Status and Extent of Alternative Learning System (ALS) Implementation: Bases for the Development of an Enhanced District-Wide Educational Model

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ABSTRACT

This research was conducted to determine the status and extent of implementation of the Alternative Learning System (ALS) of the Department of Education in the 5th Congressional District of Iloilo. The respondents of the study were the 22 ALS implementers from 11 municipalities. In gathering the needed data, a valid and reliable researcher-made instrument in the form of questionnaire checklist was utilized covering the Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) Test. The data gathered were analyzed using the mean, Kruskall Wallis, Wilcoxon Rank test, and Spearman rho set at .05 alpha level of significance. The findings revealed that majority of the implementers were Master’s degree holders and have shorter years in teaching. The status of the ALS-BLP and A&E test implementation was both “very satisfactory” when taken as an entire group. When classified as to variables it ranges from “very satisfactory to excellent”. As to extent of implementation, the BLP was “highly” implemented when taken as an entire group but when classified according to variables; it ranges from “high to very high”. In terms of A&E test, the extent of implementation was “high”, when taken as an entire group and when classified as to educational preparation. As to age, years in teaching and years in handling ALS it ranges from “high to very high.” No significant differences existed in the ALS-BLP status of implementation in all categories. However, a significant difference existed in the status of A&E test when classified as to age while no significant differences in the rest of the categories. The ALS-BLP and A&E test extent of implementation did not differ significantly in all categories. High and significant relationships were ascertained between the status and extent of ALS-BLP and ALS-A&E test implementation of the Department of Education.

Keywords: alternative learning system, implementation, department of education

INTRODUCTION

The 1987 Philippine Constitution mandates the recognition and promotion of other forms of education aside from formal education. In Article XIV, Section 2 the Constitution declares that “the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society and concisely encourage non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs”.

The right of every Filipino to quality Basic Education is emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with it is the Republic Act 6655 or the Free Secondary Education Act. These laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing the children with free and compulsory education in the elementary and high school levels (1987 Philippine Constitution).

Alternative Learning System (ALS) is the new paradigm of the Non-formal Education implemented by the Department of Education (DepEd). This is an offshoot of the challenge on Education for All (EFA), a global movement formed by an alliance of organization. This System is the DepEd’s flagship program to provide a viable mechanism to reach Filipino youths who are unable to access or who have dropped out from formal schooling, as
well as adults who failed to complete the basic education. This kind of education replicates a philosophy of learning and teaching based on the assumptions that adults can learn what they want to learn, that they are willing to take responsibility for that learning (Bantulo, 2016). Furthermore, this program is an alternative way of acquiring basic education for elementary and secondary comparable to formal education. It supports the goals of Education for All (EFA 2015), which made a great stride in the delivery of its basic education and literacy development services for out of school youth, children and adults. On the other hand, the stride made by ALS was supported by the study conducted by Catunao (2015) on the status of ALS-BLP implementation was “very good” while the ALS-A&E was “excellent” when taken as an entire group. In the study conducted by Turaballes (2012), it was revealed that the learners were appropriate to their learning needs and level of understanding. They learned things they ought to learn about life through the five learning strands. The “illiterates” were able to read simple words and write their own names. They were able to compute and solve simple mathematical problems through the intervention of ALS.

On the other hand, the study of Perocho (2012) disclosed that the extent of management of the ALS in terms of BLP and A&E assessed by the implementers as an entire group were both “often” while the degree of seriousness in the implementation of the two programs when taken as an entire group was “somewhat serious”. In 2013, Gartoya conducted a study on the extent of ALS-BLP implementation which revealed “very satisfactory” result as an entire group and classified as to variables. The A&E extent of implementation when taken as an entire group and when classified as to variables was also “very satisfactory”.

The 5th Congressional District located in the northern part of Iloilo, composed of 11 municipalities has been implementing the Alternative Learning System (ALS) programs for quite a long time. The ALS implementers in the District have done their duties to continuously improve the implementation of the programs for the development of the out-of-school children, youths, adults, and academically underprivileged individuals. As one of the implementers of the Alternative Learning System in the District, where the learners’ performance in the Accreditation and Equivalency test varies, the researcher was motivated to find out the status and extent of implementation of ALS programs, hence this study was conceptualized.

Statement of the Problem

This study aimed to ascertain the status and extent of implementation of the Alternative Learning System (ALS) of the Department of Education as bases for the development of an enhanced district-wide educational model. Specifically, it sought to answer the following questions:

What is the status of the ALS-Basic Literacy Program (BLP) implementation assessed by the implementers taken as an entire group and classified according to age, educational preparation, years in teaching, and years in handling ALS?

What is the status of the ALS-Accreditation and Equivalency Program (A&E) implementation assessed by the implementers’ when taken as an entire group and when classified according to age, educational preparation, years in teaching, and years in handling ALS?

What is the extent of the ALS-Basic Literacy Program (BLP) implementation assessed by the implementers when taken as an entire group and when classified according to age, educational preparation, years in teaching, and years in handling ALS?

