

Alternative Learning System (ALS) Teachers' Inclusive Practices and Learners' Assessment

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ABSTRACT: Inclusive teaching practices are essential for reducing achievement gaps and creating equitable learning environments for all learners. This study focused on determining the relationship between the inclusive practices of Alternative Learning System (ALS) teachers and assessment of the ALS learners. The inclusive practices are evaluated in terms of learning modality, accommodation practices, and modification practices. Correlational and causal research designs were utilized in this study. A researcher-made questionnaire which passed the validity and reliability testing was conducted to ALS learners who were selected through probability sampling. Descriptive and inferential statistical methods like Mean and Standard Deviation, as well as Pearson Product Moment Correlation Coefficient and Multiple Linear Regression Analysis were used in this study. Results revealed that ALS teachers' inclusive practices are Moderately Observed. Learners' assessment is at High level. There is a low to moderate positive correlation between teachers' inclusive practices and learners' assessment. Modification practices are the biggest predictor for learners' assessment. ALS implementers inclusive practices influence learners' assessment. It is suggested to continuously use modification practices to satisfy the diverse learning needs of their learners in order to increase enrolment in ALS and improve academic performance of the ALS learners.

KEYWORDS: Alternative Learning System (ALS), assessment, inclusive practices

I. INTRODUCTION

Inclusive teaching practices are essential approach in modern education, aiming to create an equitable and supportive learning environment for all learners, regardless of their backgrounds, abilities, or identities. These practices recognize the diversity of learners in the classroom and seek to ensure that everyone, including those with disabilities, different cultural or linguistic backgrounds, and various learning needs, can access the curriculum and succeed. By incorporating diverse teaching methods, fostering a culture of respect and empathy, and adapting lessons to accommodate individual needs, inclusive teaching not only enhances learner engagement and achievement but also promotes social justice and equality. As education becomes increasingly diverse, adopting inclusive practices is critical for cultivating a learning environment where all learners feel valued, understood, and capable of reaching their full potential.

Additionally, inclusive teaching practices are essential for reducing achievement gaps and creating equitable learning environments for all learners. While no single practice can eliminate achievement gaps caused by structural inequalities, educators can significantly increase inclusiveness, fairness, and equity in their classrooms through thoughtful actions and pedagogy (Moreu & Brauer, 2021).

Conducting research on inclusive teaching practices within Alternative Learning Systems (ALS) is essential to address the unique needs of learners who are often marginalized or excluded from traditional education settings. Despite the growing recognition of the importance of inclusive education globally, significant gaps remain in how these practices are implemented in ALS contexts, particularly in low- and middle-income countries.

Furthermore, inclusive teaching strategies in ALS are often underexplored, with limited data on how alternative and non-formal education settings can best integrate differentiated instruction, technology, and culturally relevant pedagogy to ensure that all learners have equal opportunities to succeed. Research can also help identify systemic barriers within ALS programs, such as insufficient teacher training, lack of resources, or inadequate policies, and offer evidence-based solutions to overcome these challenges. Given the global push for achieving which advocates for inclusive and equitable education for all, research in this field

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is crucial for making ALS a more inclusive and effective educational pathway. By advancing knowledge in inclusive teaching practices for ALS, researchers can contribute to more equitable education systems and better learning outcomes for all learners.

Given the preceding, this study determines the relationship of teachers' inclusive teaching practices towards learners' assessment in Alternative Learning System schools in Igpit, Opol Misamis Oriental. The findings of the study can be used by the Department of Education to support teachers by addressing diverse needs and promoting inclusion. ALS programs can help bridge the gap between disadvantaged learners and the wider educational system, contributing to lifelong learning and social mobility.

This study framework was anchored on the following theories: Social Learning Theory, and Self-determination Theory of Deci and Ryan (2024). Social Learning Theory posits that people learn through observation, imitation, and modeling, emphasizing the role of social interaction and environment in the learning process. Developed by Albert Bandura, this theory suggests that learners can acquire new behaviors by watching others and noting the consequences of those behaviors. Teaching strategy is an effort to achieve learning goals by employing methods that focus on active learner involvement, memory retention, and life skills development, as outlined in this study.

