based on sex. Concerning the level of highest educational attainment, the calculated F value of 3.902 exceeded the critical F value of 3.554, and its p value of 0.039 was less than the level of significance posited. As a result, the null hypothesis may be discarded, indicating a notable difference in the extent of ALS implementation in relation to learning delivery when grouped according to the teacher's highest educational attainment. In terms of years as ALS coordinator, the computed F-value of 0.115 was less than the critical F-value of 3.554; its p-value of 0.892 was beyond the hypothesized significant level. Consequently, the null hypothesis was confirmed, suggesting that there were no significant differences in ALS implementation when grouped according to the teacher's years of experience as an ALS teacher.

In summary, the level of ALS implementation in learning assessment differed significantly when grouped by teachers' age and highest educational attainment. The findings suggest that coordinators with different demographic characteristics tend to adopt varying approaches to student evaluation. These differences are reflected in the type, frequency, and rigor of assessments used, as well as in the way teachers interpret and act on assessment outcomes. Older coordinators or those with higher education tend to use more structured and formal assessment methods, while younger or less educated coordinators may prefer more flexible or informal approaches.

Mahinay & Manla (2025) found that the result of the Accreditation and Equivalency (A&E) Test, one of the learning evaluations in ALS, was perceived by students as both necessary and onerous. The high stakes of the A&E Test were recognized as a major source of worry, particularly for students who had been out of school for an extended period (Abenes & Caballes, 2020). Respondents suggested adding formative assessments to diversify them and give continuous feedback, which has been shown to improve learning. To prepare students for employment and the demands of the modern workforce, recommendations included integrating digital literacy and vocational training, as well as aligning examinations with industry standards.

Data from Table 19 demonstrate significant differences in the variables related to the extent of ALS implementation in the capability-building program based on the coordinator's demographic characteristics. For the variable capability building program in terms of age, the computed F-value of 3.245 was larger than the critical F-value of 3.197; its p-value of 0.044 was within the hypothesized level of significance.

Table 19.

Outcomes of the Significant Variations in the Extent of Implementation of ALS as to Capability Training Program when Categorized According to the ALS Teacher's Profile

Capability Training Program	Coefficient of F		P-value	Decision	Interpretation
	Critical	Computed			
Age	3.197	3.345	0.044	***Reject Ho***	***Significant***
Sex	2.178	0.169	0.869	*Accept Ho*	*Not Significant*

Highest Educational Attainment	3.554	4.644	0.024	***Reject Ho***	***Significant***
Years as ALS Teacher	3.554	1.079	0.360	*Accept Ho*	*Not Significant*

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

This enables the dismissal of the null hypothesis, implying significant differences in the extent of ALS implementation in learning delivery when grouped by the coordinator's age. In terms of sex, the computed t-value of 0.169 was smaller than the critical t-value of 2.178; its p-value of 0.869 was beyond the hypothesized significant level. Thus, the null hypothesis was accepted. The analysis indicates that there are no considerable differences in the level of implementation of the Alternative Learning System (ALS) based on gender. However, an inquiry into the highest degree of educational achievement uncovered a significant result: the computed F-value of 4.644 exceeded the critical F-value of 3.554. At the same time, the p-value of 0.024 fell below the established significance threshold. This allows for the dismissal of the null hypothesis, implying that a significant difference exists in the level of ALS implementation in learning delivery when grouped according to the teacher's highest educational attainment. In terms of years as ALS coordinator, the computed F-value of 1.079 was less than the critical F-value of 3.554; its p-value of 0.360 was beyond the hypothesized significant level. Consequently, the null hypothesis was accepted, suggesting that there were no significant differences in ALS implementation when grouped according to the teacher's years of experience as an ALS teacher.

The implementation of the ALS program for building capabilities shows significant variation depending on the age and education levels of the teachers involved. Experienced educators and those with advanced degrees typically favor structured, formal professional development opportunities. In contrast, younger teachers or those with less formal education often lean towards more casual and flexible approaches. These differing preferences influence both the effectiveness and the scope of the capability-building initiatives within the ALS program.