What is the extent of the ALS-Accreditation and Equivalency Program (A&E) implementation assessed by the implementers when taken as an entire group and when classified according to age, educational preparation, years in teaching, and years in handling ALS?

Are there significant differences on the status of the ALS-Basic Literacy Program (BLP), ALS-Accreditation and Equivalency Program (A&E) implementation, assessed by the implementers when classified according to age, educational preparation, years in teaching, and years in handling ALS?
Are there significant differences on the extent of the ALS-Basic Literacy Program (BLP), ALS-Accreditation and Equivalency Program (A&E) implementation, assessed by the implementers when classified according to age, educational preparation, years in teaching, and years in handling ALS?

Is there a significant relationship between the status and extent of ALS-BLP and ALS-A&E implementation of the Department of Education?

What enhanced district-wide educational model can be developed for ALS beneficiaries?

Hypotheses

There are no significant differences on the status of the ALS-Basic Literacy Program (BLP), ALS-Accreditation and Equivalency Program (A&E) implementation, assessed by the implementers when classified according to age, educational preparation, years in teaching, and years in handling ALS.

There are no significant differences on the extent of the ALS-Basic Literacy Program (BLP), ALS-Accreditation and Equivalency Program (A&E) implementation, assessed by the implementers when classified according to age, educational preparation, years in teaching, and years in handling ALS.

There is no significant relationship between the status and extent of ALS-BLP and ALS-A&E implementation of the Department of Education.

Theoretical Framework

This study is anchored on the Constructivism Theory of Jerome Bruner (1966) which points out that learning is an active process in which the learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given". As far as instruction is concerned, the instructor should encourage the students to discover the principles by themselves. The instructor and student should engage in an active dialog (i.e., socratic learning). Here the task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Therefore, the curriculum should be organized in a spiral manner so that the students continually build upon what they have already learned.

Another theory which this study is anchored is the Situated Learning Theory of Lave (1989) which states that learners were more likely to learn by actively participating in their learning as opposed to listening to lecturers. In a professional milieu, learners aim to acquire professional skills, and continue their apprenticeship and skill-building which leads to membership in a community of practice. Situated learning "takes as its focus the relationship between learning and the social situation in which it occurs". Situated learning is a matter of creating meaning from the real activities of daily living where learning occurs in a pro-social but informal setting. This notion suggests that learning takes place through social relationships, within a cultural milieu, and by connecting prior knowledge to new contexts. The situated model of learning is part of Lave and Wenger's theory of communities of practice which states that learning should not be viewed as mere transmission of knowledge but as a distinctly embedded and active process. They argue that this type of learning is stimulated by specific contexts (where learning is socially-situated) and within authentic social and physical environments.

Also this study was anchored on the theory of self-activity conceptualized by John Dewey, a theory which rests on the assumption that people learn by experiencing or rejecting. An individual’s learning may be imprinted on his mind if he tries to do or perform things that he must learn. This theory recognizes the principle of individual
differences which calls for adjusting the activities and method of assessing learning to the abilities, interest and need of the learners (in Catunao, 2015).

Moreover, this study is supported by the principle of evaluation which states that evaluation is the systematic process of collecting and analyzing data in order to determine the current status of the subject of evaluation, to compare the status with a set of criteria, and to select an alternative solution from among two or more in order to arrive at a sound decision (Burton and Burckner in Zulueta, 2012).

Finally, the study is anchored on the theory of Adult Education by Knowles (in Gortayo, 2013), the four assumption principles known to be the foundation of Andragogy, the science of adult learning. As an individual grows and matures, his self-concept changes and moves from one of the total dependency to one of the increasing self-directedness; the role of experience in which one accumulates and expanding reservoir that causes him to become an increasingly rich resource of learning; his readiness to learn is decreasingly the product of his biological development and academic pressures; adults tend to have problem centered orientation of learning.

The different theories used as bases of this study recognized the importance of the learners active participation, individual differences and that their new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, specific contexts within authentic social and physical environments. As they grow and mature, their dependency decreases hence they develop self-directedness.

In this study, the status and extent of the ALS-BLP and A&E implementation of the Department of Education as assessed by the implementers may serve as bases for the development of an enhanced District-Wide Educational Model.

Significance of the Study

The outcome of this study which assessed the status and extent of ALS-BLP and ALS-A&E implementation may be beneficial to following:

**Department of Education (DepEd) Administration.** The result of this study may provide information on the status and extent of ALS-BLP and ALS-A&E implementation in the 5th Congressional District of Iloilo. The results may also guide them in strengthening their efforts to provide quality, accessible, comprehensive and redeeming basic public education for all Filipino learners.

**Division ALS Coordinators.** The result of this study may help them monitor and evaluate the effectiveness of ALS implementation. This result may also direct them in the formulation of effective techniques and supervisory program that will benefit not only the assigned areas but also the other places with the same programs.

