

# A Study on the Implementation of Alternative Learning System among Public Schools in Region 3, Philippines

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## ABSTRACT

Alternative Learning Systems (ALS) provides practical options for any learners who finds success in completing education using his own phase. The problem statement relies on the evaluation of the current status and level of effectiveness of the delivery system of alternative learning system as assessed by teachers and student-respondents in Region 3. Descriptive survey was used to gather data using researcher-made questionnaire. Results revealed of a well- managed implementation of ALS in the region. The allotted funds to provide essential learning materials for teaching and assessment were utilized properly. Appropriate leadership skills and technical trainings were evident. Employability of graduates may be intensified through internship program. On current status, there is a significant difference between leadership and age of students. Regarding level of effectiveness, there is a significant difference between learning support and ALS program enrolled; assessment practices, age and employment status of the students; and A & E certification and students 26 years old and above. There is a significant relationship between allocation of funds to learning support and instructional materials in the delivery of alternative learning system in Region 3. This study suggested to intensify teaching approaches including the provision of internship programs most especially to ALS enrolled at elementary level.

**Keyword:** Alternative learning system, ALS, non-formal education, leadership skills and management practices

## INTRODUCTION

The 21<sup>st</sup> century education is a challenging education indeed. It opens global education and critical global literacy via formal, informal or non-formal education. The trends in the global market catalyzed the needs for more access to education in any form possible where competencies for better employment or developing skills is at stake. Nowadays, a holder of a certain degree in a formal set-up where still observed unprepared, discontinued and lacking and more challenging for those in the non-formal one. As stated in Sustainable Development Goal 4, education (formal or non-formal) upholds its goal of promoting lifelong learning opportunities for all. It awaits a flexible instruction, curriculum and mentors even at a non- formal set up. Karanikola (2022) imparted that global competence is a multifaceted concept intertwined with a multi and inter-cultural education. Thus, educators in vocational training programs must possessed awareness of this global competence and employs appropriate attitudes and values to their students.

Almeida and Morais (2024) stated that various developing countries had an increasing effort to utilized non-formal training programs for learners who missed out the formal, classroom-based learning. Non-formal education is an option where its flexible nature and modified approaches allowed out-of-school individuals to develop sense of belongingness in the global community. The pre-and post- pandemic education embraced various meaning to the dimensions of this non-formal education. Kicherova and Trifonova (2023) stated that non-formal education (NFE) was constituted for a continues development. It was emphasized that it is no longer a social institution but a meta-institution, a place where shared interest, connections and resources met and united. Different global studies defined the nature and essence of non-formal education as a kind of education that supports self-learning (Kohler, 2022) and self-governing education (Souto-Otero, 2021). As

formal education promotes life-long learning thus non-formal education helps in creating the same, alternatively. Both requires the individual to become competitive, skillful and pursuable.

Non-formal education in Philippine Education System is known as alternative learning system (ALS) and mostly offered in public schools and community centers in different provinces. The implemented ALS is one critical component of Philippine Education providing these adults and out-of-school youth access to quality basic education in order to reduce illiteracy as envisioned in the Education for All (2015) Philippine Education Plan of Action. Now, this study would like to discover how effective was the implementation ALS at a regional level. As an educator, non-formal education program should be monitored for its quality and evaluate factors that may affect its effective delivery among their students. The Bureau of Education Assessment under the Department of Education posted their most recent list of Alternative Learning System Accreditation and Equivalency Test Qualifiers at the end of the first quarter of the previous year. The report included 13, 021 elementary qualifiers and 166, 927 secondary qualifiers where 14, 203 ALS graduates came from Region 3 or 8.5 % of the total national figure (Department of Education, 2018).

### **Benefits of Alternative Learning System**

- i. Alternative Learning System student gains the alternative advantage of finishing education through a non-formal education and be certified via accreditation and equivalency certification(A&E).
- ii. Teachers develop and enrich teaching approaches and strategies suitable for out-of-school learners. The upgrading and upskilling of interventions helps to reduce the rate of drop-outs among ALS students.
- iii. Curriculum managers and developers create a better teacher-student engagement and experiences to support ALS students in completing the program.
- iv. Policymakers sustain and support existing policies toward eradicating illiteracy among out-of-school youth by allocating funds to support NFE services. They help in the formulation of training programs, provide learning centers to increase employability of ALS graduates.