Social learning theory (SLT) offers valuable insights for enhancing teaching strategies across various disciplines. In classroom settings, SLT principles of modeling, enactive rehearsal, vicarious learning, and self-efficacy can be applied to address skill gaps resulting from pandemic-related interruptions. SLT bridges behaviorism and cognitive theory, making it particularly relevant for Science education. It supports the development of Science process skills through group work, problem-solving, projects, role-play, and inquiry learning, aligning with key SLT components such as observation, attention, retention, motivation, and modeling (Rumjaun & Narod, 2020).

Learning modality, accommodation policies, and modification practices are critical components of the educational process, particularly when viewed through the lens of Bandura's Social Learning Theory. This theory emphasizes that learning occurs through observation, imitation, and modeling, which is profoundly influenced by the environment and social interactions. Different learning modalities, such as visual, auditory, kinesthetic, and tactile, cater to learners' diverse preferences and enhance their ability to absorb and process information.

Accommodation policies further support diverse learners by removing barriers to education, such as providing extended time on tests or alternative formats for assignments. These policies align with the principles of Social Learning Theory by fostering environments where learners can succeed regardless of challenges, reinforcing positive behaviors and attitudes. Meanwhile, modification practices, such as adjusting curricular content or teaching strategies, allow educators to meet learners at their individual levels of understanding, promoting observational learning and skill development (Verde & Valero, 2021).

Portfolio assessment and summative assessment are deeply intertwined with Self-Determination Theory (SDT), which emphasizes the fulfillment of psychological needs: autonomy, competence, and relatedness to foster intrinsic and engagement. SDT explains that motivation quality, whether intrinsic (self-driven) or extrinsic (external incentives), influences learners' learning outcomes significantly. Portfolio assessment, for instance, aligns with SDT as it encourages self-regulation, reflection, and personal goal setting, thereby satisfying autonomy and competence needs. This method allows learners to actively participate in their learning journey, making it more meaningful and motivating (Ryan & Deci, 2019).

On the other hand, summative assessments, while often outcome-focused, can still be designed to support SDT principles. Clear goals and constructive feedback in summative contexts can promote competence and relatedness, especially when they are perceived as tools for growth rather than mere evaluation. Research shows that integrating formative elements into summative assessments can enhance them by emphasizing mastery and self-improvement (Xiao & Yang, 2019).

This study presents a comprehensive framework examining the association of inclusive teachers' practices on learners' assessment among learners at the Alternative Learning System in Opol, Misamis Oriental. It delineates the interactive effects of learning modalities, accommodation practices, modification practices on learners' assessment in motivation, portfolio assessment, and summative assessment.

II. METHODOLOGY

The research designs used in this study were descriptive, correlational, and causal methodologies to examine the relationships among variables. Descriptive focused on providing a detailed account of characteristics or phenomena without manipulating variables. It systematically described a population, situation, or behavior using methods such as surveys, observations, and case studies (Saunders, 2019). While qualitative data could be collected in this type of study, statistical analysis was often used to identify relationships through measures such as frequencies, percentages, and averages.

Correlational research, aimed to investigate associations between variables further emphasized that researchers frequently employed statistical tools such as Pearson's Correlation Coefficient to quantify the strength and direction of

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relationships, making correlational research essential in fields like psychology and education. After collecting the quantitative data, it was processed and analyzed using descriptive statistics such as Mean, Percentages, and Frequency counts. Validity and reliability tests, along with correlational analysis, were conducted to address the research questions.

The following statistical tools were used to make the analysis and interpretation of data easier:

For Problems 1 and 2, descriptive statistics such as Mean and Standard Deviation were used to quantify inclusive teaching practices and learners' assessment. The Mean served as the primary measure of central tendency (Bhandari, 2020) while Standard Deviation assessed the variation in responses. This analysis helped determine how the 168 learners' responses clustered around or deviated from the mean.

For Problem 3, Pearson Product Moment Correlation Coefficient was used to establish the degree of relationship among variables.

For Problem 4, Multiple Linear Regression Analysis was conducted to identify which inclusive teaching practices that influenced ALS learners' assessment.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of inclusive practices of ALS teachers in terms of:

- 1.1. learning modality;
- 1.2. accommodation practices; and
- 1.3. modification practices?