**Community and Local Government Unit.** The findings of this study may intensify partnerships and continue their support to all learners specifically those who are disadvantaged and underserved.

**Implementers.** The findings of this study may give additional insights on the instructional practices considered valuable in helping learners gain functional literacy, and identify the strong and weak areas in the implementation of Alternative Learning System. This can help them identify the best practices that they should make, in order that their mode of implementation would become more successful.

The results of this study may also make the implementers aware of the importance of their role in the implementation of the programs to attain the desired goal in increasing the learners passing percentage in the A&E test.
**Learners.** Through this study, the learners may know their performance in the A&E test and view ALS as their second chance in completing the basic education and acquire a functional literacy skill which is a possible route to become productive and responsible citizens. The result of this study may also serve as an eye opener to the learners that they need to do their share for the success of the program.

**Researchers.** The method used in this study may be utilized as a pattern in conducting future evaluative studies and the results may also be used in the formulation of research problems particularly on ascertaining variables in program implementation.

**Literature Review**

The Alternative Learning System (ALS) is a free education program implemented by the Department of Education (DepEd) under the Bureau of Alternative Learning System which benefits those who cannot afford formal schooling and follow whatever their available schedule is. The program provides a viable alternative to the existing formal education instruction, encompassing both non-formal and informal sources of knowledge and skills (Catunao, 2015). In the Alternative Learning System, learners have to attend 10 months of school or 800 hours in the classroom. Then, their performances are assessed (Catunao, 2015). Alternative Learning System (ALS) in the Philippines is still in the evolving process. According to Doronilla (2009) there are two strands of education traditional in Philippines–the mass-delivered national education system and the real life context-based informal education. The author emphasized that it is this gap between the knowledge imposed in the formal system and the lessons learned in the family and community that makes academic education irrelevant to the lives of Filipino learners (in Catunao, 2015).

The Alternative Learning System is a very important component in the Philippine education to achieve quality and access to education as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action. Section 12.1 Rules XII of R.A. 9155 stipulates that ALS is a parallel learning system to provide a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills. The Department of Education desires to make education accessible to out-of-school youth and adults who live in the remote and school-less communities of the country. The alternative system only requires learners to choose schedules according to their choice and availability (Guerrero and Pablo, 2008).

Per *ALS Module Teacher Manual* (Guerrero and Pablo, 2008), the Alternative Learning System has two programs: Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) Test. This A&E test has two levels: elementary and secondary.

After finishing the ALS curriculum, all learners of the program belonging to a particular education district are given the final comprehensive examination covering all learning areas in the curriculum that is called Accreditation and Equivalency (A&E) Test. Successful examinees are then grouped together in a closing ceremony where they are given their Certificate of Rating (CR) and a diploma signed by the Secretary of Education either for the elementary or secondary level. This certificate is their proof that they can avail of all the rights and privileges as a graduate of an elementary or secondary education.

The passers of the test will receive a certificate of learning achievement signed by the Secretary of the Department of Education of the Philippines. An elementary level test passer is qualified to enroll as freshman in the secondary level education while a secondary level test passer is given a chance to enter the mainstream in the formal education system of the country and enroll in post-secondary courses (technical/vocational, two/four/five-year course) of the Commission on Higher Education (CHED) and Philippine Association of State Universities and Colleges (PASUC) member institutions, access to Meralco Foundation Institute (MFI) and Technical Education and Skills Development Authority (TESDA) skills training programs; and a chance to acquire an eligibility for government employment positions under the Civil Service Commission (CSC) (Philippine Star, 2012).
To date, the Philippines has 1,681 mobile teachers serving under the Bureau of Alternative Learning System (BALS). According to BALS Office of the Bureau Chief, from 2000 to 2009, there were 1,055,379 completers out of 1,351,146 enrollees in the ALS programs around the country.

BALS is one of the three bureaus under the Department of Education (DepEd), which also includes the Bureau of Elementary Education and the Bureau of Secondary Education. Formerly known as the Bureau of Nonformal Education, ALS had been renamed to BALS through Executive Order No. 356 issued by former President Gloria Macapagal-Arroyo on September 13, 2004, in order to serve a “more systematic and flexible approach in reaching all types of learners outside the school system.”

ALS programs are administered in many different ways, such as face-to-face, study groups, peer learning, modular, self-learning, radio-based learning, tutorial, interactive learning, and so forth. Three primary programs are carried out under the ALS Nonformal Education, namely, Basic Literacy Program (BLP), Accreditation and Equivalency (A&E) Program, and Informal Education (InFed). Other ALS programs and projects include Indigenous People Education, ALIVE in ALS, ALS for Differently-Abled Persons, Adolescent Reproductive Health, Parent Education, Family Basic Literacy Program, and Informal Education for Disadvantage Children (Lala, 2011).