### **Research Objectives**

This paper aimed to evaluate the implementation of alternative learning system (ALS) among public schools in Region 3. Specifically, it sought to answer the following:

1. To identify the current status of alternative learning system implementation among public schools in Region 3 in terms of allocation of funds, leadership and management and employability of graduates.
2. To determine the profiles of teacher and student respondents who enrolled in ALS and its impact in the effectiveness of its delivery system.
3. To evaluate the relationship between respondents' profile and the level of effectiveness of the delivery of ALS in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification

### **Statement of Problem**

This study evaluated the implementation of alternative learning system (ALS) among public schools in Region 3.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of age, gender, years in service, and position?

2. What is the demographic profile of the student-respondents in terms of age, gender, ALS program enrolled, and current occupation?
3. What is the current status of ALS in Region 3 in terms of allocation of funds, leadership and management, and employability of graduates?
4. What is the level of effectiveness of the delivery system of ALS as assessed by the respondents in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification?
5. Is there a significant difference in the current status as assessed by the two groups of respondents when their profile is considered?
6. Is there a significant difference in the level of effectiveness of the delivery system of ALS as assessed by the two groups of respondents when their profile is considered?
7. Is there a significant relationship between the current status of ALS and the level of effectiveness of its delivery system?

### **Hypotheses of the Study**

The following statements are the hypotheses of this study:

**Ho1:** There is no significant difference in the current status of alternative learning system as assessed by the two groups of respondents when their profile is considered.

**Ho2:** There is no significant difference in the level of effectiveness of the delivery system of Alternative Learning System as assessed by the two groups of respondents when their profile is considered.

**Ho3:** There is no significant relationship between the current status of the implementation of Alternative Learning System and the level of effectiveness in its delivery system.

### **LITERATURE REVIEW**

Republic Act 9155 or “Governance Act for Basic Education of 2001” establishing alternative learning system as a non-formal education program for learners who have skipped formal schooling. The World Bank (2018) stated about the country’s effort on alternative learning system: a second chance to develop human capital of out-of-school youth and adults. Findings were enumerated as half of the Filipino students were struggling to complete basic education on time. The education department were eager to increase annual performance from out-of-school learners who must pass the accreditation and equivalency examination to have better access to higher education, vocational training, and better employment option. Records revealed that a number of non-formal learners have increased from 537,666 in 2016 to 641,584 in 2017 or 19%.

Abasolo (2017) concluded that education not only conforms to curriculum implementation but also funding for the program. Dedicated ALS teachers contributed to effective learning but often unrecognized. This reality affects ALS teachers’ excellence, enthusiasm, and performance. Pilar (2015) emphasized that after investigating the lived experiences in teaching basic English grammar among ALS teachers noted in his conclusion that ALS teachers were more flexible, open-minded, and determined in dealing with ALS students. ALS teachers were searching for better teaching strategies to improve skills in Basic English Grammar to ALS students.

Shanker, Marian and Swimmer (2015) stated that student-centered teaching and learning are equally important tools in creating tailored interventions that respond to the needs of these group of students. For non-formal education program to be effective, analysis of incentives, teacher and facilitator training, teacher and facilitator commitment, and motivation were necessary.

Fatchan and Widodo (2016) classified non-formal education leadership in terms of characteristic and approach. In terms of characteristic, one who envisions to develop a concrete strategy towards building trust, establishing partnership, and professionalism. In terms of approach, the authors cited that there were charismatic leadership and transformational leadership. Non-formal education leadership model is more to be of constructivist charismatic.

Based on the conclusion and recommendation of Rose (2018), pedagogy of non-formal education has a positive impact on employability of youths. In-service training should be organized by the state for those carrying out non-formal education activities. Trainers should harmonize their curriculum, review the use of didactic materials in training centers, and publish their activities in catalogue of good practice.

## RESEARCH METHODOLOGY

This study utilized a descriptive survey method to describe the current status and evaluate the level of effectiveness of the implementation of the alternative learning program in 7 provinces in Region 3. It includes 335 ALS facilitators and 95 ALS qualifiers. Cluster random sampling was used to gather respondents. Ethics review and considerations were performed through the assistance and guidelines from Research Development and Innovation Center (RDIC) of the university. The research instrument was a researcher-made adopted questionnaire that utilized 4-point Likert Scale. It was validated and its consistency was checked through pilot testing process. Cronbach–alpha (0.8) values was determined to maintain consistency and validity of the questions.

