

Preparedness of ALS Passers

Baby Lyn A. Lumabas

Cagayan State University – Lallo Campus, Lallo, Cagayan, Philippines

Abstract

The Philippine government has prioritized access to high-quality elementary and tertiary education. According to the World Bank, a large proportion of Filipino Alternative Learning System (ALS) graduates are enrolled in postsecondary education. However, little is known about their transition from primary to secondary school, particularly their study orientation and college preparation. As a result, it is critical to investigate these characteristics among ALS graduates in light of the implications for their educational success. The descriptive-analytical, correlational, and comparative design was used in the research, with the survey method and questionnaire serving as the primary data collection tool. The current position of A and E passers in terms of college preparation is examined here, including their assessments of challenges encountered in college preparation and the related corrective efforts. It is analytical because the independent variables were thoroughly examined, including the assessment test outcomes. A survey was performed using a survey questionnaire to collect the necessary data. As respondents, subjects of the study, and participants in the written assessment exam in Mathematics, English, Filipino, and Science, a total of 80 A and E passers, 20 from each municipality, were targeted. The researcher used purposive sampling since it targeted A&E visitors. According to the findings, ALS alumni have a positive study attitude and are college-ready. The study orientation was also shown to impact and predict college preparation substantially. The results suggest that ALS graduates should improve their study habits and attitudes since these are critical abilities for enhancing their college preparedness.

Keywords: Alternative Learning System, Tertiary Education, Academic achievement, Preparation, Hindrances

Introduction

Life is a never-ending quest for knowledge and wisdom to find answers to ignorance and poverty. Parents would do everything for their children's education because they believe that if they get information, skills, and values, they will be able to protect their children from the difficulties they face in their lives in the here and now (Mehra et al., 2021). An honorable upbringing is a goal shared by all parents. They believe their children will have a better future if they have a degree so that they can find a decent job. An easy life may be had with less stress, more minor difficulties, and fewer concerns to deal with if you have an excellent career. Free elementary education is being given to all schoolchildren by the government to solve this problem. Students who are in need of financial assistance but who have shown academic excellence may now receive free postsecondary education at state-funded institutions as well as a small number of private institutions (Ortiz et al., 2019). The DepEd's "Bawat Bata, NasaIskwela" program is an appropriate reaction to this clause in the Philippine Constitution.

The ALS Program is one of the Department of Education's initiatives that address the educational requirements of indigenous peoples, school dropouts, out-of-school youth (OSY), over-aged learners, Balik-Iskwela learners, and other disadvantaged segments of society. The Alternative Learning System program is now administering the A & E exam (Accreditation and Equivalency) to allow test takers to continue their education (Apao et al., 2014). Those who pass the A & E Examinations and the evaluation are entitled to enter a college degree without completing secondary school. The issue is, how prepared are these students for a college education? Is passing the A and E exams a reliable and objective indicator of their ability to succeed in college? Is their educational background sufficient to meet the educational obstacles they will face in college?

The state has the following powers under Section 02 of the Declaration of Policy in R.A.9155, also known as the Governance of Basic Education Act of 2001: *"to protect and promote all citizens' right to excellent education and to make such education available to all, by providing all Filipino children with free and obligatory elementary education and free high school education." Such education should also incorporate alternate learning methods for basic education and the development of patriotic citizens."*

The ALS program encourages school dropouts, out-of-school youngsters, and over-aged learners to return to school and allows them to complete a college education if they pass the A and E examinations (Labarrete, 2021). Furthermore, it is stated in Article 3 of the same law, RA 9155, under "Purposes and Objectives," that the state must

“set up educational facilities where children may study key skills specified for elementary and high school education programs, as well as adult learners who are given alternative learning options that allow them to achieve at least the equivalent of a high school education.”

Many OSY and adult learners benefited from this and received admission certificates to attend college. College readiness and academic preparedness have become more important issues in recent years. Professors in colleges and universities have to deal with a lack of resources for their pupils (Resurreccion et al., 2021). When compared to those who have completed their six-year high school education, four years in Junior High School, and two years in Senior High School, some of the instructors say that the students lack good communication skills, are passive in their interactions with teachers and classmates, and perform poorly in examinations (Mamba et al., 2021). Having a high level of intellectual preparedness is a prevalent belief among college students. It is difficult for individuals to keep up with their skills without such preparation. As a result, they may soon lose interest in their studies and the repercussions, and they may drop out of school as a result of feeling discriminated against or demoted because of their low performance. Then, some people are born with an exceptional combination of intellect and emotional intelligence (EQ), making it easier for them to overcome obstacles and achieve long-term success in school (Anas, 2018).

