
Implementation of Alternative Learning System (ALS) and Learners' Experiences

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ABSTRACT: This study aimed to investigate the correlation between the implementation of the Alternative Learning System (ALS) and learners' experiences, as well as to find which of the dimensions of the independent variable affect the learners' experiences in ALS. The 150 respondents of the study were selected through stratified random sampling from North and South Districts of Initao, Division of Misamis Oriental. This study employed correlational and causal research designs, utilizing a researcher-made questionnaire. The statistical methods employed in this study included Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient (Pearson r), and Multiple Linear Regression Analysis. Results showed that the implementation of the Alternative Learning System is high. Learners' experience in ALS is also high. There is poor to moderate positive significant relationship between the implementation of ALS and learners' experience. Teaching method significantly influenced learners' experience in ALS. To improve learners' experiences in ALS and sustain high achievement levels, it is advised to establish regular feedback systems that enable learners to express their opinions about the learning process. It is recommended that establishing a system for ongoing assessment and feedback that will allow for continuous monitoring of learners' progress should be done to help learners understand their strengths and areas for improvement.

KEYWORDS: Alternative Learning System, learners' experiences, teaching method

I. INTRODUCTION

In this life, some individuals are unable to foresee their future, leading them to face numerous obstacles that hinder their path toward future aspirations. ALS is a gift to those youth and adults out of school who are impacted by that circumstance. In this way, the Alternative Learning System (ALS) entrenched by DepEd serves as an option and/or offers opportunities for out-of-school youth learners who were not able to finish their academic studies due to some constraints that hindered their studies. Thus, DepEd offers the ALS as an alternative chance for learners who want to pursue their education based on their preferred methods of learning and time availability. The Department of Education (DepEd) is offering an opportunity for a fresh start through a program centered on non-formal education.

According to the Republic Act 11510 Section 2. Declaration of Policy. It is formally declared the State's policy to support every citizen's right to quality education at every level and to implement necessary measures to ensure that this education is accessible to all. The State shall also prioritize the implementation of policies that promote human development and the acceleration of social progress, therefore minimizing social, economic, and political disparities. To that end, the state shall provide out-of-school children in special cases, as well as adults, with opportunities to improve their knowledge, values, life, skills, and readiness for higher education, work, or self-employment through a non-formal or indigenous education system, or both, that is tailored to their learning needs and personal circumstances.

Likewise, the guidelines outlined in DepEd Order No. 013 s. 2019 not only mandates the production of the ALS 2.0 curriculum but also ensures that for students, particularly out-of-school youth and adults, the necessary basic education shall be completed by providing continuing and effective educational services. To ensure all out-of-school youth and adults (OSYA) now have access to exhumed educational routes for their pathway out of basic instruction, the ALS 2.0 is on Flutter. These standards are the basis to be adhered to by the Central, Regional, and Schools Division Offices and other stakeholders in implementing the expanded.

The Alternative Learning System (ALS) provides education to both adults and children who are not currently attending school. It acts as a useful alternative for education from a regular education, enabling learners to complete their basic coursework

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according to their individual needs and circumstances. This adaptable program allows learners to learn at their convenience, anytime and anywhere.

Pascual et al. (2022) indicated that many individuals, including young people, have been unable to complete their education for various reasons. Recent data in statistics in the whole Philippines revealed that 23% of persons aged 15 to 30 are not now enrolled in educational institutions. This group consists of approximately 3.1 million individuals aged 25-30 and 3.7 million individuals aged 16-24. It indicates that not all young Filipinos can complete their basic education. Learners who did not complete their elementary and high school education through formal classes are qualified to enroll in the Alternative Learning System (ALS), which was implemented by DepEd and aligned to the educational pathway.

Abad et al. (2020) found that the outcomes of the ALS implementation provide significant support for the program in the DepEd, Division in Dapitan City, Philippines. The mechanism was small in size, on the lower side, yet closely tied to the teachers' highly positive attitude towards their work and their most effective methods for implementing the program. Despite the positive attitude and adherence to best practices by the teachers involved in the program, there is still room for growth in order to enhance support to very high levels.