Table 1 shows the overall level of inclusive practices of ALS teachers. It registered an overall Mean of 4.25, described as Agree and interpreted as Practiced level. The learners absorb the love and care from their teachers. The teachers perform their duties and responsibilities in teaching the learners as well. Thus, they make sure that the learners are well guided and assisted and can even ask queries to address their concerns on the lessons they are taking. According to Cabual (2021) inclusive practices of the teachers are crucial as it may help the learners observe that they are given attention and priority so that they can also make the necessary adjustment.

Table 1. Overall Inclusive Practices of ALS Teachers

Variable	Mean	SD	Description	Interpretation
Learning Modality	4.23	0.54	Agree	Observed
Accommodation Practices	4.25	0.54	Agree	Highly Observed
Modification Practices	4.24	0.54	Agree	Moderately Observed
Overall Mean	4.24	0.54	Agree	Moderately observed
Note:	4.51-5.00 Highly Observed 1.51-2.50 Less Observed	3.51-4.50 Observed 1.00-1.50 Least Observed	2.51-3.50 Moderately Observed	

In the same table, the variable, *Accommodation Practices*, has the highest Mean of 4.25 with SD=0.25, described as Agree and interpreted as Practiced level. The data imply that the learners observe that their teachers accommodate their needs. Learners are under the impression that their teachers will make accommodations for them in order to enable them to meet the deadlines and complete the tasks and outputs that have been assigned to them as promptly as feasible at the earliest possible opportunity. When it comes to the learners, the teachers always make sure to remind them of the deadlines that have been established. In addition, the ALS program makes every effort to provide the many facilities that are required to make learning as convenient as possible for the students. Continuous efforts are being made by the Department of Education to enhance the services that are offered by ALS. These efforts include supplying teachers with the essential teaching and instructional materials. This is done to ensure that both teachers and students are able to carry out their responsibilities in an effective and efficient manner (Verde & Valero, 2021).

Meanwhile, the variable, *Learning Modality*, has the lowest Mean of 4.23 with SD=0.54, described as Agree and interpreted as Practiced Level. The data imply that the students appreciate the learning modality of ALS as it gives them the chance to continue their studies despite the fact that they needed to work. The students who are studying at ALS saw that their instructor or the individual who is serving as the focal point utilized the right learning method that is suitable for them.

During the weekdays, the majority of the learners who are learning ALS are either working or taking responsibility for their children. They continue to pursue their education despite the fact that they may have less time to study because they are certain

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that they will be able to have equal opportunities with others in the future and that they will be able to be financially independent enough to meet their own needs as well as the requirements of their families. ALS students continue to pursue their educational objectives because they have a strong belief in the concept of second chances. They will undoubtedly be able to accomplish their objectives and aims if they have support and aid from their instructors and members of their families (Navarro & De Guzman, 2021).

Problem 2. What is the level of ALS learners' assessment?

Table 2 presents the level of ALS learners' assessment. It registered an overall Mean of 4.26 with SD=0.53, described as Agree and interpreted as High. The data imply that the learners are happy and satisfied in performing their assigned tasks. They feel that their teachers are doing their best in teaching, guiding and assisting them. They are also able to perform and submitted task on time resulting to their better assessment. According to Almubarak and Rahmat (2021) the best way to determine the status of the learners are their grades. It represents the true meaning of their assessment and their current status at school. Thus, teachers need to be prompt in providing data about the students' assessment.

