

Implementation Level of Alternative Learning System (ALS) in Senior High Schools in Zamboanga City, Philippines

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ABSTRACT: This study examined the implementation level of the Alternative Learning System (ALS) in senior high schools in Zamboanga City during School Year 2025–2026 in terms of Capacity Building Programs, Learning Resources, and Learning Assessment, as well as differences in implementation when grouped by school. A mixed-methods design was employed, using surveys and interviews. Forty-five ALS teachers from junior and senior high schools participated, with ten serving as interview respondents. Purposive and quota sampling were used, and data were analyzed using mean and ANOVA. Findings show that schools generally provide effective professional development for teachers and ALS facilitators, supported by strong administrative backing and collaborative opportunities. However, the regularity of programs and the integration of feedback into future training require improvement. Learning resources were rated sufficient and relevant, with accessibility both inside and outside classrooms identified as a key strength supporting ALS's flexible nature. Investment in technology was rated lower, indicating a gap in digital tool integration to enhance instruction and digital literacy. Learning assessment emerged as the strongest area, with practices viewed as fair, curriculum-aligned, and feedback-driven, though diversification of assessment methods is still needed. While some schools—such as Maria Clara Lobregat NHS in Learning Assessment and Talon-Talon NHS in Learning Resources—scored higher, ANOVA results revealed no significant differences in implementation levels across the nine schools, indicating consistent delivery likely due to standardized guidelines. Recommendations include strengthening program monitoring, increasing technology investment, diversifying assessments, and promoting collaboration. Overall, ALS implementation is effective but could be enhanced through targeted improvements.

KEYWORDS: ALS; Capacity Building Programs; Learning Resources; and Learning Assessment

1. INTRODUCTION

In the Philippines, the Department of Education (DepEd) created the Alternative Learning System (ALS), an educational framework designed to give out-of-school youth, adult learners, and those unable to attend formal schooling flexible, accessible, and inclusive instruction. ALS was created to serve people who, for a variety of logistical, personal, or socioeconomic reasons, need an alternative to traditional education. Through alternate methods, this system gives students the chance to finish their foundational.

When formal education is unavailable or not available, Philippine education offers an alternative through Republic Act No. 11510, also known as "An Act Institutionalizing the Alternative Learning System (ALS)." This guarantees that students have fair access to education and that, upon passing the accreditation and equivalency tests, they can continue their study (Parrocha 2021,1).

In support of Deped Order No. 13 s., the K–12 curriculum. Policy Guidelines for the Implementation of the Enhanced Alternative Learning System 2.0, published in 2019. With grade level equivalency of 11 to 12, this signifies the integration of Senior High School in the ALS Program, guiding Junior ALS Level graduates to continue their education in this inclusive system.

According to the ALS SHS Program's implementation, the teachers teaching ALS SHS sessions are regular JHS and SHS teachers who are eager to help the ALS SHS learners realize their goals. Classes at ALS SHS will be held on Saturdays and Sundays in accordance with the flexibility of learning principle so as not to interfere with the teachers' usual duties.

These are the most important components required for simulation programs to be successful, claims Lazzara (2014). Science, personnel, supplies, space, support, system, success, and sustainability are the eight factors that are compiled from them. Therefore, learning resources, learning assessments, and capacity-building activities will all be used to evaluate the effectiveness

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of the ALS SHS inclusive program. These elements may be very important in determining how ALS Senior High School is implemented.

Capacity Building for ALS teachers and facilitators are referred to as capacity building programs. These programs are crucial to ensuring that teachers have the abilities, know-how, and instructional techniques needed to meet the unique requirements of students with ALS. Research has shown that excellent training programs help teachers become more effective in the ALS environment, especially when it comes to encouraging student participation and learning outcomes (Lim 2020,1). Effective implementation is nevertheless hampered by issues including restricted access to chances for continuous professional development and a misalignment of training with the changing demands of ALS learners.

Another essential component that affects the caliber of ALS education is the availability of learning resources. Digital technologies, multimedia content, and textbooks are essential learning resources that help students learn. These tools should accommodate a wide range of learning styles and be flexible enough to adjust to the diverse circumstances of the learners in the context of ALS (Santos 2021,1). Even though digital resources are becoming more widely available, ALS students frequently struggle to obtain high-quality course materials, particularly in remote or underserved places. In ALS programs, student motivation and academic achievement can be strongly impacted by the availability, applicability, and thoroughness of learning materials.

Finally, a crucial element in assessing ALS's efficacy is learning assessment. Teachers can monitor students' progress and pinpoint areas for development with the help of assessments. Given the variety of student experiences and learning styles, evaluations in ALS are frequently made to be more adaptable than those in traditional classroom settings. However, in certain ALS programs, the validity and reliability of outcomes may be compromised by the lack of standardized assessment instruments and the requirement for ongoing assessment technique evaluation (De Vera and Me

In senior high schools in Zamboanga City, ALS has been implemented two years back. Since this is different from regular classes, ALS face-to-face classes are conducted every Saturday and Sundays only. To augment students' learning, teachers provide learning resources such as modules, handouts, videos and worksheets for students to read and accomplish. As per observation by the researchers, some teachers in ALS have been sent to training on how to write lesson exemplars and how to unpack the competencies in the curriculum guide. Despite the efforts done by the teachers, students in ALS have difficulties in coping with the demands of the subjects. This results to dropouts and failures.