To help 30 out-of-school youth complete their postsecondary education, the researcher is also a college instructor and the coordinator of a scholarship program. She wants to know how well prepared the A and E passers are for college so that she can better guide their participation in ALS activities, class discussions, and review lessons to help them better prepare for college and to help them better embrace college education themselves (Symaco & Bustos, 2022).

Statement of the Problem

The research examined how well secondary ALS A and E examiners were prepared for college. A strategy for improving the Alternative Learning System program, namely the way the A and E examinations are administered, could be developed. In particular, it aimed to address the issues raised by the following inquiries:

1. The following profile describes the A&E passers:
 - a. age
 - b. sex
 - c. marital status
 - d. occupation of parents
 - e. monthly income of parents
 - f. birth order
 - g. number of siblings
 - h. year of passing the A and E test
 - i. grade level finished prior to A and E exam
 - j. pieces of training/ course attended in the ALS program
2. What is the level of academic accomplishment of the A and E passers and the ordinary secondary school competencies based on the results of an assessment exam administered in;
 - a. 2.1 English
 - b. 2.2 Filipino
 - c. 2.3 Mathematics
 - d. 2.4 Science
3. How do respondents classify their degree of college readiness?
 - a. 3.1 classroom discussion/ interaction
 - b. 3.2 communicative skills
 - c. 3.3 participation in school activities
4. What challenges do A, and E students face as they prepare for college?
5. What remedial issues are seen by A A&E Passers in resolving their issues?
6. Is there a link between the degree of preparation of the A and E passers with the following research variables:
 - a. Profile Variables
 - b. Level of Academic Achievement
 - c. Level of Preparation
 - d. Remedial Measures

Research Hypothesis

The research examined the null hypothesis mentioned below;

Ho1 - There is no correlation between the college readiness of high school A and E students and their a. Profile Variables, Level of Academic Achievement, Level of Preparation, and Remediation Measures.

Methodology

Research Design

The research adopted a descriptive-analytical, correlational, and comparative design, with the survey method and questionnaire serving as the primary data collection instruments. Descriptive research examines the predominant or present circumstances of phenomena. Here, the current college readiness of A and E pass-getters is evaluated, including their assessments of obstacles encountered in preparing for college and the related corrective procedures. It is analytic because the independent variables, including assessment test scores, were carefully analyzed. To collect the necessary information, a questionnaire-based survey was undertaken.

Respondents of the Study

The researcher used purposive sampling to collect data from A&E visitors. Targeted as responders, subjects, and participants in the Mathematics, English, Filipino, and Science written assessment exam were 80 A and E graduates, 20 from each municipality. The following table displays statistics about respondents/subjects by municipality and institution.

Table 1. Distribution of Respondents

Districts	A&E Passers
Flora	20
Luna	20
Pudtol	20
Sta. Marcela	20
Total	80

Data Gathering Instrument

The questionnaire developed by the researcher after reading multiple theses and dissertations and modifying them to fit the topic is the principal instrument for data collection. It consists of five sections:

Part I – On profile of the ALS A& E passers in terms of age, sex, marital status, occupation of parents, monthly income of parents, birth order, number of siblings, year of passing the A and E test, grade level finished before A and E exam, and pieces of training/ courses attended in ALS program. Part II – Perceptions of A & E passers on their self-assessment and classroom discussions/interactions, communicative skills, and participants in school activities. Part III – Perceptions of A & E passers on problems encountered in preparation to enter college. Part IV – Perceptions of A & E passers on remedial measures to address problems met.

The assessment results for the several testable topics were recorded on a template. Non-participants of the research served as a validation sample for the questionnaire.

Research Procedure

While conducting the research, the researcher followed a set protocol. The Dean of the Graduate School of Lyceum of Aparri, Aparri, Cagayan, granted the title. The chapters will be arranged logically with the help of the research advisor. The Schools Division Superintendent of Apayao issued study permission, which the Public Schools District Supervisor validated. Library and online research were used to aid the researcher in creating her thesis hypothesis, study design, and discovering relevant and related material, including the creation of the questionnaire. Non-participants were given questionnaires to complete and returned two to three weeks after the surveys were provided to ALS patients. We compiled a report with our results, interpretations, and suggestions using the information collected. The panelists' comments, including those made by the statistician, were included in the final draft.