## RESULTS AND DISCUSSIONS

The results were discussed according to the presented statement of the problem.

SOP1. What is the demographic profile of the teacher-respondents in terms of age, gender, years in service, and position?

Table 1 shows the frequency and percentage distribution of these respondents. Majority of the facilitators (teacher and mobile teachers) belong to 36 years old-above category, mostly female respondents with more than 10 years of experience. Determining these profiles from facilitators granted the results of the study in providing accurate and valid data. Being matured in the profession helps them to gain enough experiences and competence in teaching diverse learners.

Table 1. Frequency and Percentage Distribution of the Demographic Profile of the Teacher-Respondents

Profile	Frequency	Percentage
Age		
20 - 25 Years Old	56	16.7
26 - 30 Years Old	46	13.7
31 - 35 Years Old	65	19.4
36 Y/O- Above	168	50.1
Gender		
Male	149	44.5
Female	186	55.5

Years in Service		
0 - 3 Years	113	33.7
4 - 6 Years	55	16.4
7 - 10 Years	56	16.7
10 Years -Above	111	33.1
Position		
ALS Mobile Teacher	147	43.9
District ALS Coordinator	58	17.3
Teacher	106	31.6
Master Teacher	24	7.2
Total	335	100.0

Effectiveness on the delivery of instruction, better students' management, implementation of school activities and the quality of assessment procedures provided for these ALS students are due to long years of teaching experience of their teachers. Their answers contributed in the understanding of the current status of ALS program in the region. Apparently, Fernandez (2013) mentioned that teachers' competence is significantly related to teaching experience, salary, and performance rating while learners' performance is not related to civil status, family background and age. Teachers' competence is not related to gender and educational background but according to Maji (2022), it is the opposite.

SOP2. What is the demographic profile of the student-respondents in terms of age, gender, ALS program enrolled, and current occupation?

Table 2. Frequency and Percentage Distribution of the Demographic Profile of the Student-Respondents

Profile	Frequency	Percentage
Age		
16 - 20 Years Old	63	66.3%
21 - 25 Years Old	17	17.9%
26 Y/O and Above	15	15.8%
Gender		
Male	49	51.6%
Female	46	48.4%
ALS Program Enrolled		
Elementary Level	6	6.3%
Secondary Level	89	93.7%
Current Occupation		

Employed	21	22.1%
Not Employed	74	77.9%
Total	95	100.0%

Table 2 shows the demographic profile of the student-respondents and majority were enrolled in secondary level of school year 2017-2018. These respondents were validated and included in the list of qualifiers for March 2018 exam (DepEd Region 3- Bureau of Alternative Learning System, 2018). Most of their age belongs to 16 - 20 years old bracket where 74% were not employed due to continuing study in college. This study recognized the importance of profiles to properly understand and evaluate the current status and measure the effective delivery of alternative learning system in the region. In the article of Wilby (2024), profiles predict classroom assessment capability and practice. Student profiles balance students' consistency and acquired skills in the non-formal education set-up. The learner's age, sex, and highest formal educational attainment as well as sex, highest educational attainment and number of specialized trainings attended by their teachers could influence the scientific literacy of the learners in the ALS program (Borja,2016).

SOP3. What is the current status of Alternative Learning System (ALS) in Region 3 in terms of allocation of funds, leadership and management, and employability of graduates?

Table 3. Current Status of ALS in Region 3 in Terms of Allocation of Funds

Allocation of Funds	Teacher		Student	
	WM	QD	WM	QD
There is/are...				
1. Enough textbooks, modules, manuals, print materials in the classroom.	2.62	I	3.62	HI
2. New furniture and equipment including computers in the center.	1.75	SI	2.63	I
3. Review materials for accreditation and equivalency test.	2.87	I	3.57	HI
Legend: 1.00-1.49 Not Implemented (NI), 1.50-2.49 Somewhat Implemented (SI), 2.50-3.49 Implemented (I), 3.50-4.00 Highly Implemented (HI)				

Table 3 shows teacher-respondents' ratings on the provision of review materials for A and E certification and the provision of enough textbooks, modules, manuals. The allotted funds intended to acquire these learning resources were managed and delivered efficiently. Students-respondents rated these items as highly implemented at the same time. Appropriate provisions of funds for the delivery of alternative learning system removes the disruption to effective management of school program (Ezeh and Ogara, 2020). Therefore, the allotted funds for ALS education were implemented in the region properly and evidently. An indication of a well- manage financial resources of the non-formal education bureau.