The findings reported align with those of Resurreccion et al. (2021), which suggest that educators must have a thorough understanding of the six learning strands of the Alternative Learning System (ALS). Implementers in ALS must receive adequate training to address the needs of a varied age range and gender diversity. The update to the ALS Act (Republic Act 11510) has broadened its scope to encompass ALS students, now including children along with adults and youth. Moreover, the ALS Task Force highlights the significance of thorough professional training for graduates of Teacher Education Institutions (TEIs), ensuring they are fully prepared to effectively implement ALS programs. Such advocacy is reflected in the ALS Act, passed while this report was being written. The ALS Act directed the Commission on Higher Education (CHED) to "Create a consistent and structured curriculum for an advanced degree in ALS training."

Table Twenty presents the significant differences in the assessment of the groups of respondents on the extent of ALS implementation when grouped according to the ALS student's profile.

As shown in Table 20, for the variable learning delivery in relation to age, the computed F-value (F = 3.356) exceeded the critical value (F-critical = 2.436), and the corresponding p-value (p = 0.012) was below the set significance level of 0.05. This outcome results in the null hypothesis being rejected, suggesting a statistically significant difference in learning delivery across different age groups in the ALS implementation. In contrast, regarding sex, the computed t-value (t = 0.170) was less than the critical value (t-critical = 1.987), and the p-value (p = 0.866) exceeded the significance threshold. Hence, the null hypothesis is accepted, suggesting that there is no significant difference in learning delivery between male and female students within the ALS program.

For the variable learning resources in terms of age, the computed F-value (F = 3.077) exceeded the critical value (F-critical = 2.436), and the corresponding p-value (p = 0.018) was below the set significance level.

This outcome results in the dismissal of the null hypothesis, suggesting a statistically significant difference in learning resources across different age groups in the ALS implementation.

In contrast, regarding sex, the computed t-value (t = 0.603) was less than the critical value (t-critical = 1.987), and the p-value (p = 0.548). The results indicated no significant difference in learning resources between male and female students in the ALS program, supporting the validity of the null hypothesis. In terms of the learning environment based on age, the calculated F-value was 3.289, which exceeded the critical value of 2.436, along with the related p-value (p = 0.013) was below the set significance level. This outcome results in the dismissal of the null hypothesis, signifying a statistically significant difference in learning environment across different age groups in the ALS implementation. In contrast, regarding sex, the computed t-value (t = 0.453) was less than the critical value (t-critical = 1.987), and the p-value (p = 0.651) exceeded the significance threshold. Hence, the null hypothesis is accepted, suggesting that there is no significant difference in the

Table 20.

Outcomes of the Significant Variation in the Extent of Implementation of ALS when Categorized According to the ALS Student's Profile

	Coefficient of F				
	Critical	**Computed**	**P-value**	**Decision**	**Interpretation**
Learning Delivery					
Age	2.436	3.356	0.012	***Reject Ho***	***Significant***
Sex	1.987	0.170	0.866	Accept Ho	Not Significant
Learning Resources					
Age	2.436	3.077	0.018	***Reject Ho***	***Significant***
Sex	1.987	0.603	0.548	Accept Ho	Not Significant
Learning Environment					

Age	2.436	3.289	0.013	***Reject Ho***	***Significant***
Sex	1.987	0.453	0.651	Accept Ho	Not Significant
Learning Assessments					
Age	2.436	2.519	0.044	***Reject Ho***	***Significant***
Sex	1.987	0.196	0.845	Accept Ho	Not Significant
Capability -Building Program					
Age	2.436	2.823	0.027	***Reject Ho***	***Significant***
Sex	1.987	0.179	0.857	Accept Ho	Not Significant

Legend: t = Independent T – test; F = ANOVA/F-test; α = 0.05

learning environment between male and female students within the ALS program.