Given these considerations, this study aims to evaluate the level of implementation of ALS in senior high schools, focusing on the three main components: capacity-building programs for teachers, availability and quality of learning resources, and the effectiveness of learning assessments. By assessing these factors, this research seeks to identify areas where improvements can be made and to provide recommendations for enhancing the overall implementation of the ALS program in senior high schools.

II. LITERATURE REVIEW

Education equips individuals with the knowledge and skills necessary for personal growth. It opens doors to better job opportunities leading to potential employment and can improve their standard of living. Education encourages a pathway in offering individuals from diverse backgrounds the opportunity to improve their lives regardless of their social circumstances (Smith 2018,1).

Alternative Learning System (ALS) seeks to eradicate illiteracy among out-of-school children, youth, and adults who dropped out from formal education as well as those who have been denied an education. Hence, this provides the learners with opportunities for potential employment and a standard of living (Department of Education 2020).

Furthermore, following the ALS program and passing the Department of Education's (DepEd) accreditation and equivalency assessments, certifications, or both, or seeking employment, it provides pathways across learning modalities that ensure students will grow into self-sufficient, independent, caring, productive, and patriotic citizens. It also promotes opportunities for lifelong learning based on the ALS K–12 Basic Education Curriculum (BEC), which takes an integrated, holistic, and intersectoral approach (Parrocha 2021,1).

Like any implemented program, there are obstacles and difficulties. According to a study by Beltran 2025 that examines the practice and difficulties in adopting inclusive education, schools encounter difficulties such a lack of funding, little family involvement, and inadequate teacher preparation. Therefore, the study recommended that the education sectors implement effective tactics, such as differentiated instruction, collaborative practices, and creating supportive environments.

Learners of ALS range in age from young teenagers to adults. They must stop or leave school for a number of reasons, such as being pregnant too soon, needing to work to support their family, caring for a younger sibling, or being expelled for misbehavior. Children and youth in high-conflict areas, members of indigenous groups, adults who are hardly literate, children and youth in legal difficulty, and victims of various sorts of abuse are all present, according to Arzadon (2015,8).

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Thus, the students' erratic attendance presents another difficulty. Some of the ALS students were also working adults who supported their families. Therefore, ALS teachers are obligated to investigate and make house calls in specific cases. After that, discussions are made to find solutions that will enable the student to move forward. The instructor frequently accommodated the student's preferred timetable.

Capacity Building Programs in Alternative Learning System

The study of Magsino (2020, 57) examines the significance of capacity-building programs in empowering ALS teachers, demonstrating how improving teachers' abilities not only improves student outcomes but also increases the ALS's overall effectiveness in educating marginalized communities. Valdez's (2021,221) study finds that well-structured capacity-building programs are crucial for enhancing educators' abilities as well as the educational experiences of ALS students.

Additionally, Laguador and Pioquinto's (2018, 1) study explores how ALS teachers' capacity-building initiatives in the Philippines improve the efficiency of instruction in isolated and underprivileged areas. To address the various learning needs of kids, the authors stress the significance of curriculum creation, teacher training, and technological integration.

Similarly, Pizarro and Domingo (2021, 37) assess the efficacy of different ALS capacity-building initiatives, emphasizing instructional approaches and teacher development. The authors find that such programs contribute significantly to the improvement of ALS educators' competencies and the academic outcomes of learners.

Furthermore, the study on "Impact of Capacity Building Programs on ALS Teachers: Insights from Recent Programs" by Del Mundo and Quinones (2018, 217) assesses the effects of recent ALS teacher capacity-building programs and concludes that these programs have improved the learning environment for adult learners and out-of-school children and have positively influenced teachers' pedagogical practices. Acosta's (2021, 92) findings indicate that teacher capacity-building programs are essential to ALS's relevance, quality, and accessibility, particularly in rural areas.

Lastly, the paper of Solon and Rivera (2020, 44) examines the relationship between capacity-building programs for ALS teachers and educational reform in the Philippines. The authors contend that capacity-building initiatives must be included into larger educational reform plans and that long-term gains in ALS delivery require sustainable teacher development.

Learning Resources in Alternative Learning System

An article on "The Role of Learning Resources in Enhancing Learning Outcomes in the Alternative Learning System" (Javier 2017:103) highlights the various types of resources—print materials, multimedia, and community-based tools—and their role in promoting engagement and improving learning outcomes. It also examines the significance of learning resources in the ALS and how they enhance the learning experience of out-of-school youth and adult learners.

An investigation of the use of contextual learning materials in alternative learning platforms. explains how to effectively employ contextualized and localized learning materials in ALS. According to the authors, modifying materials to meet the unique requirements and cultural settings of students with ALS can enhance their motivation and educational experience (Santiago and Malonzo, 2020, 77).

The integration of cutting-edge learning resources, such as digital tools, audiovisual materials, and real-world learning activities, into ALS programs is examined by Solon and Rivera (2019, 143). It concludes that these resources improve adult learners' learning environments when used appropriately, especially in rural locations.

