

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 3, 748 – 755

<http://dx.doi.org/10.11594/ijmaber.04.03.07>

Research Article

Status of the Implementation of Alternative Learning System in Jalajala Elementary School

Ederlinda S.J. Besmonte*

Department of Education- Rizal, Jala-jala Sub-office, Philippines

Article history:

Submission March 2023

Revised March 2023

Accepted March 2023

**Corresponding author:*

E-mail:

ederlinda.besmonte002@deped.gov.ph

ABSTRACT

The study aimed to assess the status of the implementation of Alternative Learning System (ALS) in Jalajala Elementary School during the School Year 2021-2022. The study considered 148 ALS learners in the said school. Purposive sampling technique was used. The respondents were described in terms of their age, sex, civil status, educational attainment, and monthly family income. Descriptive survey research design was used. A researcher-made questionnaire-checklist was utilized to assess the implementation of Alternative Learning System (ALS) in public elementary schools with respect to teaching methodologies, instructional materials, and evaluative techniques. Problems encountered in the status of the implementation of Alternative Learning System were also determined.

The study revealed that the ALS learners are mostly on their maturity ages and predominantly males. Most of them are single; have monthly income below Php 10,000 and mostly are high school undergraduates and elementary undergraduates. Alternative Learning System is often implemented with respect to teaching methodologies, instructional materials and evaluative techniques as evaluated by ALS learners. No significant difference exists on the perception of the respondents on the implementation of Alternative Learning System with respect to teaching methodologies, instructional materials, and evaluative techniques in terms of age, sex, civil status, educational attainment, and monthly family income. The most common problems encountered by ALS learners on the implementation of Alternative Learning System are family problems, marital problem, and school too far from home and financial problem as well.

How to cite:

Besmonte, E. S. J. (2023). Status of the Implementation of Alternative Learning System in Jalajala Elementary School. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(3), 748 – 755. doi: 10.11594/ijmaber.04.03.07

Some of the recommendations include continuous implementation of the programs in ALS, provision of better co-curricular programs, purchasing of needed facilities and equipment, and provision of opportunities to ALS graduates.

Keywords: *Alternative learning system, Descriptive, Learners*

Introduction

Education is one of the avenues in harnessing knowledge and capabilities of individuals. It has been valued by society as a means toward socioeconomic development of every human being and the society in general. It is a foundation for prosperous and happy life and goes beyond the acquisition of knowledge, abilities, skills and habits.

As provided in Article IV, Section I of the 1987 Philippine Constitution: "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

Thus, the goal of education is to provide the knowledge and develop the skills of the learners, attitudes and values essential to personal development in the different levels of education. The Philippine educational system has provided various mechanisms so that diplomas provided from kindergarten up to higher education may be granted to particular types of learners who for various reasons are unable to attend or complete the formal schooling track.

One of such programs is the Alternative Learning System (ALS), described as the "other side" of basic education. The ALS program combines non-formal education and accreditation and equivalency (A&E) test that grants elementary or high school diploma. It specifically targets the learning needs of school leavers, adults and other learners from marginalized groups who are described by the law as "deprived, depressed, and underserved" (DDUs).

Alternative Learning System Program provides individualized instruction outside of a standard classroom setting for out of school youth, dropouts in elementary and secondary schools, non-readers, working Filipinos and even senior citizens and students in different levels. Students are taught the necessary skills that will help them help them redirect their

lives. In this program, Filipino students are allowed to choose schedules according to their choice and availability.

There are two different ways for conducting instruction; the school-based and the community-based. In the school-based program, instructions are conducted in school campuses while in the community-based program, formal instruction are conducted in community halls or on private places. The ALS program follows uniform lesson modules for all academic subjects such as sciences, mathematics, English, Filipino, social studies, current events among others. The program is supported by the government and private non-government organization.

In support of the DepEd program, there are many community learning centers for ALS with instructional managers ably doing their job as provided for in their mandate. Competent and skillful teachers who were appointed as the ALS Coordinator in their respective community learning centers are educating the Out-of-school youth and adults, and this means an extra workload on Saturdays or Sundays. Young and old; rich or poor children avail the non-formal education as they all wish to expound and extend their learning through the program. However, equivalency test results will only guarantee their performance in the given assessment. This could only happen if their instructional managers are committed in their role as instruments of this form of learning.