For the variable learning assessment in terms of age, the computed F-value (F = 2.519) exceeded the critical value (F-critical = 2.436), and the corresponding p-value (p = 0.044) was below the set significance level of 0.05. This outcome results in the dismissal of the null hypothesis, suggesting a statistically significant difference in learning assessment across different age groups in the ALS implementation. In contrast, regarding sex, the computed t-value (t = 0.196) was less than the critical value (t-critical = 1.987), and the p-value (p = 0.845) exceeded the significance threshold. Hence, the null hypothesis is accepted, suggesting that there is no significant difference in learning assessment between male and female students within the ALS program.

For the variable capability building program in terms of age, the computed value (F = 2.823) exceeded the critical value (F-critical = 2.436), and the corresponding p-value (p = 0.027) was below the set significance level. This outcome results in the null hypothesis being rejected, which suggests a statistically significant difference in capability-building programs across different age groups in the ALS implementation. In contrast, regarding sex, the computed t-value (t = 0.179) was less than the critical value (t-critical = 1.987), and the p-value (p = 0.857) exceeded the significance threshold. Hence, the null hypothesis is accepted, suggesting that there is no significant difference in capability-building programs between male and female students within the ALS program.

The overall extent of ALS implementation, in terms of learning delivery, learning resources, learning environment, learning assessment, and capability-building programs, was significantly different when grouped according to students' age and sex. These suggest that these demographic factors influence how effectively the program components are implemented and experienced by learners. To compare performance among programs specifically designed to support learners' learning through assessment and evaluation, the ALS program places a greater emphasis on assessing student outcomes. This ensures that to identify relative and shared outputs from activities that may impact the outcomes, alignment, responsibility, and action are necessary. According to Rivera (2017), a blended learning environment offers special needs children of all ages the benefits of both access to virtual resources that enhance their learning experience and the support of

a physical instructor. For knowledge acquisition, development, and application to be facilitated, an efficient learning environment, whether physical or virtual, is essential (Williams & Clint, 2023). According to Paez (2021), the study's findings indicate that most stakeholders, regardless of the age of the ALS children, accept the program's concept, and that effective implementation is necessary for the program to succeed in real-life applications. However, the lack of significant differences in perceptions also indicates that more needs to be done to monitor and improve the situation, as there may be possible issues that affect people's experiences. To better understand the unique requirements and features of students, teachers, and coordinators, as well as to provide a stronger foundation for interventions and program enhancements, more research should use quantitative studies. Thus, by taking into account the opinions of common stakeholders and catering to the diverse needs of ALS learners, the program can advance in areas that require development.

Problem Number 6. Is there a significant relationship between the implementation of ALS and students' academic performance?

Table 21 presents the significant relationship between the implementation of ALS and students' academic performance.

According to Table 20, the correlation coefficient of 0.1627 between learning delivery and academic performance indicates a very low positive relationship. Since the p-value of 0.0497 is within the significance level, the null hypothesis was rejected, suggesting a statistically significant, although weak, association between how learning is delivered and students' academic performance.

The correlation coefficient of 0.1876 between learning resources and academic performance indicates a low positive relationship. With a p-value of 0.0125 falling within the significance threshold, the null hypothesis is rejected, suggesting a correlation that is statistically significant but weak between the quality or availability of learning resources and students' academic performance.

Table 21

Outcomes of the Significant Relationship Between the Implementation of ALS and Students' Academic Performance

Pearson Correlation

Variables	R-value	Interpretation	P-value	Decision	Interpretation
Learning Delivery VS Academic Performance	0.1627	Very Low Positive Correlation	0.0497	***Reject Ho***	***Significant***
Learning Resources VS Academic Performance	0.1876	Very Low Positive Correlation	0.0234	***Reject Ho***	***Significant***
Learning Environment VS Academic	0.2062	Low Positive Correlation	0.0125	***Reject Ho***	***Significant***