Statistical Treatment of Data

The data was encoded in Microsoft Excel once the questionnaires were collected from the respondents and after the assessment exam had been completed. Before statistical analysis, the data was examined and cross-checked to confirm its integrity. The frequency count, percentage, mean, average weighted mean, and Pearson r were among the descriptive statistics used.

The weighted averages of the respondents' perceptions were calculated using Likert Scales. The Likert Scales listed below are:

Table 2. Teacher-respondents' impressions of difficulties experienced while interacting with various sorts of groups and entities, as measured by the Likert scale.

Range	Verbal Description	Symbol
4.21 – 5.00	Excellent	E
3.21-4.20	Very Satisfactory	VS
2.61-3.20	Satisfactory	S
1.81-2.60	Moderately Satisfactory	MS
1.00-1.80	Needs Improvement	NI

Table 3. The views of teacher-respondents on the likelihood of remedial steps to solve difficulties encountered, as measured by a Likert scale.

Range	Verbal Description	Symbol
4.21 – 5.00	Most Serious	MS
3.21-4.20	Very Serious	VS
2.61-3.20	Serious	S
1.81-2.60	Less Serious	LS
1.00-1.80	Not Serious	NS

Table 4. Likert Scale on Perceptions with corrective actions to solve challenges encountered in college preparation.

Range	Verbal Description	Symbol
4.21 – 5.00	Most Important	MI
3.21-4.20	Very Important	VI
2.61-3.20	Important	I
1.81-2.60	Less Important	LI
1.00-1.80	Not Important	NI

The Pearson r was used to assess the association between A&E test-takers college readiness and their profiles.

Results, Analysis, and Discussions

Respondents Profile

Table 5 displays the distribution of the respondents in terms of their profile factors, as seen above. It shows that 28.8 or 35% of the participants are between the ages of 20 and 21; 16.8 or 20 percent are between the ages of 22 and 23, and 15.8 or 18.8 percent are between the ages of 18 and 19 years. This shows that majority of the responders were in their late adolescence or early adulthood. According to the 2019 Annual Poverty Indicators Survey (PSA, 2021), there are an estimated 2.15 million out-of-school youths aged 10-19. Because these young people had so many school difficulties, some were placed in the Alternative Education System (AES) program (UNICEF Philippines, 2021). Males accounted for 41.3% of participants, while females accounted for 48.8%. According to the Department of Education, more male students were enrolled in the Alternative Learning System (Hernando-Malipot, 2019). In terms of marital status, 48 or 60 percent were unmarried, while 32 or 40 percent were married. Single respondents outnumber married ones in this survey. There were 55 or 68.8 percent of dads who were farmers and 62 or 77.5 percent of moms who were housekeepers, based on the frequency percentages. According to the data, 47.5% of dads and 68.8% of moms make less than 5,000 pesos a month in income. Their monthly income falls below the national poverty line of 10,727 pesos for a household of five per month (Philippine Statistics Authority, 2019).

According to the same table, figure 26 or 32.5 percent were born third, 16 or 20 percent second, and 13 or 16.3 percent higher than fifth. Twenty-three percent (23.8%) had three or more siblings, 14.5 percent (17.5%) had five or more, and 14.5 percent (17.5%) had six or more. Half of the people who took the survey did so from 2018 to 2019, compared to 30% of those who took the survey from 2016 to 2017. 47.8% of students in grades 9 to 10 attended their most recent grade level, whereas 30.5% of students in grades 7 to 8 did so. The majority of those polled took part in ALS training and education, with reading and numeracy making up 32 to 40 percent, while carpentry made up 8 to 10 percent and 7 to 8.8 percent, respectively. According to the results, these respondents had many of the

same features as previous research on ALS students (Fernandez, 2013; Moralista & Delarierte, 2014; Tindowen, Bassig, & Cagurangan, 2017).