The study conducted by Olivo (2021) indicated that teachers widely favor both cooperative learning strategies and integrative learning strategies in the teaching and learning process, with ALS learners' showing strong agreement and positive perspectives towards these approaches. Cooperative learning is the most effective teaching strategy for positive attitudes; whereas integrative learning could benefit from more innovation for enhanced efficacy. Complementing the needs of the disadvantaged and marginalized the sectors in which ALS is not involved yet, ALS in the Philippines is a great opportunity to address their education needs. The Alternative Learning System (ALS): A Study on Vocabulary, Reading Comprehension, Binomial, and Your Future Many scholars have researched this topic. Despite several studies focused on the implementation of ALS, there is still no investigation into the implementation of ALS and the experiences of the learners. Learners' experiences allow personal experiences, particularly those that provide insight or understanding not accessible to those who have only been told about them.

Moreover, the focus of this thesis was investigating the implementation of Alternative Learning System and Learners' experiences. This is the gap that this study intends to fill and to be answered. As such, the findings from this research will serve as a reference for future scholars to follow.

This thesis explores the complex process of ALS implementation, analyzing how teaching method, availability of resources, distribution and retrieval of modules, assessment and evaluation system influence learners' experiences. This research sought to examine the strengths and weaknesses of ALS, using learner narratives to highlight areas for improvement and promote a more empowering approach that helps learners reach their full potential.

These theoretical frameworks provided a foundation for exploring the relationship between ALS implementation and learners' experiences. Vygotsky's Social Constructivist theory, stresses the significance of social interaction and cultural setting in the learning process. ALS learners come from diverse backgrounds and often face challenges related to poverty, family issues, and community environments. Based on this theory, learning is influenced greatly by social interactions. In the case of ALS, learners' life experiences are influenced by their interactions with classmates, teachers, and the community. As ALS promotes collaboration, it facilitates the development of academic and personal growth by motivating learners to build knowledge in a supportive setting.

Kolb's Experiential Learning Theory (1984) stresses the importance of experiential learning. Numerous ALS learners have dropped out of traditional schooling due to different financial challenges, and this theory supports their real-life encounters. ALS recognizes that learning can occur beyond formal settings in order to confirm the practical knowledge and skills gained from life experiences. This concept highlights the importance of incorporating real-life experiences into education so that learners can reflect on and use their learning in their personal and professional endeavors (Defacto, 2022).

Combining insights provided by these theories can help obtain a better understanding of ALS implementation and the mechanisms at play in learners' experiences. The Alternative Learning System (ALS) and the learners' real-life experiences are grounded in significant educational and sociocultural theories. The framework gives a better insight and perspective on how ALS programs included, can impact the educational journey and development of the learners (Guiamalon et al., 2022).

This theoretical framework provides a comprehensive way to examine how ALS is applied and the real-life experiences of the learners. All of these concepts highlight the importance of recognizing and addressing both the cognitive and socio emotional aspects of learning in ALS learners, taking into consideration their unique challenges and strengths. This research sought to examine and assess the implementation of the Alternative Learning System (ALS) and its impact on the experiences of its learners.

The purpose of the study was to evaluate the effectiveness of ALS in offering underprivileged and out-of-school individuals alternative educational possibilities, focusing on its organization and execution. Examined the personal, social, and educational challenges faced by ALS learners, highlighting how their experiences in the program influenced their educational

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outcomes and personal development. Understood the learners' perspectives on how ALS has transformed their lives, focusing on their motivations for enrolling, the barriers they encountered, and their overall satisfaction with the program. Identified areas for improvement in the ALS program to better address the diverse needs of learners, including program accessibility, curriculum content, teaching methods, and support services.

II. METHODOLOGY

This study utilized descriptive correlational and causal research design. A descriptive correlational research study is designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis. This research design provides an accurate portrayal or account of the characteristics of a particular individual, situation, or group. This is a means of discovering new meetings, describing what exists, and determining the frequency and categorization of information.

The descriptive correlational and causal research approach were supported and consistent with the study's aims of studying and analyzing the relationship between the Implementation of Alternative Learning System and Learners' Experiences. Given the study's emphasis on examining existing situations and understanding their relationships, descriptive research provided a solid foundation for drawing useful conclusions and recommendations.