Furthermore, Pizarro and Domingo (2021, 200) assess the opportunities and difficulties associated with ALS's use of digital learning tools. In order to reach a wider audience and meet the needs of students in a variety of learning situations, the study examines the growing usage of interactive tools, mobile applications, and internet resources.

The utilization of inexpensive and low-cost learning resources in ALS is also examined in Magsino's study (2020, 98), with a focus on underserved and rural locations. It emphasizes how crucial ingenuity and resourcefulness are to creating powerful educational resources without requiring a large financial outlay. According to Pascua's research (2021, 145), ALS students' learning of academic and life skills is greatly aided by having access to sufficient and pertinent resources.

Additionally, an article by Valdez (2021,189) looks at the accessibility, availability, and utilization of learning resources for teachers of ALS. The results show that although ALS teachers frequently struggle to find high-quality resources, they greatly enhance both learner outcomes and instructional efficacy when the right resources are made available.

Learning Assessment in Alternative Learning System

Innovative assessment methods like portfolio assessments, peer reviews, and self-assessment are being used in ALS programs, according to Magsino (2020, 56). The study highlights how these approaches promote self-regulated learning and enable learners to receive more individualized feedback.

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The current status of learning evaluation in ALS in the Philippines is examined in another study by Santos and Razon (2019, 115), which also assesses the efficacy of assessment instruments like performance-based tasks, written tests, and oral exams. According to the study, more inclusive and varied assessment techniques that address the particular difficulties faced by ALS students are required.

Javier's study (2020, 85) examines the effects of several assessment strategies on ALS students' academic progress and motivation. The results demonstrate that assessment techniques emphasizing practical skills and real-world application typically boost student engagement and retention rates.

The use of performance-based assessments in ALS is also examined in a paper titled "Performance-Based Assessment in ALS: Relevance and Effectiveness." by Valdez (2018, 45), which focuses on how these tests are made to gauge students' practical abilities and real-world application. According to the research, performance-based evaluations are superior to regular exams in ALS because they show how well students use their knowledge.

Santiago's research (2019, 67) emphasizes the significance of evaluating life skills in addition to academic accomplishments, as these are essential for students in non-formal education settings. A case study method is used by Pizarro and Domingo (2021, 213) to comprehend the function of formative evaluations in ALS. According to the study, learners may better track their progress, modify their learning methods, and maintain motivation when they receive regular feedback from continuous assessments.

Finally, differentiated assessment techniques, such as competency-based assessments and adaptive testing, may be able to measure individual progress more accurately, according to studies by Del Mundo and Quinones (2021, 95).

Notwithstanding socioeconomic background, the examined research emphasizes the vital role that the Alternative Learning System (ALS) plays in filling educational gaps among out-of-school kids and adults by providing chances for employment, personal development, and enhanced quality of life. Research confirms that three interconnected elements—learning resources, learning assessment, and capacity building programs—are critical to ALS's success. By equipping ALS teachers with pedagogical expertise, technological know-how, and creative approaches to address a range of learner needs, capacity building improves program delivery (Magsino 2020,1).

For engagement and skill acquisition, learning resources—whether digital, print, or community-based—are crucial, especially when they are contextualized and localized to the backgrounds of the learners (Santiago & Malonzo 2020,1). Self-regulated learning is encouraged and evaluation is in line with real-world capabilities when learning assessment is done well, particularly when it is varied, performance-based, and feedback-oriented (Santos & Razon 2019; Pizarro & Domingo 2021,1). But there are still recurring issues, such as scarce resources, erratic attendance, inadequate teacher preparation, and technical shortcomings. These problems underscore the necessity of focused interventions, personalized education, and ongoing program development.

The conceptual framework of this study is anchored on the premise that the *level of ALS implementation* is shaped by the quality of Capacity Building Programs, Learning Resources, and Learning Assessment provided by schools. Capacity building enhances teacher competency, learning resources ensure material adequacy and relevance, and assessment drives instructional improvement.

III. RESEARCH QUESTIONS

This study aimed to determine the implementation level of Alternative Learning System in senior high schools in Zamboanga City during the school year 2025-2026.

Specifically, it answered the following problems:

1. What is the level of implementation of Alternative Learning System at Senior High School in terms of the following:
 - 1.1 Capacity Building Programs
 - 1.2 Learning Resources
 - 1.3 Learning Assessment?
2. Is there a significant difference in the level of implementation of Alternative Learning System at senior high school if they are grouped according to school?
3. How do the ALS Teachers perceive the implementation of ALS in senior High School?

IV. SCOPE AND LIMITATION OF THE STUDY

This study focused on the implementation level of the Alternative Learning System (ALS) in senior high schools in Zamboanga City. Specifically, it examined key aspects of capacity-building programs, learning resources, and learning assessments during the school year 2025-2026. The study applied mixed methods, using purposive and quota sampling designs. This was limited

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to nine (9) senior high schools offering ALS programs and did not include other educational levels or non-formal ALS settings outside the senior high school system. Data were gathered through surveys and interviews from forty-five senior high school teachers handling the ALS Senior High School program in Zamboanga City, where ten (10) of them served as participants in the interview. A noted weakness of this study is its reliance on self-reported data from teachers, which may be influenced by personal biases or subjective perceptions, potentially affecting the accuracy and objectivity of the findings. Additionally, the study's limited geographic scope and participant pool may restrict the generalizability of the results to other contexts or regions.