Methods

a. Participants and other Sources of Data and Information

The study considered 100 percent of the total population of ALS learners in Jalajala Elementary School. This consists of 148 ALS learners. They were described in terms of their age, sex, civil status, educational attainment, and monthly family income.

b. Data Gathering Methods

This study applied the descriptive method of research utilizing a questionnaire checklist as the tool in gathering of pertinent data. The researcher herself crafted the research instrument. It was then validated by the experts particularly the School Heads and Head Teachers.

According to Zulueta (2014), descriptive research is a design which purports to “describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena,” In some situations and conditions that call for mechanical and technical advantage, descriptive research aims

to seek familiarity with the subjects accurately, and provides the necessary background for establishing a more precise problem for subsequent, more specific study and for the development and testing of hypothesis.

Specifically, descriptive survey research design was applied since the study aimed to assess the extent of status of the implementation of Alternative Learning System in Jalajala Elementary School.

Results and Discussion

Profile of the ALS Learners in Terms of Age, Sex, Civil Status, Educational Attainment and Monthly Family Income.

Table 1. Profile of the ALS Learners

Profile	Frequency	Percent	Rank
Age			
13 - 15 years old	20	13	4
16 - 24 years old	68	46	1
25 - 29 years old	27	18	2
30 - 39 years old	23	16	3
40 - 49 years old	10	7	5
Sex			
Male	78	53	1
Female	70	47	2
Civil Status			
Single	92	62	1
Married	52	35	2
Widow/er	4	3	3
Monthly Family Income			
Php20,000 and above	7	5	4
Php15,000 - Php19,999	20	13	3
Php10,000 - 14,999	39	26	2
Below Php10,000	82	56	1
Educational Attainment			
High School Undergraduate	73	49	1
Elementary Graduate	63	43	2
Elementary Undergraduate	12	8	3
Total	148	100	

As shown in the table, out of 148 ALS learners, 68 or 46 percent belong to age bracket 16-24 years old, 27 or 18 percent have ages 25-29 years old while 16 percent are 30-39 years old and 13 percent are 13-15 years old, and only 10 or 7 percent have ages 40-49 years old. In terms of sex, 78 or 53 percent are males and 70

or 47 percent are females. With regard to their civil status, most of them are married with 92 or 62 percent. As regard to their monthly family income, most of the learners belong to low-income families and majority of them are high school undergraduates and elementary graduates.

Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to Teaching Methodologies, Instructional Materials and Evaluative Techniques

Table 2. Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to Teaching Methodologies

Teaching Methodologies The ALS instructional manager ...	Weighted Mean	Verbal Interpretation	Rank
1. uses variety of methods, strategies and techniques suited to a specific learner.	4.42	Much Implemented	3.5
2. delivers knowledge through participative learning.	4.42	Much Implemented	3.5
3. employs small group discussion in the learning center.	4.27	Much Implemented	8
4. employs big group discussion in the learning center.	4.44	Much Implemented	2
5. engages learners on written activities.	4.32	Much Implemented	7
6. engages learners on oral activities.	4.35	Much Implemented	6
7. prepares learners to learn at their own style.	4.17	Much Implemented	9
8. prepares learners to learn at their own pace.	4.36	Much Implemented	5
9. shows the importance of learning through modeling.	4.14	Much Implemented	10
10. interacts in real and authentic contexts.	4.45	Much Implemented	1
Overall Weighted Mean	4.33	Much Implemented	

The table depicts that with respect to teaching methodologies, the overall weighted mean is 4.33 with all items interpreted Much Implemented. Among the items, item 10 “The ALS instructional manager interacts in real and authentic context” as first in rank with a weighted mean of 4.45; while item 9 “The ALS instructional manager shows the importance of learning through modeling” rank last with a weighted mean of 4.1.

Findings indicate that Alternative Learning System is Much Implemented with respect to

teaching methodologies as evaluated by the ALS learners. This implies that the ALS learners believe that the ALS instructional manager employs small group discussion in the learning center and uses variety of methods, strategies and techniques suited to a specific learner. This further means that the ALS instructional manager uses general principles, pedagogy and management strategies used for classroom instructions.