This method is an accurate and systematic description of something, which refers to the extent of the phenomenon, or characteristics such as feeling or attitude. Further, it is also a systematic description of someone, and this may be an individual, group, or community.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of implementation of the Alternative Learning System in terms of:

- 1.1 teaching method;
- 1.2 resources availability;
- 1.3 module distribution and retrieval; and
- 1.4 assessment and evaluation system?

Table 1. Overall Implementation of Alternative Learning System

Variables			Mean	SD	Qualitative Description
Teaching Method			4.12	0.52	High
Availability of Resources			4.02	0.54	High
Distribution and Retrieval of Modules			4.07	0.53	High
Assessment and Evaluation System			4.10	0.53	High
Overall Mean			4.08	0.53	High
Note: 4.20-5.00 Very High	3.40-4.19 High	2.60-3.39 Moderately high	1.80-2.59 Low	1.00-1.79 Very Low	

Table 1 presents the overall implementation Alternative Learning System. It reveals that it has overall Mean of 4.08 with SD=0.53, qualitatively described as High. This implies that based on teaching method, availability of resources, distribution and retrieval of modules and assessment and evaluation system increase motivation for the learners to continue their studies. Such environments demonstrate how influential teachers, learning materials, and assessment and evaluation systems are in building study habits, which enhance better learning outcomes for learners. The score shows that even if learners may not get high equally, the influencing role of teachers, learners materials and assessment and evaluation system is a considerable factor in developing that motivation. It highlights the need of building an environment conducive to collaborative and fostering motivation at school.

In 2022, Hero's findings demonstrated how successfully the ALS program has been implemented in the Isabela Division's public schools. All things considered. They found that the ALS initiative was being carried out very well. Based on the information, the majority of them stated that the learning resources use in ALS sessions are quite relevant. They confirmed that the facilities and equipment in the learning centers are adequate, relevant, of excellent quality, conveniently accessible, and secure. They believed that enough, appropriate and easily available funds are being used to carry out the ALS program.

In the same table, *Teaching Method* has the highest Mean of 4.12 with SD = 0.52, qualitatively described as High. This finding implies that teaching methods used by the teachers during the class sessions meet the needs of the learners even though the teachers had a limited time to discuss the lesson. Indeed, it finds ways to make each meeting productive to cater to the different challenges of the learners.

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It has important implications to understand educators' engagement in ALS based on their own experiences in learning. This includes how important it is to teach varied learners' in a tailored way, which needs specialized training. The impact of teachers on learners' motivation and accomplishment in non-traditional educational settings, as well as the need of a caring and attentive learning environment (Jensen, 2019).

In the same table, *Availability of Resources* has the lowest Mean of 4.02 with SD = 0.54, qualitatively described as High. This finding implies that respondents believe resources are easily available to them in their individual circumstances. Despite this reasonably good rating, the lowest mean among the variables assessed indicates a possible area for improvement. The standard deviation of 0.54 suggests a moderate level of agreement among respondents evaluating resource availability, implying that while many people are optimistic about resource access, there may still be significant variety in experiences. This diversity may indicate certain groups or situations where resource availability is less favorable, emphasizing the need for targeted measures to improve accessibility and guarantee that all persons may successfully employ the resources required for success.

According to Aron (2020), an important amount of financial aid is allocated to examining the impact of socioeconomic factors on educational access and attainment. Lack of resources and transportation constraints may significantly impede learners' engagement in educational activities. Providing financial support and incentives can successfully aid in conquering challenges. When learners' basic needs are met, their engagement and participation rise. Unfortunately, the community ALS implementers are still volunteer teachers that is why it cannot provide all the needs of the learners most especially in financial aspects but teachers are trying their best to do so. Hence, the other factor that this availability of resources has the lowest mean, It implies that during the distribution of modules or learning materials the learner failed to get it. Due to the distance of their location the teacher did not find the learner for some important reasons.