Table 4. Current Status of ALS in Region 3 in Terms of Leadership and Management

Leadership and Management	Teacher		Student	
	WM	QD	WM	QD
The teacher...				
1. Takes seriously the responsibility for coaching and mentoring ALS students.	3.79	HI	3.85	HI

2. Invests adequate amount of time doing students development.	3.71	HI	3.79	HI
3. Define the role when serving as coach or facilitator.	3.67	HI	3.84	HI
4. Is committed to developing students from diverse segments of the population.	3.59	HI	3.85	HI
5. Creates opportunities for students to assess their leadership skills.	3.65	HI	3.85	HI
Legend: 1.00-1.49 Not Implemented (NI), 1.50-2.49 Somewhat Implemented (SI), 2.50-3.49 Implemented (I), 3.50-4.00 Highly Implemented (HI)				

Table 4 shows items effective leadership and management and were both respondents rated it as “highly implemented.” Teachers assigned to handle ALS students were trained to teach and coach at the same time. Coaching them means “individualizing” the instruction for better understanding of the lesson and allow the learners to work independently with less instruction and supervision. In the conclusion of Darnell (2020), students with coached teacher performed and achieved better. Another, there was an indication of commitment among teachers to help develop these returning students. They guide them to become a functional citizen of the community, boosted their morale, and pushed to pursue a career in college in spite of their age and background. An indicator of a responsible teachers and leaders in the bureau. Thus, teachers and students observe effective leadership and management practices that contributed in quality delivery of non-formal education all 7 provinces in the region.

Table 5 Current Status of ALS in Region 3 in Terms of Employability of Graduates

Employability of Graduate	Teacher		Student	
	WM	QD	WM	QD
1. Provision of technical skills training for ALS students.	3.04	I	3.42	I
2. Provision for learners to choose type of technical skills to learn.	2.92	I	3.36	I
3. Provision on the job training/ internship program.	2.44	SI	2.67	I
Legend: 1.00-1.49 Not Implemented (NI), 1.50-2.49 Somewhat Implemented (SI), 2.50-3.49 Implemented (I), 3.50-4.00 Highly Implemented (HI)				

Table 5 shows data related to the *employability of graduates*. Items about the provisions of technical skills training for their students was rated as “implemented.” There is an indication that the type of trainings and skills in the center was based on demography, location and needs. On the other hand, teacher rated “somewhat implemented” on the item pertaining to training/internship program. This indicate that teachers knew the importance of internship to help ALS students in the future, but somewhat lacking in other areas. As internship during the training period promotes personal growth and development (Vocal, et.al.,2023). Internship on the time of survey was not included in the curriculum and not all divisions have readily accessible site for internship program. Performing job roles during internship increases employability skills of students (Shaheen, Muzamil, & Shiraz, 2022).

SOP4. What is the level of effectiveness of the delivery system of alternative learning system as assessed by the respondents in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification?

Table 6. Level of Effectiveness of the Delivery System of ALS in terms of Learning Support

Learning Support	Teacher		Student	
	WM	QD	WM	QD
The teacher...				
1. Conducts evaluation to determine the entry and exit level of learners using functional literacy test and other assessment tools.	3.73	HI	3.39	I
2. Conducts home visits, individual tutorials and other need driven activities in an effort to retain and win the learners back to the literacy sessions.	3.78	HI	3.75	HI
3. Allows the use of mother tongue as needed as possible.	3.67	HI	3.68	HI
Legend: 1.00-1.49 Not Implemented (NI), 1.50-2.49 Somewhat Implemented (SI), 2.50-3.49 Implemented (I), 3.50-4.00 Highly Implemented (HI)				

Table 6 shows the ratings made by teachers and student respondents on the learning support provided to ALS students. The teacher conducts evaluation on the level of learners before accepting and exiting of the students. Understanding on the level of students provides an accurate assessment on students' strength and capabilities. Students observed this system of exit and recognized as a way to check their competence in passing the A and E Certification properly. In addition, the utilization and discussion of modules were also found very effective in designated learning centers or via home visits. This grants a continuity in learning sessions and compliance of students to class activities. Another support is the use of mother tongue in the teaching and learning process. A more flexible means of communication was employed with the use of mother tongue so that teachers may teach and translate modules within the level of understanding of students and in the context of their native languages. Establishing proper evaluation and understanding of the academic potential of the ALS students is an indicator of highly effective process that supports learning.