Performance					
Learning Assessment VS Academic Performance	0.2351	Low Positive Correlation	0.0043	***Reject Ho***	***Significant***
Capability Building Program VS Academic Performance	0.1739	Very Low Positive Correlation	0.0358	***Reject Ho***	***Significant***

Legend: R-value = Pearson r correlation; α = 0.05

The correlation coefficient of 0.2062 between the learning environment and academic performance signifies a low positive relationship. With a p-value of 0.0043 falling within the significance threshold, the null hypothesis is rejected, indicating a statistically meaningful yet weak correlation between the quality or availability of the learning environment and students' academic performance. Between learning assessment and academic performance, the correlation coefficient of 0.2351 suggests
a low positive relationship. Its p-value of 0.0043, which falls within the hypothesized significance level, indicates that the null hypothesis is rejected. This implies that there was a weak relationship between learning assessment and academic performance.

Lastly, between the capacity-building program and academic performance, the correlation coefficient of 0.1739 suggests a very low positive relationship; its p-value of 0.0358 was within the significance level, which supports the rejection of the null hypothesis. This implies that there was a significant relationship between the capacity-building program and academic performance. The study's findings revealed that capacity building, in the form of group discussions, improves the capacity of teachers and has a positive influence on the academic performance of students.

All variables related to the extent of ALS implementation, including learning delivery, learning resources, learning environment, learning assessment, and capability-building programs, were significantly correlated with students' academic performance. The extent of implementation still reflects the essential role governance played in the overall execution of ALS programs, as observed by teachers, coordinators, and students who served as partners in literacy development. This implementation has also led to clients or learners becoming functionally literate individuals, a key impact of the program.

The subjects' fundamental educational needs, as reported by Gochioco (2021), were successfully and effectively met by the Alternative Learning System, which also helped them develop their life skills. The program has enhanced their lives while they pursue their education. Students who are not part of a traditional education system can still learn new things and build skills that will last a lifetime. For those looking to enhance their overall well-being, ALS was a viable option. Every student believes that their ALS education will benefit their future college coursework or employment.

Following a comprehensive analysis based on Villaber (2023) of participant responses, the subsequent themes were identified: challenges and adaptations in teaching ALS – SHS; lack of availability of the curriculum guide and LIS meant for ALS – SHS; obstacles in the creation of modules and instructional

materials; shortage of teachers for ALS – SHS; seeking and obtaining support from stakeholders; conducting research and study; employing alternative strategies to address issues; time management; optimistic perspectives on becoming an ALS – SHS Mobile Teacher; professional development and personal benefits; provision of extra funding, training, and educators for the ALS – SHS program; ongoing education as a teacher in ALS – SHS; evaluation and supervision of the ALS – SHS Program; and the development of a specific curriculum for ALS – SHS. In conclusion, the findings of this research can provide a foundation for enhancing the implementation of ALS-SHS.

The result mentioned above aligns with the study by Nonong (2022), which found that the three divisions surveyed have a high level of ALS program implementation. It requires some adjustments to ensure the program is executed flawlessly. Nonetheless, mobile teachers have a strong sense of optimism about accomplishing the program's objectives and progressively improving the lives of the students. Similarly, the best practices employed by the ALS teachers may be responsible for the program's ongoing adoption in the surveyed divisions. Importantly, how the program is conducted primarily determines the attitude of the instructors and their best practices when executing the ALS program.

Problem Number 7. Based on the study's findings, what management program might be proposed?

Overview

Effective management programs for the Alternative Learning System (ALS) focus on fundamental principles designed to enhance student performance and achievement. Central to this approach is the development of relevant and engaging learning materials that cater specifically to ALS contexts. ALS teachers must possess the necessary pedagogical expertise to address the varied requirements of students, thereby creating a space that supports emotional health and reduces distractions. Definite assessment policies are crucial for monitoring student advancement, whereas strong instructional leadership and school-centered management are key to the effective implementation of ALS. Collaboration with community organizations, NGOs, and government agencies is crucial, alongside ongoing professional development for implementers. This continual training is necessary to enhance their skills in differentiated instruction and assessment practices.