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

Table 2. Learners' Experiences in ALS

Indicators		Mean	SD	Qualitative Description
<i>As a learner, I...</i>				
1.	fosters teamwork and collaboration by engaging in group activities.	4.32	0.51	Very High
2.	believe that there are enough activities that encourage social connection among ALS students.	4.22	0.52	Very High
3.	have felt the supportive and inclusive learning atmosphere in which students can freely interact.	3.95	0.56	High
4.	improved my teamwork and collaboration.	3.92	0.56	High
5.	have improved my social skills such as working in groups or giving presentations.	4.18	0.53	High
6.	feel I improved my self-esteem to face any problems that I may face.	4.16	0.53	High
7.	improved my confidence to lead and deal others appropriately.	3.93	0.56	High
8.	learned to love myself and look the world positively.	4.20	0.53	Very High
9.	learned to open my eyes and become an optimistic person.	4.04	0.55	High
10.	become more dedicated to my studies and work.	4.09	0.54	High
11.	practice to enhance my skill in analyzing information and effectively solve problems.	4.30	0.51	Very High
12.	engage in hands-on, real-life tasks aids in enhancing problem-solving abilities.	4.19	0.53	High
13.	utilize technology, like educational applications or internet resources to enhance cognitive and critical thinking abilities.	4.02	0.55	High
14.	utilize to enhance my capacity to recall and apply new knowledge.	4.01	0.54	High
15.	solve puzzles, riddles, and engage in logical games that contribute to cognitive development.	3.73	0.57	High
Overall		4.08	0.54	High
Note: 4.20-5.00 Very High 3.40-4.19 High 2.60-3.39 Moderate 1.80-2.59 Low 1.00-1.79 Very Low				

Table 2 shows the learners' experiences in ALS. It registered an overall Mean of 4.08 with SD=0.54, qualitatively described as High. The data imply that the learners believe that the things they need to experience as well as acquire like the necessary knowledge and skills are present and can be acquired by them. This is despite the fact that they are not in the formal setting

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wherein they need to go to school every weekday. It enables them to earn a living to support their needs and help their family but also fulfill their dreams and aspirations to finish their studies.

As Cabanilla and Rivera (2019) suggested, the aim is to investigate the actual experiences of ALS learners in the Philippines, including their motives for enrolling in the program, their journey through the educational process, and the program's consequences on their lives. The results indicate that ALS learners encounter numerous obstacles, such as economic issues, family responsibilities, and insufficient community assistance. However, the program offers participants significant opportunities to improve their lives and reach their objectives.

In the same table, indicator 1, *As a learner I foster teamwork and collaboration by engaging in group activities*, has the highest Mean of 4.32 with SD = 0.51, qualitatively described as Very High. This finding implies that learners participating in group activities help develop teamwork and collaboration skills. When working together, learners' can share ideas, learn from each other, and tackle challenges more effectively. This not only makes learning more enjoyable but also builds trust and communication among group members. By collaborating, it gains different perspectives and enhance problem-solving abilities, which are valuable skills for both school and future careers.

This finding supports the idea of Gerritzen et al. (2024) that ALS learners who participated in peer-group activities not only performed better academically, but also expressed increased self-confidence. This is strong favorable relationship between engagement in these activities and academic achievement. This can be linked to the supportive environment created by peer interactions, which most likely facilitated cooperation and a sense of belonging. As a result, the study emphasizes the importance of social interaction for ALS learners arguing that such activities might have a significant impact on their overall academic and personal growth.

In the same table, indicator 15, *As a learner I solve puzzles, riddles, and engage in logical games that contribute to cognitive development*, has the lowest Mean of 3.73 with SD = 0.57, described as Often and interpreted as Highly attained. This implies that although playing logical games, puzzles, and riddles can greatly enhance cognitive growth. Each person may experience these activities overall effects on mean cognitive performance differently. It could be related to a number of reasons in this situation. Some learners' may find puzzles and games difficult since they frequently call on particular abilities like pattern recognition, critical thinking, and problem-solving. Furthermore, learners' may become frustrated rather than develop if they work on puzzles that are excessively challenging or that don't match their existing cognitive capacities, which will result in a lower average performance.

