

# Functional Literacy Test (FLT) of Alternative Learning System (ALS) Mean Percentage Scores (MPS) in the Division of Cavite Province, Philippines: A Comparative Analysis

Dionito F. Mangao Jr., Al Jerald V. Leyson, Ana Rose B. Atendido, Elma P. Aure, Felisa C. Matel

Education Program Specialist II – ALS – Alternative Learning System, Department of Education,  
Division of Cavite Province, Philippines

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## ABSTRACT

This study aims to determine the Mean Percentage Scores (MPS) of Functional Literacy Test (FLT) in Alternative Learning System (ALS) in the Division of Cavite Province, Philippines. The Post Functional Literacy Test result of ALS learners for School Year 2021-2022, and 2022-2023 was utilized in this study to determine the MPS of ALS learners. The MPS comparative analysis result is an effective method that ALS teachers can adopt to add significance to the data. FLT result is not only for compilation it must be used for decision-making in lesson delivery and activity enhancements. The employed methodology of this study was descriptive in nature and analyzed using two-way Analysis of Variance (ANOVA).

In comparison, learning strand five – Understanding Self and Society got the highest cumulative MPS of 90.41 (Elementary) compared to 88.09 (Junior High School) level and least cumulative MPS 65.09 learning strand 6 Digital Citizenship (Elementary) and 69.75 learning strand 1 – English (JHS) level. Based on document analysis, employment activities, pregnancy, family problem, change of residency, the difficulty of learning competencies in general all had influence on ALS learners performance. Finally, test structure, arrangement and concise guidance and direction have impact on the FLT result. The respondents of this study were the learners enrolled in ALS in eighteen (18) municipalities in the Division of Cavite Province in School Year 2021-2022 and 2022-2023. The result will serve as the basis for ALS program enhancement towards the development of localized learning materials to enhance the literacy and numeracy skills of ALS learners.

**Keywords:** Functional literacy test (FLT), Alternative Learning System (ALS), Mean Percentage Score (MPS), Performance, Comparative

## INTRODUCTION

The significance of conducting an analysis of mean percentage scores on the Functional Literacy Test (FLT) within the Alternative Learning System (ALS) lies in its potential to offer valuable insights into the effectiveness and impact of the ALS program across different contexts. This comparative approach is driven by the need to understand the nuanced factors influencing functional literacy outcomes among diverse groups of learners and to inform targeted interventions for improvement. The ALS program is designed to cater to a wide range of learners, including out-of-school youth and adults with varying educational backgrounds. A comparative analysis of MPS scores on the FLT provides an opportunity to assess how effectively the ALS curriculum addresses the diverse needs of learners in different settings. Understanding

variations in scores can illuminate successful strategies and areas requiring enhancement. Educational outcomes can be influenced by regional, cultural, and socio-economic factors. A comparative analysis allows for the identification of potential disparities in MPS scores among ALS learners across different regions. This insight is crucial for policymakers and educators to tailor interventions that address specific challenges faced by learners in particular areas, contributing to a more equitable educational landscape. The educational landscape is dynamic, and continuous improvement is essential for adapting to changing circumstances. Comparative analysis of MPS scores fosters a culture of continuous quality improvement within the ALS program. By learning from regional variations, educators and policymakers can implement targeted strategies that enhance the quality of education provided through ALS. The Functional Literacy Test (FLT) comparative analysis within the ALS program serves as a robust method for evaluating, refining, and optimizing the effectiveness of alternative education strategies. By understanding and addressing regional disparities, policymakers and educators can work collaboratively to strengthen the ALS program, ensuring that it continues to empower diverse learners with the essential literacy skills needed for personal and societal development.