V. METHODS

Research Design

The study utilized mixed methods research design employing a survey questionnaire and interview in determining the level of implementation of Alternative Learning System among Senior High Schools in Zamboanga City and teachers' perceptions on the implementation of ALS. Descriptive research is a technique that can ascertain the state of a contemporary phenomena, claims Williams (2007, 2). Drawing and categorizing the phenomenon is the aim of descriptive study, according to Nassaji (2015,1). The purpose of this study is to determine the extent to which the Senior High Schools in Zamboanga City have adopted the Alternative Learning System.

Research Participants

The respondents of the study are the teachers of the various Senior High School implementing the Alternative Learning System.

Table 1. Distribution of the Respondents

Senior High School Implementing ALS	Number of Respondents
Talisayan National High School	5
Vitali National High School	5
Baliwasan Senior High School	5
Don Pablo Lorenzo Memorial Senior High School	5
Talon-Talon National High School	5
Mercedes National High School	5
Maria Clara Lobregat National HS	5
Sangali National High School	5
Curuan National High School	5
TOTAL	45

The study's sample was determined using a purposive and quota sampling techniques. The ALS teachers were purposely chosen as respondents. It also allows for a representation of each school implementing the Alternative Learning System Program under the senior high schools.

Research Instrument

The research instrument utilized in this study was a self-made questionnaire survey. The self-made survey questionnaire guide consists of three parts. Part I consists of the personal information of the respondents. Part II is on the level of implementation of the Alternative Learning System in senior high school in terms of Capacity building program, Learning resources, and Learning Assessment. The instrument employed a 5-point Likert scale with the following representations: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree and (1) Strongly Disagree. The instrument was validated by a panel of experts who were preferably doctorate degree holders. The survey -questionnaire was subjected to Cronbach Alpha reliability test. Twenty-five copies of the survey questionnaires were pilot tested on non-respondents with similar characteristics with the teachers. The data were computed and statistically analyzed using the Cronbach Alpha which was 0.92 which is interpreted as reliable and highly acceptable.

In accordance with the Research Ethics Protocol, the researchers obtained informed consent from the survey participants, which included their understanding of the study's purpose, their agreement to participate, their freedom to disclose or not disclose information, their right to discontinue participation at any time if they feel uncomfortable, their right to be informed of the study's results, their right to confidentiality of information and anonymity of their identity, and their right to receive any benefits that may arise from the study.

Data Gathering Procedures

The researchers submitted the research proposal to the school head and asked permission to conduct the study and secured technical assistance from the district or school research evaluator. After the research was evaluated, the research

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proposal was endorsed to the division office by the Principal In-charge of Baliwasan District. Upon approval, the researchers prepared Google Forms which were distributed to the different schools implementing the Alternative Learning System program. The quantitative information was then collated, tabulated and interpreted using statistical tools. The conduct of the qualitative phase followed. The researchers contacted the purposively sampled respondents online. Because of the distance and schedule conflict, the researchers sent the interview guide to the participants online. The participants answered the questions synchronously or asynchronously, thus qualitative information gathered was text-based. The qualitative information was then organized and coded.

Data Analysis

The following statistical tools were utilized in the study: **Frequency** was utilized to determine the profile of the participants by school. **Mean** was utilized to determine level of implementation of Alternative Learning System at Senior High School in terms of Capacity Building Programs, Learning Resources and Learning Assessment. **ANOVA** was utilized to determine the significant difference level of implementation of Alternative Learning System when the respondents were grouped by school, and **Thematic Analysis** was used to analyze the qualitative data.

VI. RESULTS AND DISCUSSION

Table 2. Level of Implementation of Alternative Learning System in SHS in terms of Capacity Building Programs

	Statement	Mean	Description
1	The school provides regular capacity-building programs for teachers and ALS facilitators.	3.93	Agree
2	Teachers are provided with adequate professional development opportunities to enhance their ALS teaching skills.	3.91	Agree
3	The school ensures that all ALS facilitators are properly trained to deliver the program effectively.	3.98	Agree
4	Capacity-building programs are regularly evaluated to ensure their effectiveness.	3.96	Agree
5	Teachers feel confident in their ability to implement the ALS curriculum due to the capacity-building initiatives.	4.18	Agree
6	Training on new educational technologies is integrated into the school's capacity-building programs.	3.98	Agree
7	The capacity-building programs are aligned with the needs and challenges faced by ALS learners.	4.07	Agree
8	There is sufficient support from the administration for teachers attending capacity-building programs.	4.25	Agree
9	The school provides opportunities for collaboration between regular teachers and ALS facilitators for professional growth.	4.20	Agree
10	Feedback from capacity-building programs is used to improve future training sessions.	3.93	Agree
	TOTAL MEAN	4.04	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Neutral; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

The results in Table 2 indicate that respondents generally agree (overall mean = 4.04) that the school provides effective capacity-building programs for teachers and Alternative Learning System (ALS) facilitators. The highest-rated statements highlight strong administrative support (mean = 4.25) and opportunities for collaboration between regular teachers and ALS facilitators (mean = 4.20), suggesting that institutional backing and peer engagement are critical components in professional growth. The lowest-rated items, though still in the "Agree" category, concern the regularity of capacity-building programs (mean = 3.93) and the use of feedback for improvement (mean = 3.93), indicating possible areas for enhancement in program evaluation and sustainability.