In 2011, Yango conducted a study on “Best Practices in Implementing the Alternative Learning System in Baguio City and Benguet”. Based on the findings of the study, majority of the approaches and strategies used by facilitators does not match the learning preferences of the learners; administrators are cautious in selecting the facilitators; scheduling of the sessions are made flexible for learners; learners are carefully accommodated based on their learning needs; learners encounter varying degrees of seriousness of problems that can thwart their learning progress; efficiency of facilitators is lessened due to the seriousness of encountered problems; and administrators have difficulty in implementing the programs due to inadequate funding and lack of support from community leaders.

Another study was conducted by Asancha (2009) findings revealed that majority of the ALS Mobile Teachers and District ALS Coordinators belong to the age range of 56 and above, majority are married and most of them are males.

There was a study conducted by Alonto (2011) revealed the following results: majority of the clients are males and belong to the age bracket of 15 to 17 years old, most of them have stopped schooling for 2 to 4 years and come from Pikit National High School. The districts performance in Accreditation and Equivalency of Alternative Learning System is very alarming because of the very low result of clients A&E test among the three districts of Pikit, Cotabato.

In the study conducted by Eneluna (2008), results showed that the extent of implementation as to class size is “high”, “outstanding” in instruction, and “highly supportive” in administration as perceived by the respondents. Furthermore, older implementers were perceived to have benefited from the program.

Lagarto’s study in Eneluna (2008) revealed that age did not affect the implementer’s perceptions of the problems they encountered in the non-formal education program in Zone II of the Division of Iloilo.

Furthermore, in the study of Eseo in Eneluna (2008), the result revealed that the young learners perform better than the older ones. This means that age influenced the reading achievement of the grade six pupils. The result further implies that the performance of the younger group differs from the performance of the older group in reading achievement.

The study of Tacan in Eneluna (2008) concluded that there are wide differences in problem solving ability, when the young learners could solve problems more effectively than the older learners.
In 2012, Perocho’s study on the “Management of Programs in Alternative Learning System” revealed the following results: the management of the BLP and A&E as an entire group resulted to “often” on the frequency of the activities. The extent of the problems in the management of the BLP and A&E Program as assessed by ALS implementers when taken as an entire group was “somewhat serious”. When classified according to school heads and ALS coordinator the result was also “somewhat serious” but when classified as to mobile teacher, it was “serious”. The top rank constraints in the implementation of the Alternative Learning System were on the A&E funds to provide buildings and books for the learners, the danger face by the facilitators in some communities during the literacy mapping, proper monitoring of the program, and attendance of the learners during the sessions.

Furthermore, Leduna (2012) reported that in ALS, learners failed in the A&E test because they have limited learning resources and do not have extra time to review their lessons resulting to poor performance in the test.

Moreover, the study of Turaballes (2012) revealed that ALS learners were appropriate to their learning needs and level of understanding. They learned things they ought to learn about life through the five learning strands. The “illiterates” were able to read simple words and able to write their names. They were able to solve simple mathematical problems through the intervention of ALS.

According to Romboa (2013), the learning materials of the ALS A&E Programs form one of the vital elements of the learning support delivery system. Experts at the Southeast Asian Minister of Education, Organization, Innovation and Technology (SEAMCO-INNOTECH) have developed a total of 152 elementary and secondary level learning modules. These modules focus on the competencies of the five learning strands detailed in the ALS A&E Curriculum Framework. This framework was based on the new concept and definition of functional literacy together with its major indicators. These five learning stands are the following: (1) Communication Skills (Filipino and English), including listening, speaking, reading, writing, both print and electronic media; (2) Problem solving and Critical Thinking (including numeracy and scientific thinking); (3) Sustainable Use of Resources/productivity including ability to earn a living as an employed or self-employed person, sustainable resources, and productivity; (4) Development of Self and a Sense of Community (including self-development, a sense of personal and national identity, cultural pride, and recognition and understanding of civil and political rights); and (5) Expanding One’s World Vision (including knowledge, respect and appreciation for diversity, peace and non-violent resolution of conflicts, and global awareness and solidarity).

In support to the A&E program on the greater success of learners, (Garcia in Gortayo, 2013) recommended parental support as an important role in the efficient implementation of the program. Parents are partners of teachers in the education of their children. If the children feel the support of parents, they enjoy going to school, not only to learn but to show to their parents that they appreciate their concern. The involvement will result to the total development of a learner.

In the study conducted by Gortayo (2013) the following were found out: the Basic Literacy Program extent of implementation as a whole and when classified as to implementers’ age, length of service and educational attainment was “very satisfactory”. On the other hand, the A&E extent of implementation as a whole and when classified as to implementers’ age, length of service and educational attainment was also “very satisfactory”. No significant differences in the extent of BLP implementation classified as to implementers’ age, length of service and educational attainment as well as the extent of A&E implementation classified as to variables.