Table 7. Level of Effectiveness of the Delivery System of ALS in terms of Instructional Materials

Instructional Materials	Teacher		Student	
	WM	QD	WM	QD
The teacher...				
1. Conducts learning needs of learners using individual learning agreement.	3.71	HI	3.43	I
2. Assists in preparation of learning portfolio	3.72	HI	3.74	HI
3. Translates ALS learning materials and other references into the local language of the learners or communities.	3.76	HI	3.75	HI
4. Conducts learning sessions using ALS learning modules and supplementary materials.	3.65	HI	3.56	HI

Table 7 shows the results on the use of instructional materials. Teachers conduct learning needs using individual learning agreement and it was rated "highly implemented." It was an important transaction for both parties to comply. Self-directing learning agreement make students involved in their own learning and make them responsible for it. Students learn commitment as they complete activities in ALS program. Learning agreement provides all the necessary requirement and competence to pass the program. The teacher conducted sessions using modules was also evident and highly implemented.

Teacher assists in the preparation of learning portfolio; a proof of achievement and culmination of success for ALS students. It was rated "highly implemented" meaning that teachers measure the reflection skills of ALS students with this documentation. In assisting this portfolio development, teachers and students both gains by



understanding their accomplishments or determine gaps in the implementation of alternative learning system. Developing a portfolio produces high impact on student’s academic journey (Daeba and Raza, 2023).

Table 8. Level of Effectiveness of the Delivery System of ALS in terms of Assessment Practices

Assessment Practices	Teacher		Student	
	WM	QD	WM	QD
The teacher...				
1. Coordinates with community leaders to identify potential learners and organizes learning groups for ALS literacy program Assessment and Equivalency and other ALS Project.	3.72	HI	3.71	HI
2. Conducts literacy mapping among alternative learning system students.	3.85	HI	3.67	HI
3. Determines that learning assessment is align to the topic	3.65	HI	3.67	HI
4. Makes sure that there is reading, writing and speaking activity during classes	3.68	HI	3.67	HI
Legend: 1.00-1.49 Not Implemented (NI), 1.50-2.49 Somewhat Implemented (SI), 2.50-3.49 Implemented (I), 3.50-4.00 Highly Implemented (HI)				

Table 8 shows both respondents’ rating on the level of effectiveness of ALS in terms of assessment practices. On the part of ALS teachers, assessing of ALS students should start by coordinating with community leaders and identify potential learners. Orienting them about the literacy program is a better way of telling the advantage of ALS and to give them another chance to higher formal education again. Various observation regarding literacy mapping, flexibility related to alignment of the topics on modules and the assurance and involvement of using different macro skills placed the ratings as “highly implemented” and practiced. This indicates that the assessment practices in the delivery of ALS in the region is highly effective as it begins at the information gathered from the community, extended in the assessment procedures, during and after the learning sessions.

Table 9. Level of Effectiveness of the Delivery System of ALS in terms of Accreditation and Equivalency Certification

Accreditation and Equivalency Certification	Teacher		Student	
	WM	QD	WM	QD
The teacher...				
2. Measures learning in terms of theoretical competencies.	3.36	I	3.55	HI
3. Measures learning in terms of practical competencies.	3.41	I	3.63	HI
5. Monitors learner’s performance, checks it regularly and submit the report on time.	3.58	HI	3.63	HI
7. Offers A and E examination opportunity to ALS students who are prepared for the assessment and those seeking certification.	3.76	HI	3.74	HI

Table 9 presents how ALS teacher deliberate learning in terms of theoretical competencies as well as its practical side. Leask, et.al, (2020) in their conclusion stated that hands-on experience contributes to constructive outcomes on theoretical knowledge. This indicate that in order to help more ALS students to qualify in the accreditation and equivalency certification, strengthening of theoretical and practical application was performed. Thus, monitoring of ALS quality performance were achieved effectively.

SOP5. Is there a significant difference in the current status as assessed by the two groups of respondents when their profile is considered?

**Ho1:** There is no significant difference in the current status of alternative learning system as assessed by the two groups of respondents when their profile is considered.