This result is consistent with prior studies that highlight the important roles collaborative professional learning communities and ongoing administrative support play in enhancing teacher confidence and instructional quality in non-formal education programs. For example, Caballero et al. (2019,1) discovered that instructors' ability to modify their lessons to meet the requirements of a wide range of students, especially in alternative education settings, is improved when they receive

Table 3. Level of Implementation of Alternative Learning System in SHS in terms of Learning Resources.

	Statement	Mean	Description
1	The school provides diverse learning resources to support ALS students in their studies.	4.07	Agree
2	The available learning resources are up-to-date and relevant to the curriculum.	4.16	Agree

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3	ALS students have easy access to printed and digital learning materials.	4.11	Agree
4	The learning resources are tailored to meet the specific needs of ALS learners.	4.05	Agree
5	There are sufficient supplementary materials, such as workbooks and online resources, to support ALS education.	4.07	Agree
6	Teachers are trained to effectively utilize the learning resources available for ALS instruction.	4.00	Agree
7	Learning resources are regularly reviewed and updated based on the feedback from teachers and students.	4.04	Agree
8	The school invests in technology to enhance ALS learning experiences.	3.80	Agree
9	Students feel that the learning resources enhance their understanding and retention of the subjects.	4.09	Agree
10	The learning resources are accessible to students both in and outside the classroom.	4.20	Agree
TOTAL MEAN		4.06	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Neutral; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

The results in the table show an overall mean of 4.06, indicating that respondents generally agree that the school provides sufficient and relevant learning resources to support Alternative Learning System (ALS) students. The highest-rated item (mean = 4.20) emphasizes the accessibility of learning resources both inside and outside the classroom, highlighting the importance of flexibility and availability for ALS learners, who may have varying schedules and learning environments. Conversely, the lowest-rated item (mean = 3.80) pertains to the school's investment in technology, suggesting a potential area for improvement in integrating more advanced digital tools into ALS instruction.

Adequate resources are essential for fostering successful learning outcomes, as evidenced by the continuously high ratings given to statements about relevance, accessibility, and responsiveness to learner demands. This supports the findings of Bautista and Tan (2018,1), who found that conveniently available, context-relevant, and up-to-date learning resources greatly improve non-traditional learners' engagement and retention of information.

Table 4. Level of Implementation of Alternative Learning System in SHS in terms of Learning Assessment

	Statement	Mean	Description
1	The school uses a variety of assessment methods to evaluate ALS students' progress.	4.24	Strongly Agree
2	Assessment tools are designed to measure the actual learning and growth of ALS students.	4.40	Strongly Agree
3	Teachers regularly provide constructive feedback on students' assessments to improve their learning.	4.51	Strongly Agree
4	The assessment methods are aligned with the objectives of the ALS curriculum.	4.47	Strongly Agree
5	Students are involved in self-assessment activities to track their own progress.	4.42	Strongly Agree
6	The learning assessments are fair and reflect the different learning styles of ALS students.	4.49	Strongly Agree
7	Regular formative assessments are conducted to monitor the students' progress throughout the learning period.	4.36	Strongly Agree
8	The assessment results are used to adjust teaching strategies and improve student performance.	4.47	Strongly Agree
9	The school provides opportunities for remediation based on assessment outcomes to support students' learning.	4.29	Strongly Agree
10	Assessment results are communicated to both students and parents in a timely and transparent manner.	4.42	Strongly Agree
TOTAL MEAN		4.41	Strongly Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Neutral; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

The results in the table reveal an overall mean of 4.41, indicating that respondents strongly agree that the school implements effective, fair, and responsive assessment practices for Alternative Learning System (ALS) students. The highest-rated item (mean = 4.51) highlights the importance of regular constructive feedback, which is critical for guiding student improvement and fostering motivation. Similarly, high ratings for alignment with ALS curriculum objectives (mean = 4.47) and the use of assessment results to adjust teaching strategies (mean = 4.47) suggest a strong commitment to assessment-driven instructional

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improvement. The relatively lower—but still strong—rating (mean = 4.24) for the variety of assessment methods implies that while diverse tools are used, further diversification could enrich the evaluation process.

These results are consistent with prior studies that highlight the need for ongoing, individualized, and feedback-focused evaluation in alternative education. For instance, McMillan and Schumacher (2016) discovered that evaluations that are formative, curriculum-aligned, and feedback-rich improve student engagement and self-efficacy in addition to correctly tracking progress, especially for students learning in non-traditional settings. The school's ability to provide significant learning improvement among ALS pupils through strong evaluation mechanisms is highlighted by earning improvement among ALS pupils through strong evaluation mechanisms is highlighted by this congruence between practice and research.