On the same year, Cordero (2013) also conducted a study on “The Alternative Learning System in the 4th Congressional District of Iloilo”, the results showed that the status of the implementation of BLP and A&E as a whole and when classified as to center was “very good.” Highly significant differences existed in the status of the BLP and A&E implementation classified as to center.
Finally, another study in the 4<sup>th</sup> Congressional District was conducted by Catunao (2015), the results disclosed that the status of the implementation of ALS BLP was “very good” while the A&E was “excellent” when taken as an entire group. There was no significant difference in the status of implementation of ALS-BLP and A&E Program when categorized as to Municipality and Municipality classification.

**METHODOLOGY**

The study used the quantitative research design. Specifically, the survey-correlational was used since the relationship was ascertained between the status and extent of the Basic Literacy Program and Accreditation and Equivalency Test, this was conducted at the 5<sup>th</sup> Congressional District in the Province of Iloilo covering the 11 municipalities, twenty two (22) Alternative Learning System implementers composed of Mobile/ALS teachers and coordinators were involved in the study utilizing non-probability sampling technique, specifically, total enumeration.

**Research Instrument**

The instrument used in the quantitative data gathering was a valid and reliable questionnaire-checklist formulated by the researcher. The research instrument was divided into three parts.

Part I dealt on the respondents’ personal profile such as age, educational preparation, years in teaching, and years in handling ALS.

Part II was the questionnaire-checklist on the status of ALS program implementation, specifically the Basic Literacy Program and Accreditation and Equivalency test composed of 26 statements answerable by excellent, very satisfactory, satisfactory, fair, and poor.

Part III was the questionnaire-checklist on the extent of the ALS program implementation of the Basic Literacy Program and Accreditation and Equivalency Test composed of 30 statements answerable by very high, high, average, low, and very low.

The implementers checked the column that corresponds to their answers as indicated in the descriptive scale.

**Data Gathering Procedure**

The researcher sought permission to conduct the study from the Schools Division Superintendent and District Supervisor of each municipality.

The researcher administered the instrument personally and checked the accomplished instrument as to its completeness. Then the data collected were recorded, statistically processed, analyzed, and interpreted.

**Conduct of Interview.** In order to substantiate the quantitative result, the researcher conducted an interview with the selected representatives from the implementers, learners, and stakeholders. The interviewees were asked of their availability as to the date, time and place.

**Data Analysis Procedure**

In the analysis of data, descriptive and inferential statistical tests were employed in the study.

The descriptive statistical tests applied were mean and standard deviation.

As to the inferential statistical tests, Kruskall-Wallis test, Wilcoxon test, and Spearman rho were applied.

**Results and Discussion**
The results of the status of alternative learning system implementation can be seen in table 1. In terms of basic literacy program very satisfactory, (M= 4.06), accreditation and equivalency program, very satisfactory (M=3.92).

Table 1. Results of the status of alternative learning system implementation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy Program (BLP)</td>
<td>4.06</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>Accreditation and Equivalency Program</td>
<td>3.92</td>
<td>Very Satisfactory</td>
</tr>
</tbody>
</table>

The results of the extent of alternative learning system implementation can be seen in table 2. In terms of basic literacy program, high extent, (M= 4.01), accreditation and equivalency program, high extent (M=4.10).

Table 2. Results of the extent of alternative learning system implementation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy Program (BLP)</td>
<td>4.01</td>
<td>High Extent</td>
</tr>
<tr>
<td>Accreditation and Equivalency Program</td>
<td>4.10</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

Inferential Data Analysis

Differences in the Status of the ALS implementation of the Department of Education as assessed by the implementers’ classified according to age, educational preparation, years in teaching, and years in handling ALS

Basic Literacy Program

The Kruskall Wallis test revealed that the result $X^2(2)=3.872$, $p(0.144)>0.05$ means there is no significant difference in the status of the ALS Basic Literacy Program implementation as assessed by the implementers when classified according to age since the significance value is greater than the alpha value. Thus, the null hypothesis was not rejected. The result implies that regardless of the implementers’ age, they have similar assessment of the status of the ALS implementation.

Wilcoxon test, disclosed a not significant difference $T(22)=0.153$, $p(0.878)>0.05$, on the assessment of the implementers in the status of the ALS Basic Literacy Program implementation of the Department of Education classified according to educational preparation as shown by the significance value which is higher than the alpha value. This result implies that the respondents assessment whether Bachelor’s degree or Masters’ degree holder was comparable.

The responses of the implementers when classified as to years in teaching divulged that there is no significant difference in the status of the ALS Basic Literacy Program implementation of the Department of Education as assessed by the implementers’ classified according to years in teaching, $X^2(2)=2.006$, $p(0.367)>0.05$, as proven by the significance value which was greater than the alpha value. This finding means that the neophyte and experienced implementers’ assessments in terms of implementation are almost identical. The result implies that regardless of the implementers’ years in teaching they have similar assessment on the status of the ALS implementation. Furthermore, those who were in service for longer years and those for shorter years have the same level of assessment.