## LITERATURE REVIEW

Section 2 of Republic Act 9155 highlights the function of the Alternative Learning System (ALS) in providing free and compulsory education to Out-of-school youth and adults. A parallel education system in the Philippines provides opportunities for out-of-school youth (OSY and adult (OSYA) school leavers to access equivalent pathways to complete basic education. ALS education is designed to meet the educational needs of schools dropouts, adults, and other disadvantaged learners who do not have access to formal education; many who are: deprived, depressed, and underserved as described by the legislation (Republic Act 9155). Furthermore, in Alternative Learning System – data-driven decision making is an important skill that teachers and education leaders must possess. They also mention that school-based data from assessments within school are crucial for enhancing instruction, adjusting assessments and even for school management purposes. The department added ALS teachers might use a data driven strategy to review and organize their data in order to improve academic performance of ALS learners (DepEd, 2016). Similarly to the study of Miller (2019), data-driven decision making is necessary because it allows us to analyze data in real time and derive predictive insights. Moreover, some studies highlight the significant rule of Mean Percentage Scores (MPS) on enhancing assessment and instruction. As a matter of fact Ragamit (2021) mention on their study in terms of Mean Percentage Score serve as a significant foundation for improving lesson delivery, utilizing learning resources effectively, devising school improvement plans and adjustment. Walangsumbat (2020) strategic plan through the BLAZE program emphasizes the importance of increasing the performance level of learners by at least 5% from the previous MPS. It encompasses efforts to enhance academic achievement through transformative activities that complement each other, ensuring maximum potential and learning across all subject areas, as evidenced by the improvement in MPS (Ljubojevic et al., 2014). It involves implementing more effective strategies to boost student engagement, playing a crucial role in enhancing the efficiency of student involvement in the teaching process (Ljubojevic et al., 2014). Finally, the Mean Percentage Score (MPS) serves as a representation of the proportion of correctly answered items relative to the total number of test questions or the percentage of correct responses in an assessment (DepEd, 2008). According to Brame (2016), Mean Percentage Score (MPS) indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered items in a test. When teachers provide precise MPS data, it facilitates effective, valid, and reliable monitoring, evaluation, and adjustment within schools. This comparative analysis of MPS results from the Post Functional Literacy Test of the Alternative Learning System (ALS) Junior High School for the academic years 2021-2022 and 2022-2023 exemplifies a commendable practice for ALS educators to imbue data with significance. MPS is not solely for compilation purposes; it should guide decision-making processes regarding enhancements in lesson delivery, utilization of learning resources, and adjustments to school improvement plans

## RESEARCH QUESTION

### Objectives of the Study

The study aims to:

1. Identify the profile of the respondent in terms of:
  - a. Age
  - b. Gender
  - c. Level
2. Identify the respondent Mean Percentage Score along six (6) learning Strand:
  - a. Learning Strand 1 – English and Filipino
  - b. Learning Strand 2 – Scientific and Critical Thinking Skills
  - c. Learning Strand 3 – Mathematical and Problem-Solving Skills
  - d. Learning Strand 4 – Life and Career Skills
  - e. Learning Strand 5 – Understanding Self and Society
  - f. Learning Strand 6 – Digital Citizenship
3. What is the learners' performance and differences in mean Percentage Scores (MPS) on the Post Functional Literacy Test on six learning strands?

## METHODS

### Research Design

The study employs a descriptive research design in nature, involving a comparison of the outcomes from Post Functional Literacy Test Assessments of Alternative Learning System (ALS) Junior High School level in eighteen (18) municipalities in the Division of Cavite Province, Philippines. The data underwent analysis through the utilization of percentage, mean and standard deviation calculations and two-way Analysis of Variance (ANOVA).

### Respondents

The respondents in this study were the learners enrolled in ALS in eighteen (18) municipalities in the Division of Cavite Province, Philippines in School Year 2021-2022 and 2022-2023, previous school year are not included in this study. Also, the researcher considered the availability of the ALS learners and willingness of the respondents to be part of this research. There were 8025 learners (98.81%) out of 8039 ALS learners in eighteen (18) municipalities' voluntary participated in the study.

### Data Collection

The post Functional Literacy Test result was utilized as the primary tool to gather the data. The FLT test is divided into two areas; Part I the respondents' profile, Part II the learners six learning strand functional literacy test components.

## Ethical Consideration

The researcher adhered to RA 10183 – Data Privacy Act of 2012. Informed consent was adequately communicated to the concerned respondents involved. Therefore, the researchers respect the right of the critical informant to withdraw during the research process. Furthermore, the learners names were kept anonymous, and their responses and scores were treated with the utmost confidentiality. Lastly, confidentiality of all information is used for research purposes only.

## DATA ANALYSIS AND DISCUSSION OF RESULT

Table 1 shows the demographic profile distribution of the respondent. The data revealed that 52.91% were male and 47.09% were female; thus, most of ALS learners in eighteen municipalities in the Division of Cavite Province were male. As the age distribution, the data shows that respondent with the age 31 years old above have the highest frequency of 32.60%; 31.24% has an age of 21-30, 28.87% has an age of 17-20 and 7.29% has an age of 13-16 years old. In terms of learner’s level most learners are Junior High School with 83.18% and 16.82% are Elementary. This respondent’s demographic characteristics were identical to the similar studies on ALS learners in other parts of the Philippines by Ocampo (2021), Bahian and Brobo (2023).