Table 2. Assessment

Indicators	Mean	SD	Description	Interpretation
1. The assessments in my learning system are varied (e.g., performance, portfolio, summative).	4.25	0.53	Agree	High
2. I feel that the assessments accurately reflect my learning progress and achievements.	4.26	0.53	Agree	High
3. I receive enough time to complete the assessments in my learning system.	4.24	0.55	Agree	High
4. The feedback I receive from assessments motivates me to improve my learning.	4.23	0.53	Agree	High
5. The assessments provide me with a clear understanding of where I need to improve.	4.28	0.54	Agree	Moderately High
6. I feel motivated to keep learning and improving based on my assessment results.	4.30	0.52	Agree	High
7. The assessments help me stay engaged and focused on my learning goals.	4.32	0.54	Agree	Very High
8. My teacher provides clear guidance and support when preparing for assessments.	4.30	0.54	Agree	High
9. The assessment methods used are tailored to accommodate diverse learning styles.	4.29	0.52	Agree	Moderately High
10. I feel comfortable asking for clarification or support regarding the assessment process.	4.14	0.52	Agree	Very Low
11. The assessments in my learning system are flexible enough to meet my individual needs.	4.27	0.53	Agree	Moderately High
12. My teacher uses inclusive strategies that make me feel confident in participating in assessments.	4.28	0.53	Agree	Moderately High
Overall Mean	4.26	0.53	Agree	High
Note: 4.51-5.00 Very High 3.51-4.50 High 2.51-3.50 Moderately High 1.51-2.50 Low 1.00-1.50 Very Low				

In the same table, indicator 8, *My teacher provides clear guidance and support when preparing for assessments*, has the highest Mean of 4.30 with SD=0.54, described as Agree and interpreted as High. The data imply that the learners appreciate the efforts of the teachers in providing them with clear and straight forward instructions so that they will not have difficulties and confusions. With clear and concise instructions, the learners can perform at their best and be able to make accurate outputs. According to Elshama (2020) as well as Lalan and Oco (2025) when the teachers do not provide proper instructions, it will result to confusions and challenges. Thus, the teachers should take their duties and responsibilities seriously and competently.

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Meanwhile, indicator 10, *I feel comfortable asking for clarification or support regarding the assessment process*, has the lowest Mean of 4.14 with SD=0.52, described as Agree and interpreted as High. This data imply that the teacher has established good relationship and rapport from the students. This allows them to ask the teachers with clarifications with ease. The indicator might be the lowest rated because contact between teachers and learners is not in every day basis. According to Bilocura et al, (2023) teachers and learners' relationship must have boundaries to avoid misconceptions. Moreover, their relationship as learners and parents should be maintained to make sure that instructions were followed and that the learners will have better assessment in their activities and outputs submitted.

Problem 3. Is there a significant relationship between the ALS teachers' level of inclusive practices and learners' assessment?

Table 3 shows the *Test for Correlation Between Inclusive Practices and Learners' Assessment*. The independent variable is on inclusive practices as to learning modality, accommodation practices and modification practices while the dependent variable is on the learners' assessment.

Learning Modality registered a computed r-value of 0.289 with a computed p-value of 0.003. The computed p-value is less than the p-critical value at 0.05 level of significance. This implies that significant low positive correlation was registered between inclusive practices and learners' assessment when learning modality is put into account. Thus, the null hypothesis is rejected. Learning modality in the implementation of ALS is essential. This is because majority of the learners enrolled in the program are working learners that cannot afford to go to school every day.

But with blended learning wherein they will meet with their teacher in a while and most of the time give focus on answering their modules. They now have the chance to still finish their studies. The modality is also beneficial to those learners that are working and those that are already parents or married. According to Malait (2022) ALS provides meaningful chance to let the learners fulfill and achieve their dreams of earning a basic education diploma. Thus, students should not easily give up on their dreams as there are alternatives that might be suited to their situations.

Table 3. Test for Correlation Between Inclusive Practices and Learners' Assessment

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Learning Modality	0.289	0.003	Low Positive Correlation	Reject Ho	Significant
Accommodation Practices	0.269\	0.018	Low Positive Correlation	Reject Ho	Significant
Modification Practices	0.513	0.001	Moderate Positive Correlation	Reject Ho	Significant
Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation 0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation 0.00 – 0.30 Negligible Positive Correlation <i>Significant when computed p-value <0.05</i>					

Modification Practices registered a computed r-value of 0.513 with a computed p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This implies that significant moderate positive correlation was registered between inclusive practices and learners' assessment when modification practices is put into account. Thus, the null hypothesis is rejected. Modifying activities and examples as well as providing extensions in the lesson are something that is new but still useful and effective. Teachers are allowed to do this so that the learners' interest towards the lesson is imminent provided that national standards are still followed. Moreover, the learners need to make sure that they are able to meet the standards required on their outputs and portfolio. Thus, it requires ample time to do and accomplish. According to Labarrete & Gillo (2023) localization and indigenization are strategies that enables the teachers to let the learners connect with the lessons they are studying. Thus, it must be continuously utilized and innovated for much better results.