The responses of the implementers when classified as to years in handling ALS and when subjected to Kruskall Wallis test revealed that there is no significant difference in the status of the ALS Basic Literacy Program
implementation of the Department of Education as assessed by the implementers’ classified according to years in handling ALS, $X^2(2)=1.514$, $p(0.469)> .05$ since the significance value was greater than the alpha value. Thus, the null hypothesis was not rejected.

This present finding means that implementers with shorter and longer years of exposure to ALS have the same opinions on how the program was implemented. The result implies that regardless of the implementers’ years in handling ALS, their assessment on the status of the ALS implementation did not differ. The experience in handling ALS did not influence their assessment.

The present results revealed that no significant difference existed on the implementers assessment of the BLP status of implementation when classified as to variables conducted in the fifth congressional district affirms that of Catunao (2015) conducted in 4th district involving the implementers’ where no significant difference also existed when classified as to municipality. This simply shows that the ALS-BLP implementation in the two congressional districts in the province of Iloilo was comparable.

**Accreditation and Equivalency Program**

Kruskall Wallis test, result showed that there is a significant difference in the status of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education as assessed by the implementers when classified according to age, $X^2 (2)=8.770^*$, $p(0.012)<.05$. Also, the result showed that the significance value was lower than the alpha value. The result means that older and younger implementers assessment significantly varied. The result implies that the implementers’ age had influenced their assessment on the implementation. This findings is supported by the Situated Learning theory of Lave (1989) that learners were more likely to learn by actively participating in their learning as opposed to listening to lectures. This result also collaborates with the responses of the learners during the interview that they enjoy and at the same time learn if the instructional managers are passionate in teaching, energetic and use integration approach.

When analyzed using Wilcoxon test, the data disclosed a not significant difference on the assessment of the implementers in the status of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education classified according to educational preparation $T(22)=0.561$, $p(0.575)> .05$. The significance value was greater than the alpha value. This result shows that the implementers’ assessment on the implementation regardless of their level in the formal education did not differ very significantly. This result implies the respondents’ assessment was the same whether Bachelor’s degree or Master’s degree.

Kruskall Wallis test when the respondents were classified as to years in teaching disclosed that the $X^2 (2)=5.931,p(0.052)> .05$ which means that there is no significant difference in the status of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education as assessed by the implementers when classified according to years in teaching since the significance value was greater than the alpha value. This result means that the assessment of the implementers’ with less and more experience in the field of teaching did not differ. The result implies that regardless of the implementers’ years in teaching, they have comparable assessment on the status of the ALS Accreditation and Equivalency Test Program implementation. Furthermore, those who were in the service for longer years have the same assessment with those in the service for shorter years.

When subjected to Kruskall Wallis test the responses of the implementers when classified as to years in handling ALS revealed that the $X^2 (2)=1.530,p(0.465)> .05$, which means that there is no significant difference in the status of the ALS Accreditation and Equivalency Test program implementation of the Department of Education as assessed by the implementers classified according to years in handling ALS as supported by the significance value which was higher than the alpha value. The finding means that the assessment of ALS implementers with longer time experience was similar to those with shorter experience. The finding further implies that the number of years in handling ALS was not a factor in the implementers’ assessment.
This present findings supports that of Catunao (2015) where he reported no significant difference on the implementers’ assessment of the BLP status of implementation but refutes that of Cordero (2013) with significant difference. As to the difference in the status of A&E Program implementation, the present findings where the difference existed only when the implementers were classified as to age upholds that of Cordero (2013) but disputes that of Catunao (2015), maybe this was due to the fact that age affect the energy level of the implementers. The younger implementers might had introduce innovations which was effective to the learners because some of the learners are of the same age with that of the younger implementers.

**Differences in the Extent of the ALS implementation as assessed by the implementers’ classified according to age, educational preparation, years in teaching, and years in handling ALS**

**Basic Literacy Program**

When the respondents were classified as to age, the Kruskall Wallis test revealed that the $X^2(2)=4.307, p(0.160)>.05$ means that there is no significant difference in the extent of the ALS Basic Literacy Program implementation of the Department of Education as assessed by the implementers when classified according to age as proven by the significance value which was greater than the alpha value. This result means that younger and older implementers assessment on the extent of the BLP implementation did not differ. The result further implies that age did not influence the implementers assessment on the extent of the ALS-BLP implementation.

When subjected to Wilcoxon test, the data disclosed a no significant difference $T(22)=0.663, p(0.508)>.05$ on the assessment of the implementers in the extent of the ALS Basic Literacy Program implementation of the Department of Education classified according to educational preparation as supported by the significance value which was greater than the alpha value. This result means that the Bachelor’s and Master’s degree implementers were analogous in their assessment. This result further implies that educational preparation was not a factor in the respondents’ assessment of the extent of ALS-BLP implementation.