Table 5. Distribution of the respondents in terms of profile variables

Variable	Frequency(n=80)	Percentage
Age		
to 17	8	10.0
18 to 19	15	18.8
20 to 21	28	35.0
22 to 23	16	20.0
to 25	6	7.5
26 and above	7	8.8
Sex		
Female	39	48.8
Male	41	51.3
Marital Status		
Married	32	40.0
Single	48	60.0
Occupation of Father		
Farming	55	68.8
Construction Worker	9	11.3
OFW	6	7.5
Government Employee	4	5.0
Carpentry	2	2.5
Others (e.g., Fishing, Welding, etc.)	4	5.0
Occupation of Mother		
Housekeeping	62	77.5
Farming	7	8.8
OFW	7	8.8
Government Employee	2	2.5
No Response	2	2.5
Monthly Income of Father		
Below 5,000	46	57.5
5,000 to 5,999	13	16.3
6,000 to 6,999	3	3.8
7,000 to 7,999	3	3.8
8,000 to 8,999	4	5.0
9,000 to 9,999	2	2.5
10,000 and above	6	7.5
No Response	3	3.8
Monthly Income of Mother		
Below 5,000	55	68.8
5,000 to 5,999	12	15.0
6,000 to 6,999	-	-
7,000 to 7,999	1	1.3
8,000 to 8,999	2	2.5
9,000 to 9,999	2	2.5
10,000 and above	2	2.5
No Response	6	7.5
Birth Order in the Family		
1 st	10	12.5
2 nd	16	20.0
3 rd	26	32.5

4 th	9	11.3
5 th	6	7.5
Higher than 5 th	13	16.3
Number of Siblings		
1	6	7.5
2	12	15.0
3	23	28.8
4	11	13.8
5	14	17.5
More than 5	14	17.5
Year of Passing		
to 2011	2	2.5
2012 to 2013	-	-
to 2015	6	7.5
2016 to 2017	30	37.5
2018 to 2019	40	50.0
2020 to Present	2	2.5
Last Grade Level Attended		
Grade 5 to 6	2	2.5
Grade 7 to 8	30	37.5
Grade 9 to 10	47	58.8
Grade 11 to 12	1	1.3
ALS Courses/Training Attended		
Basic Literacy	32	40.0
Basic Numeracy	8	10.0
Carpentry	7	8.8
Meat Processing	6	7.5
Bread and Pastry	4	5.0
Masonry	4	5.0
Baking	2	2.5
Small Engine Tune-Up	2	2.5
Cake-Making	2	2.5
Dress Making	2	2.5
Basketry	1	1.3
Cooking	1	1.3
Massage Therapy	1	1.3
Farming	1	1.3
None	19	23.8

Level of Academic Achievement

As shown in table 6, the results of an assessment exam were used to determine the distribution of responders. The percentage of students who received 10 to 14 points in the English category ranged from 40 to 50 percent, 21 to 26 percent, and 11 to 13 percent, respectively. The average score is 13.59, with a standard deviation of 3.99. In other words, their English skills are up to snuff here. 49 or 61.3 percent of Filipinos received scores of 15 to 19, 18 or 22.5 percent received scores of 10 to 14, and 9 or 11.3 percent had scores of 20 to 25. Overall, this category has a standard deviation of 3.22 and a mean score of 15.94. Clearly, they are doing an outstanding job. Also, 37 or 46.3 percent of them scored 15 to 19, 24 or 30 percent scored 10 to 14, and 12 or 15 percent scored 5 to 9 in Math. The standard deviation (SD) is 4.24, and the mean (mean) is 14. This shows that they did well in maths. 38 or 47.5% of students in the Science category had scores of 10 to 14, 21, or 26. Only 3% of test-takers scored in the 15 to 19 range, whereas 14% (17.5%) scored in the 20 to 25 range. It has a standard deviation of 3.95 and a mean score of 14.55. Thus, it may be concluded that their scientific abilities are of a high standard. Respondents did well on the assessment exam, as shown by the results. A high level of literacy indicates that they are well-prepared for college study, and these characteristics suggest that they are capable of doing so.