Accommodation Practices registered a computed r-value of 0.269 with a computed p-value of 0.018. The computed p-value is less than the p-critical value at 0.05 level of significance. This imply that significant low positive correlation was registered between inclusive practices and learners' assessment when accommodation practices is taken into consideration. Thus, the null hypothesis is rejected. Accommodation practices are also important as it allowss the learners to have better learning materials and facilities to use. Nowadays, the teachers as well as the LGUs are collaborating so that ALS learners will have better facilities to stay and use specially during their contact schedules wherein they meet in a place for the face-to-face classes. According to (Abad & Galleto, 2020) collaboration with various agencies and stakeholders is a great opportunity for the learners. This is because they are given the chance to utilize learning materials that are essential to their growth and development.

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Problem 4. Which of the teachers' inclusive practices singly or in combination influenced learners' assessment?

Table 4 Regression Analysis Between Inclusive Practices and Learners' Assessment

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	β			
Constant	0.4872	0.4478	0.4889			
Learning Modality	0.2584	0.2695	0.3585	1.1687	0.065	Accept Ho
Accommodation Practices	0.2682	0.2652	0.2588	1.1236	0.081	Accept Ho
Modification Practices	0.6899	0.5998	0.6879	5.3678	0.001	Reject Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
	0.321	0.304	0.305	6.678	0.001	

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients
Dependent Variable = Learners' Assessment
Significant when computed p-value < 0.05.

Table 4 presents regression analysis if independent variables like learning modality, accommodation practices and modification practices influence learners' assessment. Results show that the 30% of the variance is explained by the three (3) predictors, $F(6.678)$, $p < .001$. Specifically, modification practices ($\beta=0.6879$, $t\text{-value}=5.3678$, $p\text{-value}<.001$) is positively influenced with learners' assessment. It can be inferred that if the teacher is able to increase the inclusive practices in terms of modification practices by 1% it will also increase the learners' assessment respectively. This suggest that teacher's inclusive practices on ALS implementation can have better learning assessment. This means that as the teacher have better inclusive practices in ALS implementation the learners will have much better learning experiences and impressions. This is because in terms of modification practices the teacher will have more activities that will help or aid the learners in understanding the lessons presented to them. According to Santos & Macaspac (2021) the teachers' efforts in modifying the lessons and activities that is tailored for the learners' capacity and capability is beneficial to the learners' educational assessment and outcomes.

On the other hand, learning modality ($\beta=0.3585$, $t\text{-value}=1.1687$, $p\text{-value}=0.065$), and accommodation practices ($\beta=0.2588$, $t\text{-value}=1.1236$, $p\text{-value}=0.081$) did not significantly influenced with learners' learning assessment. This suggests that teachers' Inclusive practices like learning modality and accommodation practices have no bearing on the learners' educational assessment. This can be attributed to the fact that in this area, everything is already set and given. The teachers are just going to present and perform it with the learners. Ulfah & Budi (2023) revealed that there are inclusive practices whether in ALS or not are predictors to the learners' learning assessment and assessment. There can be contributing factors that may be considered for further studies. Thus, when learning is a continuous process, innovations and changes for the improvements of the lesson delivery must always be a welcome development.

IV. CONCLUSIONS

Based on the findings presented, the following conclusions can be drawn from the study:

1. ALS Teachers employ inclusivity activities among the ALS learners.
2. Learners are assessed in their studies and outputs correctly.
3. ALS teachers' inclusive practices are linked with the learners' assessments.
4. Teacher's modification practices are predictors of ALS learners' assessment.

V. RECOMMENDATIONS

In light of the findings and conclusions outlined above, the following recommendations are presented:

1. ALS teachers may take it seriously that education is inclusive. Maintaining to be inclusive would increase enrolment in ALS.
2. ALS learners may sustain their high level of assessment and continue to improve on their educational outcomes.
3. ALS teachers may upgrade their inclusive practices by continuously attending seminars and trainings on inclusion to improve learners' assessment.
4. Teachers may continue to use modification techniques to accommodate learners' learning needs.

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