Variable	Frequency (N=8025)	Percentage
<b>Sex</b>		
Male	4246	52.91
Female	3779	47.09
<b>Age</b>		
13-16	585	7.29
17-20	2317	28.87
21-30	2507	31.24
31 above	2616	32.60
<b>Level</b>		
A & E Elementary	1350	16.82
A & E Junior High School	6675	83.18

**Table 2: Mean Percentage Scores (MPS) Comparative Results of Post Functional Literacy Test 2021-2022 and 2022-2023 – Elementary Level**

Post Functional Literacy Skills N=1350	MPS		Cumulative MPS	Standard Deviation (SD)
	2021-2022	2022-2023		
LS 1 – Communication Skills – English	73.34	72.87	73.11	<b>0.33</b>
LS 1 – Communication Skills – Filipino	72.58	78.74	75.66	<b>4.36</b>
LS 2 – Scientific and Critical Thinking Skills	73.76	74.85	74.31	<b>0.77</b>

LS 3 – Mathematical and Problem-Solving Skills	72.37	70.37	71.37	<b>1.41</b>
LS 4 – Life and Career Skills	79.03	81.25	80.14	<b>1.57</b>
LS 5 – Understanding Self and Society	89.09	91.73	90.41	<b>1.87</b>
LS 6 – Digital Citizenship	63.04	67.14	65.09	<b>2.90</b>
<b>Cumulative MPS</b>	<b>74.74</b>	<b>76.71</b>	<b>75.73</b>	
<b>SD</b>	<b>7.90</b>	<b>8.17</b>		

Table 2 presented the Elementary level Mean Percentage Scores (MPS) of Alternative Learning System for school year 2021-2022 and 2022-2023. There were 1,350 Elementary learners in eighteen (18) municipalities. In terms of learning strand competencies comparison, learning strand 5 – Understanding Self and Society got the highest cumulative mean percentage score (MPS) of 90.41 in Learning Strand 5, “Understanding Self and Society,” for the elementary level of the Alternative Learning System (ALS) Division of Cavite Province indicates an exceptional level of comprehension and engagement among the learners in this particular area. This high score suggests that the curriculum and instructional strategies employed are highly effective in fostering a deep understanding of personal and societal dynamics among ALS learners. It reflects the learners’ ability to critically analyze and apply concepts related to self-awareness, interpersonal relationships, and societal structures. This achievement underscores the success of the ALS program in providing quality education that equips learners with essential life skills and social understanding, vital for their personal development and community involvement. However, the lowest mean percentage score (MPS) shows of 65.09 in Learning Strand 6, “Digital Citizenship,” for the elementary level of the Alternative Learning System (ALS) highlights a significant area of concern in the program. This relatively low score indicates that learners are struggling with understanding and effectively applying the principles of digital citizenship, which includes safe, responsible, and ethical use of technology. The challenges may stem from limited access to digital tools, insufficient instructional resources, or a lack of familiarity with digital environments among both learners and educators. Addressing this gap is crucial as digital literacy is an essential skill in the modern world, impacting students’ ability to engage safely and productively in an increasingly digital society. Consequently, there is a need for enhanced focus on integrating digital literacy into the ALS learning session of ALS teachers and implementors, providing better training for ALS teachers, and ensuring equitable access to digital resources for all ALS learners.

**Table 3. Mean Percentage Scores (MPS) Comparative Results of Post Functional Literacy Test 2021-2022 and 2022-2023 – Junior High School Level**

Post Functional Literacy Skills N=6675	MPS		Cumulative MPS	Standard Deviation (SD)
	2021-2022	2022-2023		
LS 1 – Communication Skills – English	69.42	70.08	69.75	0.47
LS 1 – Communication Skills – Filipino	70.80	73.26	72.03	1.74
LS 2 – Scientific and Critical Thinking Skills	70.82	72.02	71.42	0.85
LS 3 – Mathematical and Problem-Solving Skills	70.39	72.08	71.24	1.20
LS 4 – Life and Career Skills	83.23	82.51	82.87	0.51

LS 5 – Understanding Self and Society	87.77	88.41	88.09	0.45
LS 6 – Digital Citizenship	74.71	74.04	74.38	0.47
<b>Cumulative MPS</b>	75.31	76.06	75.68	
<b>SD</b>	7.28	6.76		

Table 3 presented the Junior High School level Mean Percentage Scores (MPS) of Alternative Learning System for school year 2021-2022 and 2022-2023. There were 6,675 Junior High School learners in eighteen (18) municipalities. In Junior High School level, the highest cumulative mean percentage score (MPS) shows of 88.09 in Learning Strand 5, “Understanding Self and Society,” for the Junior High School level in the Alternative Learning System (ALS) – Division of Cavite Province demonstrates a strong grasp of the subject matter by the students. This high score indicates that the JHS learners have effectively internalized and comprehended the complex concepts related to self-awareness, interpersonal relationships, and societal dynamics. It reflects and highlights the learners’ ability to critically analyze and navigate social structures, an essential skill for their personal development and civic engagement. Such a result underscores the importance of continuing to support and enhance educational strategies within the ALS to maintain and further improve these outcomes. In terms of lowest cumulative mean percentage score (MPS) of JHS level got a 69.75 in Learning Strand 1, “Communication Skills-English,” for the Junior High School level signals a critical area in need of improvement. This score indicates that students face considerable challenges in mastering English communication skills, which are vital for academic success and global competitiveness. Factors contributing to this low performance may include limited exposure to English language environments, insufficient practice opportunities, and possibly inadequate instructional resources or methodologies. Addressing this issue is imperative, as proficiency in English enhances learners’ ability to access a broader range of educational materials, communicate effectively in diverse contexts, and pursue higher education or career opportunities. Therefore, targeted interventions such as enhanced teacher training, increased access to English language resources, and more interactive and immersive learning experiences are necessary to boost students’ competency and confidence in English communication.