Table 5. Summary of the Implementation Level of Alternative Learning System at Senior High School

	Statement	Mean	Description
1	Capacity Building Programs	4.04	Agree
2	Learning Resources	4.06	Agree
3	Learning Assessment	4.41	Strongly Agree
	TOTAL MEAN	4.17	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Neutral; 1.81-2.60

Disagree; 1.00-1.80 Strongly Disagree

The table shows that the overall implementation level of the Alternative Learning System (ALS) at the senior high school is rated *Agree* (total mean = 4.17), indicating that respondents perceive the program to be effectively carried out, though with room for enhancement. Among the three components, **Learning Assessment** scored the highest (mean = 4.41, *Strongly Agree*), reflecting strong practices in evaluating student progress, aligning assessments with curriculum objectives, and using results to inform teaching strategies. **Learning Resources** (mean = 4.06, *Agree*) and **Capacity Building Programs** (mean = 4.04, *Agree*) received slightly lower ratings, suggesting that while these areas are functioning well, improvements—particularly in expanding resource availability and enhancing professional development—could further strengthen ALS implementation.

This result is in line with new research showing that although alternative education programs frequently perform exceptionally well on flexible and learner-centered evaluations, they may struggle to maintain adequate resources and ongoing teacher capacity-building. Strong evaluation methods, for instance, greatly enhance learner outcomes in ALS, but ongoing investment in teacher preparation and educational resources is just as important to optimize program impact, according to Quijano and Santos (2020). This emphasizes the necessity of a well-rounded strategy in which evaluation strengths are balanced with an equal emphasis on professional development opportunities and resource provision.

Table 6. Significant difference in the level of implementation of Alternative Learning System in senior high schools when grouped by school

Level of ALS Implementation	School	Mean	f value	p-value	Decision
Capacity Building Program	Talisayan National High School	3.36	1.54	0.17	Not significant
	Vitali National High School	3.86			
	Baliwasan Senior High School	4.20			
	Don Pablo Lorenzo Memorial Senior High School	4.66			
	Talon-Talon National High School	4.22			
	Mercedes National High School	3.68			
	Maria Clara Lobregat National HS	4.62			
	Sangali National High School	3.96			
	Curuan National High School	3.75			
Learning Resources	Talisayan National High School	3.50	1.39	0.23	Not significant
	Vitali National High School	3.84			
	Baliwasan Senior High School	4.10			
	Don Pablo Lorenzo Memorial Senior High School	4.44			

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	Talon-Talon National High School	4.50			
	Mercedes National High School	3.68			
	Maria Clara Lobregat National HS	4.64			
	Sangali National High School	3.94			
	Curuan National High School	3.90			
Learning Assessment	Talisayan National High School	3.76	1.66	0.14	No significant
	Vitali National High School	4.36			
	Baliwasan Senior High School	4.62			
	Don Pablo Lorenzo Memorial Senior High School	4.48			
	Talon-Talon National High School	4.60			
	Mercedes National High School	4.48			
	Maria Clara Lobregat National HS	4.82			
	Sangali National High School	4.22			
	Curuan National High School	4.32			

Significant level at $\alpha = 0.05$

The table presents the comparative implementation levels of the Alternative Learning System (ALS) across nine senior high schools, categorized into three domains: **Capacity Building Program**, **Learning Resources**, and **Learning Assessment**. The results indicate varying mean scores per school, with Maria Clara Lobregat National High School and Don Pablo Lorenzo Memorial Senior High School generally attaining the highest ratings, while Talisayan National High School consistently records the lowest means across the three domains. Despite these variations, the computed *F*-values (1.54 for Capacity Building, 1.39 for Learning Resources, and 1.66 for Learning Assessment) and corresponding *p*-values (> 0.05) indicate **no statistically significant difference** in implementation levels among schools.

This suggests that while some institutions demonstrate stronger performance in specific areas—such as Talon-Talon National High School in Learning Resources (mean = 4.50) and Maria Clara Lobregat NHS in Learning Assessment (mean = 4.82)—the overall differences are not substantial enough to conclude that one school significantly outperforms the others in ALS implementation. The consistently higher ratings in Learning Assessment across most schools reflect the emphasis placed on robust evaluation and feedback mechanisms for ALS learners.

These results are consistent with Bautista, Bernardo, and Ocampo's (2018,1) finding that, even in diverse schools with varying resource levels, consistent policy frameworks and common teacher training activities can result in similar program implementation outcomes. This emphasizes the importance of centralized assistance and defined rules in guaranteeing fair ALS delivery in various educational contexts.

The analysis of how the teachers perceive the implementation of Alternative Learning System (ALS).

Theme 1. Challenging and rewarding

Most of the participants in this study reported that the implementation of ALS was both challenging yet rewarding: *"It is a rewarding experience, because you'll learn about different cultures perspective and life experinces and these fosters innovative and personal growth as an educator"* (P5).