This finding supports the idea of James (2019) that puzzle-solving includes recognizing patterns, assessing various components, and determining the optimum solution. This technique encourages critical thinking and helps learners develop problem-solving abilities. As they solve puzzles, learners learn to break down complicated problems into parts that are easier to handle. For those learners who struggle with puzzles, remember that everyone has various skills and learning styles. If puzzles overwhelm the learners, then it needs to start with smaller ones or engage in collaborative problem-solving with others. Other activities should be used to build similar abilities, such as pattern identification and logical thinking. With practice and perseverance, they may gradually enhance their problem-solving ability.

Problem 3. Is there a significant relationship between ALS implementation and learners' experiences?

Table 3. Test of Correlation between Implementation of ALS and Learners' Experiences

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Teaching Method	0.612	0.001	Moderate Positive Correlation	Reject Ho	Significant
Availability of Resources	0.202	0.041	Low Positive Correlation	Reject Ho	Significant
Distribution and Retrieval of Modules	0.237	0.033	Low Positive Correlation	Reject Ho	Significant
Assessment and Evaluation System	0.211	0.036	Low 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		Significant when computed p-value <0.05			

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Table 3 illustrates the correlation test between the Implementation of the Alternative Learning System (ALS) and Learners' Experiences, with the implementation of ALS as the independent variable in terms of teaching method, resources availability, module distribution and retrieval and assessment and evaluation system while the dependent variable is on learners' experiences.

For Teaching Method, it registered as computed r-value of 0.612 with calculated p-value of 0.001. The calculated p-value is less than the p-critical value of 0.05 level of significance. This implies that significant moderate positive correlation between teaching method and implementation of ALS. This suggests that ALS implementation gets better as instructional methods are more varied or effective. A positive connection suggests that teachers are more likely to improve the efficacy and delivery of ALS programs when they use creative or learner-centered teaching methods. This link emphasizes how crucial it is to modify instructional methods in order to provide improved learning environments and results within ALS frameworks. Teachers may create a more stimulating and encouraging learning environment by incorporating a variety of teaching methods, which will eventually help ALS programs succeed.

In fact, excellent commitment and adaptability in their teaching methods are displayed by teachers in Alternative Learning Systems (Cartoneros, 2024). In order to guarantee that every learner gets the attention and materials catered to the particular need, it places a high priority on customized education. Because of this flexibility, learners are able to take charge of their educational experiences and participate actively in an engaging learning environment. Teachers in ALS address the variety of backgrounds and learning styles in their classrooms and stress the value of flexibility in teaching methods by assisting learners through individualized routes. In order to provide inclusive and successful learning experiences, teachers must be dedicated to serve the diverse needs of the learners.

For Resources Availability, it registered as computed r-value of 0.202 with computed p-value of 0.041. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between Availability of Resources and implementation of ALS. Thus, resources availability must be given importance for effective learning. When teachers, materials, and technology are accessible, ALS implementation is more successful. This contributes to a more conducive learning environment, allowing teachers to better fulfill the requirements of learners. If resources are scarce, the quality of education degrades, making it more difficult for ALS to fulfill its objectives. As a result, ensuring that resources are accessible is critical to ALS's success and the delivery of excellent education to all learners. To enhance the implementation of Alternative Learning Systems (ALS), determine the resources required, such as instructional materials and skilled teachers. Advocate for additional funds to support these initiatives. Provide teachers with training to help them improve their abilities, and seek assistance from the local community. Monitor resource efficiency and advocate for legislation that prioritize educational resources. Finally, consider using inexpensive technology to make learning more accessible. Taking these actions will assist and guarantee that learners obtain a high-quality education via ALS.

The resources availability in Alternative Learning Systems (ALS) is an important problem, especially for learners with difficulties. As Abayon (2022) points out, resource-constrained circumstances make it difficult to provide the tools required for successful learning. The lack of adequate resources and assistive technology not only limits access to education, but also inhibits attempts to build a diverse and inclusive learning environment. Without these necessary materials, teachers have significant challenges in personalizing their teaching techniques to meet the diverse requirements of all learners'.