Table 10. Test of Significant Difference in the Current Status as Assessed by the Teacher-Respondents when Their Profile is Considered

Current Status	Teacher-Respondent Profile			
	Age	Gender	Years in Service	Position
Allocation of Funds				
P-Value	0.499	0.550	0.879	0.635
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Leadership and Management				
P-Value	0.881	0.706	0.134	0.664
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Employability of Graduate				
P-Value	0.436	0.877	0.186	0.465
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Legend: Significant at $P < 0.05$				

Table 10 presents the test of significant difference as assessed by the teacher-respondents when grouped according to their profile. There is no significant difference in the current status as to "allocation of fund", leadership and management and employability of graduates as assessed by the teacher-respondents when all their profile is considered. This indicates that teachers teaching in ALS center in various provinces were consistent in their expertise, goals and mastery. In the article of Middleton (2024) she mentioned that teachers who were consistent promotes a positive learning environment. Teachers provide a safe environment especially for these returning students. It also creates rapport and foster trust among their students.

Table 11. Test of Significant Difference in the Current Status as Assessed by the Student-Respondents when Their Profile is Considered

Current Status	Student-Respondent Profile			
	Age	Gender	ALS Program Enrolled	Current Occupation
Allocation of Funds				
P-Value	0.241	0.711	0.085	0.285
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Leadership and Management				
P-Value	0.012	0.705	0.919	0.073

	*26 Y/O - Above			
Remark	<b>Significant</b>	Not Significant	Not Significant	Not Significant
Employability of Graduate				
P-Value	0.539	0.468	0.091	0.062
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Legend: Significant at P<0.05				

Table 11 presents the test of significant difference as assessed by the student-respondents when grouped according to their profile. There is a significant difference in the current status as to "leadership and management" as assessed by the student-respondents when their "age" is considered; thus null hypothesis is accepted. Matured students perceived the presence of leadership and the leadership styles used by the teachers in the ALS center. This indicates that adult ALS students exposed in their teachers' leadership style gains the same style of leadership. Leadership then provides them with independence and power to reach his goal. At the same time, teachers who shows his effective leadership style was perceived by their students and gained as well. (Camayo-Lapa, et.al.,2020).

SOP6. Is there a significant difference in the level of effectiveness of the delivery system of Alternative Learning System as assessed by the two groups of respondents when their profile is considered?

**Ho2:** There is no significant difference in the level of effectiveness of the delivery system of Alternative Learning System as assessed by the two groups of respondents when their profile is considered.

Table 12. Test of Significant Difference in the Level of Effectiveness of the Delivery System of ALS as Assessed by the Teacher-Respondents when Their Profile is Considered

Level of Effectiveness of the Delivery System of ALS	Teacher-Respondent Profile			
	Age	Gender	Years in Service	Position
Learning Support				
P-Value	0.873	0.630	0.802	0.681
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Instructional Materials				
P-Value	0.896	0.551	0.621	0.351
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Assessment Practices				
P-Value	0.864	0.950	0.601	0.366
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Accreditation and Equivalency Certification				
P-Value	0.110	0.288	0.382	0.299
Remark	Not Significant	Not Significant	Not Significant	Not Significant

Table 12 presents the test of significant difference in the level of effectiveness of the delivery system of alternative learning system as assessed by the teacher-respondents when grouped according to their profile. There is a no significant difference between learning support, instructional materials, assessment practices and accreditation and equivalency certification and teacher-respondents profile. This indicates that teachers regardless of their age, gender, years of service and position performs effectively. Their level of expertise is independent on their conditions. This indicates the teachers has matured teaching skills and proficiency.

Table 13. Test of Significant Difference in the Level of Effectiveness of the Delivery System of ALS as Assessed by the Student-Respondents when their Profile is Considered

Level of Effectiveness of the Delivery System of ALS	Student-Respondent Profile			
	Age	Gender	ALS Program Enrolled	Current Occupation Status
Learning Support				
P-Value	0.064 *26 YO- Above	0.394	0.024 *Elementary	0.051
Remark	Not Significant	Not Significant	<b>Significant</b>	Not Significant
Instructional Materials				
P-Value	0.127	0.150	0.118	0.128
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Assessment Practices				
P-Value	0.002 *21 YO- Above	0.512	0.124	0.044 *Employed
Remark	<b>Significant</b>	Not Significant	Not Significant	<b>Significant</b>
Accreditation and Equivalency Certification				
P-Value	0.032 *26 YO- Above	0.979	0.051	0.083
Remark	<b>Significant</b>	Not Significant	Not Significant	Not Significant
Legend: Significant at P<0.05				

Table 13 presents the test of significant difference in the level of effectiveness of the delivery system of alternative learning system as assessed by the student-respondents when their profile is considered.