"As an ALS (Alternative Learning System) teacher, my role differs significantly from that of a regular classroom teacher. I work with a diverse group of learners, which includes out-of-school youth and working adults. My teaching strategy focuses on a learner-centered approach, where I integrate modular instruction and discuss real-life applications to make lessons more engaging and relevant. The most fulfilling aspect of my work is seeing my students regain their confidence as they achieve their goals" (P6)

"My experience in teaching ALS has been both challenging and rewarding. Each learner with unique needs and learning styles" (P7).

The findings imply that teachers view the implementation of ALS as both demanding and fulfilling. While they face challenges in addressing the diverse needs of learners, the rewarding aspect lies in witnessing students regain confidence, achieve goals, and experience personal growth.

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A study by Alviso and Tacadena (2023) highlights that ALS volunteer-teachers in the Philippines during the “new normal” experienced “mixed emotion” and were required to “extend extra effort,” yet they found their efforts fueled by students’ determination and seen as meaningful (Alviso and Tacadena 2023, 23–29).

Research documenting ALS teacher narratives identifies numerous challenges—including harsh work environments, geographical barriers, fluctuating learner engagement, and lack of facilities and local government support. Despite these, teachers persevered, showing adaptability and continued commitment to learners’ success (Untold Stories of Teachers and Graduates... 2022).

Theme 2. Teachers’ training in teaching ALS

Teachers’ training plays a crucial role in the effective delivery of the Alternative Learning System (ALS). Since ALS caters to diverse learners—ranging from out-of-school youth to working adults—educators require specialized skills and strategies beyond those used in traditional classrooms:

“The implementation of ALS in our school has been strengthened by a well-structured program that aimed at enhancing the skills of ALS teachers”(P3).

“Capacity-building programs are conducted to equip teachers with the right strategies, including module facilitation, assessment methods, and approaches for diverse learners. Beyond initial training, ongoing professional development—through refresher courses, peer mentoring, and collaboration with experienced ALS educators which is crucial to ensuring effective teaching and better outcomes for learners” (P6).

“The implementation of ALS in our school in terms of capability-building programs has been instrumental in improving the quality of teaching and learning. ALS teachers and coordinators are given opportunities to attend trainings, seminars and workshop. This helps us in enhancing our skills in facilitating modular instruction, using ICT tools assessing learner progress, and addressing diverse learner needs” (P7).

The findings imply that sustained and well-structured training programs are vital to the effective implementation of ALS. Capacity-building initiatives, such as workshops, peer mentoring, and refresher courses, not only enhance teachers’ pedagogical skills but also equip them to address the diverse needs of out-of-school learners.

Over 300 ALS implementers in the Zamboanga Peninsula took part in the UPSKILL online training organized by Ateneo de Zamboanga University’s SUGPAT Program in partnership with DepEd, UNICEF Philippines, and ING. Modules covered action research in ALS, flipped learning approaches, and self-regulated learning, all geared to enhancing teacher capacity amidst remote learning scenarios

A process evaluation by PIDS (December 2024) found that despite resource constraints, teacher dedication remained a strength in ALS implementation. The authors specifically recommended enhanced teacher training alongside innovation in curriculum design and stakeholder coordination to improve program effectiveness.

Theme 3. Limited teaching resources

One of the recurring challenges in the implementation of the Alternative Learning System (ALS) is the limited availability of teaching and learning resources. The shortage of adequate materials often makes it difficult for teachers to address the diverse needs of learners and sustain effective instruction

“The implementation of ALS in our school in terms of learning resources has been limited to meet the diverse needs of ALS learners” (P3).

“The implementation of ALS in our school in terms of learning resources is ongoing and gradually improving” (P7).

“Needs adequate learning resources” (P9).

The findings imply that while the Alternative Learning System continues to face limitations in providing sufficient learning resources to meet the diverse needs of learners, gradual improvements are evident. Persistent shortages highlight the need for stronger resource allocation to ensure equity and quality in instruction, while the noted progress suggests that reforms and support initiatives are beginning to address these gaps

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The World Bank likewise reported a shortage of ALS learning materials in the field and insufficient operational funds for teachers, who often subsidize materials from their own pockets. (Igarashi, Acosta, and Tenazas 2020).

Recent field studies continue to note limited resources and inadequate facilities as live constraints affecting ALS learning environments. (e.g., “ALS Learning Environment and Learners’ Engagement,” 2025).

Theme 4. Student-centered learning assessments

Assessment in the Alternative Learning System (ALS) is designed to be learner-centered, focusing on measuring individual progress and addressing diverse learning needs. Through formative and summative approaches, teachers aim to ensure that learners acquire relevant skills and knowledge that can be applied in real-life contexts.

“ALS learning assessment is a learner-centered approach in ALS programs this ensures that the learners progress is accurately measured, their individual needs are addressed and they are equipped with the skills and knowledge necessary to thrive in their communities” (P5).

“The implementation of ALS in our school in terms of learning assessment the learners assess by the ALS teachers by monitoring their progress through a formative and summative assessment methods” (P3).

“The implementation of ALS (Alternative Learning System) assessments has effectively measured student progress but has room for improvement. Modular assessments and portfolio evaluations help track understanding, but challenges like timely feedback and engagement remain” (P6).