When the respondents were classified as to years in teaching, the Kruskall Wallis test divulged that the $X^2(2)=4.447, p(0.108)>.05$ means that there is no significant difference in the extent of the ALS Basic Literacy Program implementation of the Department of Education as assessed by the implementers when classified according to years in teaching as supported by the significance value which was greater than the alpha value. This result means that the neophyte and experienced implementers assessments in terms of the extent of implementation are equivalent. The result implies that regardless of the implementers’ years in teaching they have similar assessment on the extent of the ALS-BLP implementation. Furthermore, those who were in service for longer years and those with shorter years have the same level of assessment.

When subjected to Kruskall Wallis test, the responses of the implementers when classified as to years in handling ALS revealed that the $X^2(2)=2.364, p(0.307)>.05$ means that there is no significant difference in the extent of the ALS Basic Literacy Program implementation of the Department of Education as assessed by the implementers when classified according to years in handling ALS since the significance value was greater than the alpha value. This present finding means that implementers with shorter and longer years involvement to ALS have the same opinions on the extent of program implementation. The result implies that regardless of the implementers years in handling ALS, their assessment on the extent of the ALS implementation did not vary. The experience in handling ALS was not a factor in their assessment.

The results on the assessment of the BLP extent of implementation by the implementers when classified as to age, educational preparation, years of teaching, and years in handling ALS did not differ significantly upholds the study conducted by Gortayo (2013) which reports no significant difference when the implementers were classified as to age, length of service and educational attainment.

**Accreditation and Equivalency Program**
when the respondents were classified as to age and analyzed using Kruskall Wallis test, the data showed that the $X^2 (2)=5.890, p(0.053)>.05$ means that there is no significant difference in the extent of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education as assessed by the implementers when classified according to age as proven by the significance value which was greater than the alpha value. The result means that older and younger implementers assessments did not vary significantly. The result further implies that the implementers age did not influence their assessment on the extent of implementation.

When analyzed using Wilcoxon test the data disclosed a no significant difference $T(22)=0.663, p(0.507)>.05$ on the assessment of the implementers in the extent of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education classified according to educational preparation since the significance value was greater than the alpha value. This result shows that the respondents assessment on the implementation regardless of their educational preparation did not vary significantly. This result further implies that the respondents assessments were the same whether Bachelor’s degree or Master’s degree.

When the respondents were classified as to years in teaching, the Kruskall Wallis test revealed that the $X^2 (2)=5.730, p(0.057)>.05$ means that there is no significant difference in the extent of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education as assessed by the implementers when classified according to years in teaching as supported by the significance value which was greater than the alpha value. This result means that the assessment of the implementers with less and more experience in the field of teaching did not vary. The result implies that regardless of the implementers’ years in teaching they have comparable assessment on the extent of the ALS Accreditation and Equivalency Test Program implementation. Furthermore, those who were in the service for longer years have the same assessment with those with shorter years.

When subjected to Kruskall Wallis test, the responses of the implementers when classified as to years in handling ALS divulged that the $X^2 (2)=1.720, p(0.423)>.05$ means that there is no significant difference in the extent of the ALS Accreditation and Equivalency Test Program implementation of the Department of Education as assessed by the implementers when classified according to years in handling ALS since the significance value was higher than the alpha value. The findings mean that more experienced ALS implementers assessment was similar to those with less experience. The finding implies that the number of years in handling ALS did not influence the implementers’ assessment.

The present findings sustains the study conducted by Gortayo (2013) which reports no significant difference in the extent of A&E when the implementers were classified as to age, length of service and educational attainment.

**Relationship between the Status and Extent of Implementation of the Alternative Learning System**

**Basic Literacy Program**

When subjected to Spearman rho, the data on the status and extent of implementation of the Basic Literacy Program revealed that there is a high and significant relationship between the status and extent of the Basic Literacy Program implementation of the Department of Education as assessed by the implementers $\rho = 0.632, p(0.002)<.05$ since the significance value was lower than the alpha value. Thus, the null hypothesis which states that there is no significant relationship between the status and extent of implementation of the ALS-BLP of the Department of Education as assessed by the implementers was rejected.

This result means that the status of implementation of the Basic Literacy Program has influenced its extent. Which implies that the higher the implementation status of the ALS-BlP, the higher is the extent. Furthermore the status of BLP is directly proportional to the extent of implementation.

**Accreditation and Equivalency Program**
When subjected to Spearman rho, the responses of the implementers on the status and extent of implementation of the Accreditation and Equivalency Program disclosed that there is a high and significant relationship between the status and extent of implementation of the Accreditation and Equivalency Program of the Department of Education as assessed by the implementers $r_{s} = 0.886$, $p(0.000)<.05$ as supported by the significance value which was lower than the alpha value. Thus, the null hypothesis which states that there is no significant relationship between the status and extent of implementation of the ALS-A&E program of the Department of Education as assessed by the implementers was rejected.