There is a significant difference between learning support and ALS program enrolled especially those enrolled in elementary level. Returnees at this level indicates that learning support should be more intensified. The fact that students were forced to stop formal schooling was due to readiness issue, financial concerns, distance to school, to name a few. Internal and external difficulties experienced by the students in the onset of formal (Shajahan, et.al, 2021)

There is a significant difference between assessment practices and age; assessment practices and current occupation of ALS students where null hypothesis was rejected. This indicates that the academic performance of ALS students was influenced by their age and their maturity for learning. Their current occupation impacts the performance in various assessment activities. Experiential learning is an authentic assessment in real world scenario that promotes competency.

There is a significant difference between the accreditation and equivalency certification and age, where null hypothesis was accepted. Accreditation and equivalency certification measures ALS students' level of competencies based on the Basic Education Curriculum Standards. Students with or above 26 year of age who took the A and E certification was granted with access to either start formal high school level for elementary level A and E passers or start formal college, vocational or technical courses.

SOP7. Is there a significant relationship between the current status of alternative learning system and the level of effectiveness of its delivery system?

**Ho3:** There is no significant relationship between the current status of the implementation of Alternative Learning System and the level of effectiveness in its delivery system.

Table 14. Test of Significant Relationship Between the Current Status of Alternative Learning System and Level of Effectiveness of the Its Delivery System

Current Status	Level of Effectiveness of the Delivery of Alternative Learning System			
	Learning Support	Instructional Materials	Assessment Practices	Accreditation and Equivalency Certification
Allocation of Funds				
rs	-0.929	-0.786	0.107	0.107
P-Value	0.003	0.036	0.819	0.819
Remark	<b>Significant</b>	<b>Significant</b>	Not Significant	Not Significant
Leadership and Management				
rs	0.267	0.539	0.405	0.393
P-Value	0.488	0.108	0.320	0.383
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Employability of Graduate				
rs	-0.300	-0.055	0.548	0.036
P-Value	0.433	0.881	0.160	0.939
Remark	Not Significant	Not Significant	Not Significant	Not Significant
Legend: $\pm 1.00$ Perfect Relationship, $\pm 0.91$ - $\pm 0.99$ Very High Relationship, $\pm 0.71$ - $\pm 0.90$ High Relationship, $\pm 0.41$ - $\pm 0.70$ Moderate Relationship, $\pm 0.21$ - $\pm 0.40$ Low Relationship $\pm 0.01$ - $\pm 0.20$ Negligible Relationship, 0 No Relationship; Significant at $P < 0.05$ ,				

Table 14 shows the relationship between the current status and the level of effectiveness of the delivery system of ALS in Region 3. The learning support and instructional materials when correlated with allocation of funds is proven to be significant, thus, the null hypothesis is rejected. There is a significant relationship between the allotted funds to learning support and instructional materials when both respondents were asked. Indeed, when the financial resources were scarce and disproportionately allocated, the status and delivery system for teaching and learning will be affected and compromised.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, there were a total of 335 coordinators and teacher-respondents that mostly belong to above 36 years of age teaching ALS in Region 3. Most of them were females and with more than 10 years of teaching experience in non-formal education. There were 95 selected student-respondents from 7

provinces in Region 3 who participated in the study. They were ALS graduates from School Year 2017-2018 and names were listed from March 2018 DepEd-ALS List of Qualifiers. Majority were 16 to 20 years of age and 74% of them currently pursuing a higher formal education. Profiles provided by respondents were significant determinants to non-formal education like alternative learning system. It caters alternative modalities in the aspect of teaching and learning where students came from diverse background.

Regarding the current status, the allotted funds that provide essential learning materials for teaching and assessment were utilized properly. The presence of effective leadership and management skills and technical trainings were also evident. Employability of graduates may be intensified through internship program. here is a significant difference between leadership and age of students. Effective use of leadership styles encouraged ALS students to perform better in assessment activities and in the accreditation and equivalency certification.

On the level of effectiveness, there is a significant difference between learning support and ALS program enrolled; assessment practices, age and employment status of the students; and A & E certification and students 26 years old and above. There is a significant relationship between the allocation of funds to learning support and instructional materials in the delivery of alternative learning system in Region 3. Recommending trainings for ALS teachers handling elementary level students because it seeks additional support and guidance different from secondary level. Intensifying the presence of internship programs for ALS students is highly recommended as well.

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