For *Modules Distribution and Retrieval*, it registered as computed r-value of 0.237 with computed p-value of 0.033. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between Module Distribution and Retrieval and Implementation of ALS. Thus, Module Distribution and Retrieval considerably influence the overall efficacy and efficiency of the learning experience. Effective distribution guarantees that instructional information is customized to address the varied requirements of learners facilitating flexible journeys that adjust to individual advancement and preferences. This customized strategy improves learner engagement and motivation by providing learners with useful tools at the appropriate moment. Efficient procedure and systems are essential for fast accessibility of the modules, allowing learners to interact with the information without excessive delays.

Likewise, Rosales et al. (2024) suggested that to enable timely module retrieval in a modular learning setting, efficient communication between teacher and parents or guardians is required. Teachers may keep parents informed about their children's development and particular chores that must be accomplished by maintaining open lines of communication. This proactive strategy allows parents to better help their children at home, creating a collaborative learning environment. Creating additional plans or tactics for monitoring implementation can also assist measure learner involvement and performance. Regular reminders and clear direction from instructors enable parents to help their children manage their learning obligations, resulting in a more organized and supportive educational experience. Such teamwork not only improves responsibility, but it also emphasizes the necessity of learning at home.

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For *Assessment and Evaluation System*, it registered as computed r-value of 0.211 with computed p-value of 0.036. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between Assessment and Evaluation System and Implementation of ALS, Thus, Assessment and Evaluation System is essential for the effective implementation of Alternative Learning Systems (ALS), as it directly affects the adaptation of learning experiences to meet individual needs. Regular assessment of student performance enables teacher to identify individual strengths and weaknesses, facilitating timely interventions and curriculum adjustments. This continuous assessment facilitates the personalization of the learning experience and improves student engagement by providing effectively challenging content. A well-structured assessment framework yields valuable data that informs instructional decisions, enabling teachers to optimize teaching strategies and resources. An effective assessment and evaluation system fosters a dynamic learning environment, enabling learners to thrive and attain their educational objectives.

According to Labarrete (2021), the Alternative Learning System Education and Skills Training (ALS-EST) evaluates learners' learning using three unique evaluation forms: performance, module, and portfolio. This comprehensive approach emphasizes the necessity of understanding learners' different skills and learning styles. Performance-based examinations enable learners to exhibit their talents in real-world settings, reflecting real-world applications of their knowledge. Module-based examinations focus on specific curriculum areas, allowing learners to engage extensively with subjects while gradually demonstrating their comprehension. Meanwhile, portfolio-based examinations enable learners to accumulate and reflect on their work over time, emphasizing their progress and development. This range of evaluation styles not only recognizes each learner's uniqueness, but also encourages a more thorough understanding of their academic achievements. By accepting many formats, the ALS-EST promotes an inclusive educational environment in which all learners may excel. This awareness of variation emphasizes the notion that assessment is more than just a standardized measure; it is a dynamic process that honors individual talents and learning journeys, eventually leading to a more enriching educational experience.

Problem 4. Which of the independent variable/s singly or in combination influences learners' experiences?

Table 4 displays a Multiple Regression Analysis examining how independent variables, individually or collectively, influence the application of ALS in learners' experiences. It is demonstrated that just one (1) of the four (4) independent variables positively correlates with the pleasure of implementing the alternative learning system, where $\beta = 0$ represents the null hypothesis and $\beta \neq 0$ represents the alternative hypothesis. Furthermore, the teaching method ($\beta = 0.7978$, t-value = 6.9546, p-value = 0.001) positively influences implementation of the alternative learning system.

This indicates that the implementation of Alternative Learning Systems is significantly influenced by the teaching method, as evidenced by the 42.6% total variation in involvement, while the remaining 57.4% pertains to factors not addressed in this study. The instructional methodology influences the implementation of alternative learning systems. To thoroughly understand learners' experiences, it is essential to evaluate the cumulative effect of several variables alongside the teaching method. This includes everything associated with the motivational factors involved in the implementation of alternative learning systems and the experiences of learners. Teachers' teaching approaches have a significant impact on how learners' educational experiences develop. They adapt to varied learning styles by using a variety of teaching tactics, ensuring that each learner has an effective engagement with the topic. The encouragement of eclectic way of teaching method by teachers is advantageous for learners as it enables individualized, accessible instruction adapted to individual requirements. This empowers learners, allowing them to develop important life skills and gain confidence. ALS also promotes community participation and flexibility, making it simpler for learners to manage school and other activities. Overall, these strategies encourage lifelong learning and help learners become useful members of society.