Source of Variations	SS	df	MS	f	p
<i>Factor</i>	0.00686429	1	0.006864286	0.00012	0.00013
<i>Error</i>	0	0			
<b>Total</b>	0.00686429	1			

Table 4 presented the computations for significant difference. Using two-way ANOVA, it was found out that there is significant difference among the MPS of the six learning strands with f-value of 0.00012 and p-value of 0.00013. The result is significant at  $p < 0.05$ . In general, the performances of the ALS Elementary and Junior High School learners were affected by difficulty of learning competencies, lack of attention and focus, family problem, pregnancy and change of residency in general based on document analysis.

## IN CONCLUSION

The mean percentage scores in six (6) Learning Strand across both Elementary and Junior high School levels demonstrate the effectiveness of the ALS in the Division of Cavite Province in imparting crucial knowledge specifically self and society. While there is a gap and slight dip in performance both Elementary and Junior High School level in terms of cumulative MPS in five learning strand specifically learning strand one (English and Filipino), learning strand 2 – Scientific and Critical Thinking Skills, learning strand 3 – Mathematical and Problem Solving Skills and learning strand 6 – Digital Citizenship. Furthermore, ALS

learners both Elementary and Junior High School learners performed best in Learning Strand 5 – Understanding Self and Society, under this strand; this implies further that the ALS learners’ support for the practical application of knowledge is appealing and beneficial to them. Furthermore, the results align with Ocampo (2021) findings, which suggest that teachers should prioritize imparting practical knowledge to ALS learners, as this is considered crucial for meeting learners’ immediate needs. Therefore, ALS teachers and implementors should integrate localized instructional materials that emphasize the practical application of knowledge and offer more hands-on learning experiences to help learners acquire practical skills. Additionally, the findings indicate that several skills, including Communication, Scientific and Critical Thinking Skills, Mathematical and Problem-solving skills, and Digital Citizenship, have relatively low mean percentage scores (MPS). The implications drawn from this study are multifaceted. Firstly, it is crucial for education stakeholders, including ALS teacher and specialist, to examine the contextual factors that may contribute to the observed disparities in MPS scores. This could involve considering socio-economic conditions, local support systems, and the availability of educational resources.

Finally, identifying successful practices and strategies from other municipalities with higher MPS scores can inform the development of targeted interventions and improvements in areas with lower scores. Sharing best practices across municipalities and fostering collaboration among ALS centers can contribute to a more effective and standardized approach to literacy acquisition. Additionally, the study underscores the importance of continuous monitoring and evaluation of ALS programs. Regular assessments and feedback mechanisms can help identify challenges and successes, allowing for timely adjustments and improvements in the delivery of education to non-traditional learners. The implications extend to policy considerations, emphasizing the need for resource allocation and support for ALS programs in municipalities and cities with lower MPS scores. Adequate funding, infrastructure, and training for ALS teacher can enhance the overall quality ALS education.

In conclusion, the Mean Percentage Scores (MPS) comparative analysis on the Functional Literacy Test (FLT) among Alternative Learning System (ALS) participants in eighteen municipalities/cities in the Division of Cavite Province provides valuable insights into the educational landscape of non-traditional learners. The findings reveal a variation in the performance of ALS learners across different municipalities, highlighting the need for a nuanced understanding of the factors influencing functional literacy outcomes. In addition, the Comparative Analysis of MPS on FLT among ALS learners in the Division of Cavite Province prompts a comprehensive and collaborative approach to address literacy disparities. By understanding the factors influencing performance, fostering collaboration among ALS community learning centers, and implementing targeted interventions, educational stakeholders can contribute to a more inclusive and effective ALS program and activities for functional literacy development.

## **RECOMMENDATIONS**

Based from the findings and conclusions, the following are the crafted recommendations

1. Develop a comprehensive and localized activity and must be prepared and introduced to learners to be aware of priority learning strand.
2. ALS implementers are encouraged to create localized instructional materials that emphasize practical knowledge and offer hands-on experiences to help learners enhance their understanding and skills, particularly in areas with very low mean percentage scores (MPS), such as communication, scientific and critical thinking, mathematical and problem-solving, and digital skills.

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