Introduction

The Alternative Learning System (ALS) in the Philippines, guided by the Department of Education, plays a crucial role in empowering lifelong learners and those who aspire to complete their basic education. This innovative program is dedicated to elevating ALS implementation by emphasizing effective teaching methodologies, ensuring the availability of resources, fostering an inclusive learning environment, and enhancing the development of comprehensive assessments.

The present study introduces a forward-thinking management program designed to guarantee continuous professional development for ALS teachers and coordinators. This initiative is vital for cultivating their skills and expanding their knowledge, particularly in essential areas such as differentiated instruction and robust assessment practices. By focusing on ongoing growth and professional excellence, the program aims to significantly impact the quality of education provided to diverse learners within the ALS framework.

I. Program Title	**Effective Management Program for ALS Implementation Towards an Improved Student Performance**
II. Program Duration	24 hours/ 3-day training/ CY 2025
III. Program Topic	Leadership and Work-Life Balance Integration of School Heads
IV. Program amount/Budget	Php200,000
V. Source of Fund	MOOE
VI. Program Objectives	Upon completing the management training program, participants will possess enhanced management capabilities related to pedagogical approaches and the effective utilization of resources. By means of a number of educational sessions and workshops conducted throughout the three-day training program, participants will acquire the skills necessary to: a) Provide ALS coordinators and Teachers with strategic skill level; b) Prepare ALS coordinators and Teachers in providing ALS students the best educational experience, which will prepare them for better employment opportunities; c) Strengthen the implementers' intellectual and professional growth to a more effective delivery of ALS; d) Develop a research action plan to address the educational challenges; and e) Create a workplace and an environmentally friendly environment conducive to the needs of the ALS students
VII. Target Participants	ALS Coordinators and Teachers in the Division
VIII. Program Contents and Methodologies	
Day 1	
Program Matrix	
7:30 – 8:00	Registration

8:00 – 8:30	Opening Program Opening Prayer National Anthem/ Nationalistic Song SDO Hymn I. Welcome Remarks: **PSDS for ALS** II. Inspirational Message **Schools Division Superintendent**
8:30 – 10:00	Presentation of Participants Direction Setting
10:00 – 11:30	Training Proper Topic: "**Challenges and Strategic Opportunities for ALS Teachers"** Guest Speaker 1
11:30 – 12:00	Question and Answer Portion
12:00 – 1:00	Lunch
1:00 – 1:15	Energizer
1:15 – 3:30	Training Proper Topic: "**Outlining the Key Stakeholders of the ALS program and its Positive Impact on Students"** Guest Speaker 2
3:00 – 3:30	Snacks
3:00 – 5:00	Workshop on Developing an Action Plan addressing the challenges and opportunities for ALS teachers
Day 2	
Program Matrix	
7:30 – 8:00	Registration
8:00 – 8:30	Checking of Attendance Recapitulation Energizer
8:30 – 10:00	Training Proper Topic: **"Strengthen implementers' intellectual and professional growth to a more effective delivery of ALS."** Guest Speaker 3

10:00 – 11:30	Snacks / Health Break
11:30 – 12:00	Question and Answer Portion
12:00 – 1:00	Lunch
1:00 – 1:15	Energizer
1:15 – 3:30	Training Proper Topic: **"Strategies in conducting regular community orientation about the ALS program"** Guest Speaker 4
3:00 – 3:30	Snacks
3:00 – 5:00	Workshop on Developing an Action Plan addressing challenges in conducting regular community orientation about the ALS program
Day 3	
Program Matrix	
7:30 – 8:00	Registration
8:00 – 8:30	Checking of Attendance Recapitulation Energizer
8:30 – 10:00	Training Proper Topic: **"Transparency and Proper Utilization of ALS Resources and Facilities"** Guest Speaker 5
10:00 – 11:30	Snacks / Health Break
11:30 – 12:00	Training Proper Topic: **"The Benefits of Contextualizing the Modules in the ALS program"** Guest Speaker 6
12:00 – 1:00	Lunch
1:00 – 1:15	Energizer
1:15 – 3:30	Training Proper Topic: **"Workshop in developing an Action Plan on Contextualizing the Modules in the ALS program"** Guest Speaker 7
3:00 – 3:15	Snacks
3:00 – 4:00	Action Plan Presentation per district