Table 4. Regression Analysis on Implementation of ALS and Learners' Experiences

Variables	UC		SC	t-value	Sig. (P-value)	Decision	Interpretation
	B	SE	β				
Constant	0.6979	0.6878					
Teaching Method	0.7698	0.7975	0.7978	6.9546	0.001	Reject Ho	Significant
Availability of Resources	0.3453	0.2348	0.1423	1.2236	0.671	Accept Ho	Not Significant
Distribution and Retrieval of Modules	0.2245	0.1365	0.1359	1.2112	0.782	Accept Ho	Not Significant

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Assessment and Evaluation System	0.3442	0.2346	0.1423	1.1231	0.719	Accept Ho	Not Significant
Model	R	R²	Adjusted R²	f-value	Sig. (P-value)	Decision	Interpretation
	0.464	0.426	0.387	7.624	0.001		

Note: UC = Unstandardized Coefficients
Dependent Variable = Cognitive Engagement

SC = Standardized Coefficients
Significant when computed p-value <0.05.

As to the study of Zhang et al. (2024), learners' performance has demonstrated notable enhancement through methods such as establishing precise learning goals, offering helpful feedback, implementing tailored teaching techniques, and developing environments conducive to meaningful learning experiences. The research findings are especially advantageous for learners in the Alternative Learning System (ALS), who frequently encounter distinct challenges in their educational pursuits. Establishing clear learning objectives enables ALS teacher to offer specific goals, thereby facilitating learners focus and motivation. Constructive feedback is essential for ALS learners to recognize their progress and identify areas for improvement, thereby enhancing self-esteem and fostering persistence. Customized teaching strategies are crucial in ALS, as they address the varied backgrounds and learning styles of learners', many of whom may possess distinct educational experiences or encounter obstacles to conventional learning. Establishing supportive learning environments cultivates a sense of belonging and community, essential for adult learners who may experience alienation in traditional educational contexts. The findings from the study can assist ALS programs in creating more effective, inclusive, and responsive teaching methods, thereby enhancing educational outcomes for learners.

In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: Availability of resources ($\beta = 0.1423$, t-value = 1.2236, p-value = 0.671, indicate that availability of resources does not have a significant impact on implementation of ALS and learners' experiences. This implies that lack of statistical significance shows that, while resources may be important in educational contexts, they do not alone determine the success of ALS or improve learners' experiences. Other factors, such as instructional style, learner participation, or institutional support, may have a greater impact. To increase ALS implementation and learner results, teachers and policymakers must explore a broader variety of criteria rather than relying exclusively on resources availability.

In conclusion using electronic resources has a big help in learners. The notion of "electronic natives" implies that learners who have grown up surrounded by electronic devices would naturally gravitate toward e-learning as their preferred medium of instruction. This tendency arises from their familiarity with technology, which makes interactive e-learning materials, ranging from basic PowerPoint presentations to complex virtual reality experiences, more enticing than traditional teaching techniques. E-learning comprises a variety of platforms, including mobile applications and interactive websites, which appeal to a wide range of technological skills. As mobile learning (m-learning) gains popularity, more learners are using smartphones and tablets to supplement their educational experiences. This trend represents a substantial shift in how learning resources are consumed, emphasizing the significance of incorporating technology into the educational environment to fulfill the demands of today's learners (Bringman & Hortsch 2020).