Table 3. Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to Instructional Materials

Instructional Materials The ALS instructional manager...	Weighted Mean	Verbal Interpretation	Rank
1. prepares the needed materials like the FLT, interview, and ILA before engaging the learner in an activity.	4.82	Very Much Implemented	1
2. designs a program of lessons and sessions suited for a certain learner.	4.32	Much Implemented	7
3. prepares a weekly / monthly log or lesson plan.	4.40	Much Implemented	6

Instructional Materials The ALS instructional manager...	Weighted Mean	Verbal Interpretation	Rank
4. uses variety of instructional materials for every learning strand.	4.57	Very Much Implemented	2
5. makes sure the instructional materials are suited to the level of the learner.	4.48	Much Implemented	4
6. provides hands on activities for the learners.	4.51	Very Much Implemented	3
7. furnishes a copy of every activity during the learning process.	4.16	Much Implemented	10
8. uses internet as source of information.	4.29	Much Implemented	8.5
9. checks every ALS module retrieved from the learners.	4.29	Much Implemented	8.5
10. provides a learning center conducive to learning.	4.41	Much Implemented	5
Overall Weighted Mean	4.43	Much Implemented	

The table shows that with respect to instructional materials, the composite mean obtained is 4.43 verbally interpreted Much Implemented. Out of 10 items, three items are verbally interpreted as Very Much Implemented and seven items are interpreted Much Implemented. Item 1 “The ALS instructional manager prepared the needed materials like the FLT, interview and ILA before engaging the learners in an activity” obtained the highest weighted mean of 4.82 verbally interpreted Very Much

Implemented and ranked first; while item 7 “The ALS instructional managers furnish a copy of every activity during the learning process” as ranked last with an obtained weighted mean of 4.16 verbally interpreted Much Implemented.

This only implies that ALS learners are certain that ALS instructional manager uses variety of instructional materials for every learning strand and provided hands-on activities for the learners.

Table 4. Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to Evaluative Techniques

Evaluative Techniques The ALS instructional manager ...	Weighted Mean	Verbal Interpretation	Rank
1. makes the portfolio important for the learners.	4.59	Very Much Implemented	2
2. uses variety of measuring tools suited to an activity.	4.41	Much Implemented	6.5
3. keeps a soft and hard copy of all the files.	4.39	Much Implemented	8
4. analyzes data correctly according to use.	4.61	Very Much Implemented	1
5. discusses the result of every test /exam to learners.	4.41	Much Implemented	6.5
6. gives remediation /intervention plan for every failed test/ exam.	4.35	Much Implemented	9
7. updates learners of the current trends through a bulletin board.	4.43	Much Implemented	5
8. gives certificate of appreciation / recognition of learners with remarkable achievement.	4.46	Much Implemented	4
9. records data of what has been assessed in the session.	4.30	Much Implemented	10
10. asks for feedback from the principal or LS District coordinator.	4.49	Much Implemented	3
Overall Weighted Mean	4.44	Much Implemented	

The table displays that with respect to evaluative techniques, among the items, item 4 “The ALS instructional manager analyses data correctly according to use” as ranked first with an obtained weighted mean of 4.61 interpreted Very Much Implemented. However, item 9 “The ALS instructional manager records data of what has been assessed in the session” ranked last with an obtained weighted mean of 4.30 interpreted Much Implemented. The overall weighted mean obtained is 4.44 verbally interpreted Much Implemented with two items

interpreted Very Much Implemented while eight items are interpreted Much Implemented.

This implies that the ALS instructional manager makes the portfolio important for the learners and records data of what has been assessed in the session. This further means that classroom assessment techniques use by the ALS instructional manager are relatively quick and easy formative evaluation methods that help him check pupil understanding in “real time”.

Significant Difference on the Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to the Cited Aspects in Terms of their Profile

Table 5. Result of the F-test on the Significant Difference on the Extent of Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners with Respect to the Cited Aspects in Terms of their Profile

Profile	f-value	p-value	Decision	Verbal Interpretation
Age				
Teaching Methodologies	.763	.552	Accepted	Not Significant
Instructional Materials	2.336	.061	Accepted	Not Significant
Evaluative Techniques	.492	.741	Accepted	Not Significant
Sex				
Teaching Methodologies	.241	.867	Accepted	Not Significant
Instructional Materials	.241	.868	Accepted	Not Significant
Evaluative Techniques	2.064	.110	Accepted	Not Significant
Civil Status				
Teaching Methodologies	.403	.670	Accepted	Not Significant
Instructional Materials	1.087	.341	Accepted	Not Significant
Evaluative Techniques	2.515	.086	Accepted	Not Significant
Educational Attainment				
Teaching Methodologies	2.143	.100	Accepted	Not Significant
Instructional Materials	1.116	.346	Accepted	Not Significant
Evaluative Techniques	.624	.538	Accepted	Not Significant
Monthly Family Income				
Teaching Methodologies	.929	.399	Accepted	Not Significant
Instructional Materials	.578	.563	Accepted	Not Significant
Evaluative Techniques	.126	.945	Accepted	Not Significant

The table depicts that when statistically computed, the significant difference on the extent of status of the implementation of Alternative Learning System in public elementary schools as perceived by the ALS learners with respect to teaching methodologies, instructional materials and evaluative techniques in

terms of age, sex, civil status, educational attainment and monthly family income, yielded p-values more than .05 probability values. This means that the null hypothesis is accepted.