Formative monitoring allows teachers to provide timely feedback and adjust instruction, while summative evaluation validates competencies for progression or certification. This dual approach implies that ALS can balance flexibility with credibility, but it also demands adequate teacher training and resources to sustain effective assessment practices.

ALS implementers cite portfolio-based evaluations as an alternative channel for tracking learner understanding and progression—a more authentic and learner-responsive form of assessment. (Mahinay & Manla 2025).

Theme 4. Suggestions to improve the implementation of ALS

“In our school, we are facing same challenges as that of the regular students in terms of attitude, resources, (tangible / intangible) ..but the most ,much better if the regional office will care for us ALS teachers in giving our material and transportation allowance on time as promised so that we can also share to our ALS learners specially fare ...and also motivation to ALS teachers” (P1).

“Community Learning-Center to develop and maintain well-equipped community learning-centers that are welcoming, accessible and provide a supportive environment for learning” (P4).

“Make learning more flexible and relevant by integrating livelihood and training based on local needs, offer modular, blended, online sessions to reach working learners” (P6).

The findings suggest that improving the implementation of the Alternative Learning System requires a holistic approach that supports both teachers and learners. Timely provision of allowances and logistical support is essential to sustain teacher motivation and ensure that educators can effectively reach marginalized learners. At the same time, developing well-equipped and accessible Community Learning Centers can provide safe, supportive, and resource-rich spaces that encourage learner engagement and retention. Finally, adopting more flexible, livelihood-relevant, and technology-supported learning modalities ensures that ALS programs remain responsive to the diverse circumstances of out-of-school youth and working adults.

DepEd issued national guidelines creating transportation and teaching-aid allowances for ALS teachers and DepEd-engaged community ALS implementers beginning FY 2022—explicitly to defray field travel and materials costs. This directly supports calls for *on-time* provision.

The PIDS process evaluation recommends innovative curriculum/delivery approaches and more targeted support for working learners, validating the need for livelihood-integrated, flexible programming.

VII. CONCLUSIONS AND RECOMMENDATIONS

The schools generally provide effective professional development for teachers and ALS facilitators, with strong administrative support and collaborative opportunities emerging as notable strengths. However, there is a need to improve the regularity of

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these programs and to strengthen mechanisms for incorporating feedback into future training to ensure sustainability and continuous improvement. The schools maintain sufficient and relevant learning resources, with accessibility inside and outside the classroom being a major strength that supports the flexible nature of ALS. Nonetheless, the relatively lower rating for investment in technology signals a gap in integrating modern digital tools that could enhance learning delivery and digital literacy among ALS learners. Learning assessment practices are a strong area of ALS implementation, with respondents strongly agreeing that the assessments are fair, aligned with curriculum objectives, and supported by constructive feedback. The use of assessment data to inform teaching strategies demonstrates a strong commitment to learner-centered improvement, though expanding the variety of assessment methods could further enrich the evaluation process. While some schools show higher mean scores in specific domains—such as Maria Clara Lobregat NHS in Learning Assessment and Talon-Talon NHS in Learning Resources—statistical analysis indicates no significant difference in implementation levels across the nine schools. This suggests that ALS delivery is relatively consistent, possibly due to standardized guidelines and shared training initiatives, although individual schools can still adopt targeted improvements to enhance specific areas of implementation. Overall, the ALS implementation in these schools can be considered effective, with strengths in assessment practices and administrative support. Future efforts should focus on increasing technological integration, ensuring the regularity of capacity-building activities, and diversifying assessment tools to further strengthen program delivery and learner outcomes.

Based on the conclusions drawn from the findings, the following recommendations are proposed to further strengthen the implementation of the Alternative Learning System (ALS) in the participating senior high schools:

- 1. For ALS Supervisors.** Monitor the regularity and quality of capacity-building programs by developing a standardized training calendar and ensuring alignment with ALS curriculum needs. Facilitate partnerships with NGOs, LGUs, and private sectors to secure additional funding and technological resources for ALS implementation. Organize quarterly performance reviews across schools to share best practices, address challenges, and ensure consistency in ALS delivery. Oversee the creation of a centralized repository of updated learning materials, digital resources, and assessment tools accessible to all ALS implementers.
- 2. For School Principals.** Allocate budget provisions specifically for technology integration in ALS classes, including laptops, tablets, and internet connectivity. Encourage collaboration between regular school teachers and ALS facilitators through joint lesson planning, resource sharing, and peer mentoring. Support teachers in attending both local and national ALS-related professional development opportunities. Ensure that feedback from ALS teachers and students is collected and used to improve school-level implementation strategies.
- 3. For ALS Teachers.** Actively participate in capacity-building programs and apply learned strategies in classroom and community-based instruction. Diversify assessment methods by incorporating project-based learning, portfolios, and self-assessment tools to address various learner needs. Integrate digital tools and multimedia resources into lesson delivery to enhance learner engagement and promote digital literacy. Regularly provide constructive feedback to learners and adjust teaching strategies based on assessment results to support continuous learning improvement.
- 4. For Students.** Take responsibility for your own progress by attending sessions regularly, completing modules on time, and engaging with learning activities and share learning needs, difficulties, or suggestions with the teachers or facilitators so they can provide better support and guidance.

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