In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: distribution and retrieval of modules ($\beta = 0.1359$, t-value = 1.2112, p-value = 0.782, indicate that module distribution and retrieval does not have a significant impact on implementation of ALS and learners' experiences. This implies that the module distribution and retrieval are critical components in the implementation of Alternative Learning Systems (ALS), however research shows that these elements have little influence on learners' experiences. While successful module distribution ensures that educational resources are available and quick retrieval allows for timely interaction, the quality of the content and the assistance offered by facilitators have the greatest influence on learners' experiences. Learner motivation, existing knowledge, and the material's relevancy frequently take precedence over logistical considerations. As a result, even with appropriate distribution and retrieval methods in place, if the instructional content does not resonate with the learners or if they do not receive adequate coaching, the overall efficacy of ALS may suffer. Thus, concentrating on improving content quality and learner assistance may result in more significant changes to the ALS design than simply optimizing module mechanics.

Therefore, communication issues among learners', parents, and teachers can dramatically reduce the efficacy of educational procedures. Learners' sometimes supply incorrect or outdated contact information, such as defunct phone numbers, complicating attempts to reach them. This problem is replicated in relationships between parents and teachers, with some parents actively choosing to speak with certain teachers while others providing erroneous contact information. These inconsistencies create obstacles during crucial times, especially with the teaching module's prompt distribution and retrieval.

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Castroverde and Acala (2021) asserted that communication breakdowns not only hinder the flow of information but also adversely affect the overall learning experience, underscoring the necessity for enhanced systems to facilitate accurate and effective communication among all stakeholders in the educational process. In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: assessment and evaluation system ($\beta = 0.1423$, $t\text{-value} = 1.1231$, $p\text{-value} = 0.719$), indicate that assessment and evaluation system does not have a significant impact on implementation of ALS and learners' experiences. This implies that assessment and evaluation in Alternative Learning Systems (ALS) is frequently seen as an essential component for monitoring learner development and program performance. However, data shows that the design and execution of these systems may not have a major influence on learners' experiences. While assessments are necessary for monitoring comprehension and abilities, variables such as the relevance of the learning material, the pedagogical techniques used, and the quality of support provided by educators all have a greater impact on how learners interact with the topic. Furthermore, if assessments are viewed as unduly strict or detached from real-world applications, they may discourage rather than increase participation. Thus, while assessments are crucial, prioritizing learner-centered procedures and ensuring that evaluations are aligned with learners' needs and situations may have a greater influence on the overall ALS experience.

Indeed, the trend to online and distant schooling, driven by the Covid-19 epidemic, has emphasized both the benefits and drawbacks of digital learning. For some families, the flexibility of online education may stimulate rapid personal growth in children by allowing them to learn at their own speed without the typical confines of a classroom setting. This versatility can be very alluring, indicating a bright future for digital education. However, the exclusive dependence on computer interfaces for teaching and evaluation raises worries about the dehumanization of the educational process. Learning is a social and emotional process that is firmly ingrained in human interactions and relationships. When education is only delivered through screens, the critical qualities of empathy, cooperation, and mentoring that are essential for holistic development are at risk of being lost. This contrast between the benefits of flexibility and the necessity for personal connection highlights the difficulty of navigating the future of education in the digital era (Brown 2022).

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions were drawn:

1. The strategies employed, particularly in teaching methods and assessment, are effective in enhancing educational delivery in ALS.
2. The experiences of the learners have reached an advanced level, suggesting that the program successfully addresses their needs and expectations. This favorable feedback indicates a solid basis for ongoing success and possible areas for additional improvement.
3. The lack of resources, such as computers and other digital tools, contribute to a low positive correlation between the implementation of the Alternative Learning System (ALS) and learners' experiences.
4. Teacher used differentiated teaching method suited to the level of the learners.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. To sustain the implementation of the ALS, it is crucial to increase the availability of learning resources.
2. To improve learners' experiences and sustain high achievement levels, it is advised to establish regular feedback systems that enable learners to express their opinions about the learning process. Moreover, creating a nurturing educational atmosphere via mentorship initiatives and peer cooperation can assist in maintaining motivation and involvement.
3. DepEd needs to supply additional learning materials, particularly digital resources, at every Community Learning Center (CLC) to boost hands-on learning and facilitate knowledge acquisition.
4. Implement regular training sessions for teachers which focus on differentiated instruction techniques and innovative teaching methods. These will enable ALS implementers to sustain the diverse needs of ALS learners and enhance their overall learning experience.

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