This only means that age, sex, civil status, educational attainment, and monthly family income with respect to teaching methodologies,

instructional materials and evaluative techniques has no significant influence on the implementation of Alternative Learning System. This only connotes that ALS learners' maturity

age, homogeneity and femininity, status in life, educational attainment and monthly income has nothing to do the implementation of Alternative Learning System.

Problems Encountered in the Status of the Implementation of Alternative Learning System in Jalajala Elementary School

Table 8. Extent of the Problems Encountere in the Status of the Implementation of Alternative Learning System in Jalajala Elementary School as Perceived by ALS Learners

Problems Encountered	Weighted Mean	Verbal Interpretation	Rank
1. Absenteeism among ALS Learners.	1.31	Not Serious	9
2. Lack of interest in different learning areas.	1.07	Not Serious	10
3. Lack of time in doing assigned task.	1.41	Not Serious	8
4. Tardiness due to conflict of schedule.	1.91	Moderately Serious	5
5. Marital problem.	2.57	Serious	2
6. School is too far from home.	2.28	Moderately Serious	3
7. Family problems.	2.70	Serious	1
8. Personal problems.	1.75	Moderately Serious	6
9. Financial problems.	1.95	Moderately Serious	4
10. Insufficient number of learning modules.	1.74	Moderately Serious	7
Composite Mean	1.87	Moderately Serious	

The table revealed that among the problems encountered in the status of the implementation of Alternative Learning System, "Family problems" got the highest weighted mean of 2.70 verbally interpreted Serious; followed by "Marital problem" with a weighted mean of 2.57 also interpreted Serious. The two last in rank are "Absenteeism among ALS Learners" and "Lack of interest in different learning areas" with a weighted means of 1.31 and 1.07 respectively, both verbally interpreted Not Serious.

It can be deduced from the findings that the problems encountered is moderately serious. This only implies that most of the problems are moderately serious in the since that ALS learners have financial problems and encountered personal problems. Moreover, the ALS learners said that their homes are far from the center and there are insufficient number of learning modules they can use.

Conclusion

Based on the findings of the study, it was concluded that Most of the ALS learners are males with ages 16 years old and above, and

most of them belong to low-income families and high school undergraduates and elementary graduates. In addition, Alternative Learning System in Jalajala Elementary School is much implemented with respect to teaching methodologies, instructional materials, and evaluative techniques. More so, Age, sex, civil status, educational attainment, and monthly family income of ALS learners are not significant on their perceptions on the status of the implementation of Alternative Learning System in Jalajala Elementary School. Lastly, Family problems and marital problem are the most serious problem encountered by ALS learners while five problems are moderately serious and there are three problems which are considered not serious.

Acknowledgement

The researcher extended her gratitude to all the people who participated in the conduct of this study especially the school head, teachers, and parents of Jala-jala Elementary School who provided vital information for the success of this undertaking.

References

- Cabag, Lorela, "Alternative Learning System: The Other Side of Basic Education", 2009.
- Cruz, Lolita M., "Alternative Learning System Status Reports and Action Program", State Colleges and Universities Journal, 2009.
- Dela Cruz, Ruperto S., "Report on the Non-Formal Education Seminar Workshop for Assistant Superintendent Regional and Division NFE Supervisors". 2009.
- Dowdall, R. J., "Learning Style and the Distant Learner. Consortium Project Extending The Concept and Practice of Classroom Based Research Report". 2011.
- Grinrod, Bernard, "Social and Language Barrier and Expansion in Technician Education and Training in Southeast Asia". Colombo Plan 4th Colloquium Report, 2016.
- Guerrero, Carolina, "Philippine Global Monitoring Report on Non-Formal Education", 2017.
- Rodriguez, Rufus, "Yearbook on Progress Report: Eskwela Project". Quezon City: University of the Philippines, Diliman, Quezon City, 2017.
- Romanelli, Danielle S. "Theory of Best Practices and Learning Styles" Sociology Journal, 2014
- Samuel, Kirt, "Alternative Education". Journal of Alternative Education, 2013.
- Williams, Simon, "Non Formal Education", Journal of Experimental Psychology, 2012.