This result means that when the status in the implementation of the Accreditation and Equivalency is increases, the extent also increases. This implies that the higher the status level of implementation status of the ALS-A&E program, the higher the extent level. The status level of the A&E is directly related to its extent level. The two programs of the Alternative Learning System assessed by the implementers in this study showed that the status of the Basic Literacy Program and the Accreditation and Equivalency Test was “very satisfactory” which means that the implementers believed that the criteria and substantial number of good practices were fully met at a level that demonstrates good practices. This “very satisfactory” rating could be associated to the hard work, commitment and perseverance of the facilitators to make the program succeed and would benefit the ALS learners.

On the extent of implementation, both programs have “high extent” of implementation which means that the implementers believed that the criteria and substantial number of good practices was fully met at a level that demonstrates good practices.

These findings were further supported by a high and significant relationship between the status and extent of implementation of the Basic Literacy Program and the Accreditation and Equivalency Program. The “very satisfactory” rating of ALS-BLP and A&E status of implementation would eventually lead to “high extent”.

Findings

The salient findings of the study were:

The status of the ALS-BLP implementation of the DepEd as assessed by the implementers was “very satisfactory” when taken as an entire group; when classified according to age, it ranges from “very satisfactory to excellent”; when grouped according to educational preparation, years in teaching, and years in handling ALS all were “very satisfactory.”

The status of ALS-A & E Test implementation of the DepEd as assessed by the implementers was “very satisfactory” when taken as an entire group. When classified as to age, educational preparation, years in teaching, and number of years in handling ALS, the status of implementation ranges from “satisfactory” to “excellent”.

The extent of implementation of the ALS-BLP of the DepEd as assessed by the implementers was “high” when taken as an entire group, as well as in categories such as, educational preparation, years in teaching and years in handling ALS. When classified according to age, the implementation ranges from “high” to “very high” extent.

The extent of implementation of the ALS-A&E Test of the DepEd as assessed by the implementers was rated “high”, when taken as an entire group. When classified according to age, years in teaching and number of years in handling ALS, it ranges from “high to very high extent”; while according to educational preparation, the ratings were all “high”.

There were no significant differences in the status of the ALS-BLP implementation of the DepEd as assessed by the implementers when classified according to age, educational preparation, years in teaching, and years in handling ALS.
A significant difference was found in the status of implementation of the ALS-A&E Test of the DepEd as assessed by the implementers when classified as to age, while no significant differences when classified as to educational preparation, years in teaching, and years in handling ALS.

No significant differences were revealed in the extent of implementation of the ALS-BLP of the DepEd as assessed by the implementers when classified as to age, educational preparation, years in teaching, and years in handling ALS.

No significant differences were noted in the extent of the ALS-A&E Test implementation of the DepEd as assessed by the implementers when classified as to age, educational preparation, years in teaching, and years in handling ALS.

High and significant relationships were ascertained between the status and extent of ALS-BLP and ALS-A & E Test implementation of the Department of Education.

Conclusions
From the findings of the study, the following conclusions were formulated:
A “very satisfactory” implementation of the ALS-BLP program was carried out in the Fifth Congressional District of Iloilo when taken as a whole and when grouped as to variables.

A “very satisfactory” implementation of the A&E test by the implementers as a whole and when classified as to variables.

A “high extent” of ALS-BLP implementation by the implementers as a whole and when classified as to variables.

A “high” extent of ALS A & E test implementation was done when taken as a whole and when classified as to variables.

The status of ALS-BLP implementation was uniformly implemented by the implementers of different age, educational preparation, years in teaching and years in handling ALS.

The implementers of different ages have varied status of implementation of the ALS A & E test.

The extent of the ALS-BLP and A&E test implementation was the same regardless of the implementers’ age, educational preparation, years in teaching, and years in handling ALS.

The status of the ALS-BLP and A&E test is directly related to the extent of implementation of the Department of Education.

Recommendations
The Department of Education (DepEd) higher authorities should take great consideration on the procurement of the needed and updated learning materials for the two ALS programs. The DepEd may further motivate ALS implementers to become more resourceful by institutionalizing awards and recognition. As one of the stakeholders, the Local Government Unit (LGU), should support the physical and financial resources of the program for sustainability. The LGU may offer TESDA accredited trainings and scholarship grant to ALS learners. The parents should support their children who are enrolled in ALS Programs for them to finish the programs and be productive. The ALS implementers should continue using varied teaching strategies, maintain their commitment to help the learners, assess the learning progress of the learners using written examination and conduct intensive review to improve the passing percentage of the learners in the A & E test. ALS implementers should be trained further on how to organize coordinating councils, identify prospect benefactors, and formalize Memorandum of Agreement/
Understanding to have more assistance for the sustainability of the program. The implementers should plan for strategies on how to improve the attendance of the learners during learning sessions. Learners who are planning to take the A&E test must attend the review class regularly, properly assessed and guided by the instructional manager to ensure their passing in the examination. Regular monitoring and evaluation should be done to improve the program implementation. The younger implementers should assist the moderately older ones in the implementation of the A & É test. A validation study is recommended to strengthen the result of this investigation.

References


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[18] DepEd Memo No. 533, s. 2000 - access to MFI

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