I. QUALITY ASSURANCE MONITORING & EVALUATION

A. PROGRAM MANAGEMENT	
1. The training program was delivered as planned	
2. The training program was managed efficiently	
3. The training program was well-structured	
B. ATTAINMENT OF OBJECTIVES	
1. The program objectives were clearly presented	
2. The program objectives were attained	
C. DELIVERY OF CONTENT	
1. The program content was appropriate to trainees' roles and responsibilities	
2. The content delivered was based on authoritative and reliable sources	
3. The session activities were practical in generating learning	
4. Adult learning methodologies were used	
5. The program followed a logical order/structure	
6. The contribution of all trainees was encouraged	
D. PROGRAM MANAGEMENT TEAM	
1. Members were present when needed	
2. Members were courteous	
3. Members were efficient	
4. Members were responsive to the needs of trainees	
E. TRAINING VENUE	
1. Well-lit	
2. Ventilated	
3. Sufficient space for program activities	
4. Adequate soundproofing	
5. Availability of equipment	
6. Serviceability of equipment	

7. Venue was clean	
8. The venue had accessible comfort rooms	
9. Venue had clean, comfortable rooms	
F. FOOD	
1. Meals were of satisfactory quality	
2. Meals had sufficient variety	
3. Meals were generally healthy	
GWA	

II. TECHNICAL ASSISTANCE AND WORKING GROUP

COMMITTEE	LEAD PERSON
Program and Invitation	
Documentation ➢ Written Report ➢ Photo	
Monitoring & Evaluation	
Certificates	
Registration/ Attendance	
Finance	

Prepared by:

Braulito P. Estabillo

Project Proponent

Noted by:

Name

Disbursing Officer

Recommending Approval

Name

PSDS

Approved by:

Name:

Schools Division Superintendent

4. CONCLUSIONS

Drawing upon the comprehensive summary of findings, the following conclusions were established:

1. The coordinators are young adults who are still in the process of preparing and mastering the content, strategies, and evaluation of the ALS program.
2. The ALS program is very good, offering a variety of accessible learning experiences. It uses resources that are well-prepared and interesting. They continually update the resources to meet the current needs of ALS learners, ensuring the best quality education support.
3. The ALS students' performance in their assessments is regarded as highly satisfactory, indicating that they are achieving the expected standard for their level. However, many interventions can still be implemented to raise their performance to an excellent level and help them gain more mastery.
4. The teachers' efforts demonstrated a significant commitment and effectiveness in the students' success. Even though achievers view these efforts as normal, they still believe that coordinators and teachers have more performance to deliver and provide additional support to enhance their learning.
5. The teachers' diligent work in conducting lessons has contributed significantly to student achievement, demonstrating their dedication and efficiency; however, for students, this is viewed as a baseline effort. They believe that both teachers and coordinators could still raise the bar on performance by giving even more assistance during classes. In addition, utilizing more experienced or highly educated coordinators to use resources fully would help foster better learning.
6. The degree of implementation continues to demonstrate the crucial role of governance in the overall operation of ALS programs, as evidenced by the coordinators, implementers, and students who collaborated on literacy development. One of the effects of the implementation is that students develop into functionally literate individuals.
7. The Management Program for ALS implementers was proposed to address the specific challenges they faced collectively, aiming to proactively mitigate these issues and improve program effectiveness, thereby supporting implementers in overcoming obstacles more efficiently.

5. REFERENCES

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