Table 6. Distribution of respondents based on the results of an assessment test conducted

Category	Score	Frequency(n=80)	Percentage
English	20 to 25 (Outstanding)	8	10.0
	15 to 19 (Very Satisfactory)	21	26.3
	10 to 14 (Satisfactory)	40	50.0
	5 to 9 (Fair)	11	13.8
	0 to 4 (Poor)	-	-
	Mean = 13.59 (Satisfactory)	SD = 3.99	
Filipino	20 to 25 (Outstanding)	9	11.3
	15 to 19 (Very Satisfactory)	49	61.3
	10 to 14 (Satisfactory)	18	22.5
	5 to 9 (Fair)	4	5.0
	0 to 4 (Poor)	-	-
	Mean = 15.94 (Very Satisfactory)	SD = 3.22	
Mathematics	20 to 25 (Outstanding)	7	8.8
	15 to 19 (Very Satisfactory)	37	46.3
	10 to 14 (Satisfactory)	24	30.0
	5 to 9 (Fair)	12	15.0
	0 to 4 (Poor)	-	-
	Mean = 14.20 (Satisfactory)	SD = 4.24	
Science	20 to 25 (Outstanding)	14	17.5
	15 to 19 (Very Satisfactory)	21	26.3
	10 to 14 (Satisfactory)	38	47.5
	5 to 9 (Fair)	7	8.8
	0 to 4 (Poor)	-	-
	Mean = 14.55 (Very Satisfactory)	SD = 3.95	

Respondents' Opinions of their Degree of Readiness to Enter College

Table 7 shows that respondents believe they are ready to go to college. The respondents' preparation was assessed as highly good in terms of classroom interaction, communication skills, and engagement in school activities (3.93). They were pleased with their interactions with their classmates in class (3.94). It shows in their participation in class discussions (4.20), their performance on written tests and other summative tests (4.14), their application of procedural knowledge to demonstrate a process (3.99), their accuracy in answering questions asked (3.96), their level of comprehension on issues/topics discussed (3.94), their explanation of theories, principles, and formulas (3.91), and their ability to construct meaning for concepts (3.91). (3.75).

According to the category mean of 3.92, they have excellent communication abilities. There are numerous ways to demonstrate this, including their free and rich expression of ideas, feelings, and opinions (4.11), their ability to respond to thought-provoking questions (3.96), their preparation of lesson journals (3.93), their construction of simple essays and letters (3.93), and their on-time submission of written outputs (3.90). (3.80). Furthermore, their involvement in extracurricular activities at school is deemed to be excellent (3.94). As demonstrated by their performance in competed activities (4.13), group work performance (4.04), display of good discipline in joining school activities (4.04), willingness to accept leadership roles (3.98), and active participation in the activities of the school (3.96), positive attitude towards the conduct of significant school celebrations (3.96), display of sportsmanship in winning/losing competed-for activities (3.89). (3.76).

As a result, it may be concluded that the respondents believe they are ready for college. On the other hand, learners must always express their opinions, while instructors must provide chances to do so. According to Silva (2009), the goal of group activities is for students to get to know one another better. He remarked that communication is one of the most important skills to possess in today's environment. To help students feel more comfortable discussing their

thoughts and feelings, the class will eventually become a safe place where they won't have to feel guilty or embarrassed.

Table 7. Respondents' opinions of their degree of Readiness to enter college

Items	Weighted Mean (n=80)	Descriptive Value
On Classroom Interaction		
1. Performance in written tests and other summative tests	4.14	<i>Very Satisfactory</i>
2. Interaction with teacher and classmates during class discussions	4.20	<i>Very Satisfactory</i>
3. Accuracy of responses to questions asked	3.96	<i>Very Satisfactory</i>
4. Level of comprehension of issues/topics discussed	3.94	<i>Very Satisfactory</i>
5. Explanation of theories, principles, and formulas	3.91	<i>Very Satisfactory</i>
6. Application of procedural knowledge to demonstrate a process	3.99	<i>Very Satisfactory</i>
7. Formulation of generalizations of lessons discussed	3.75	<i>Very Satisfactory</i>
8. Ability to answer HOTs or thought-provoking questions	3.78	<i>Very Satisfactory</i>
9. Ability to construct meaning of concepts	3.91	<i>Very Satisfactory</i>
10. On-time submission of educational outputs	3.84	<i>Very Satisfactory</i>
Category Mean = 3.94 (Very Satisfactory)		
On Communicative skills		
1. Free and rich expression of ideas, feelings, and opinions	4.11	<i>Very Satisfactory</i>
2. Performance in answering thought-provoking questions	3.96	<i>Very Satisfactory</i>
3. Preparation of lesson journals	3.93	<i>Very Satisfactory</i>
4. Construction of simple essays and friendly letter	3.93	<i>Very Satisfactory</i>
5. Observation of correct punctuation marks	3.80	<i>Very Satisfactory</i>
6. Spell words correctly	3.88	<i>Very Satisfactory</i>
7. Performance in graded recitation	3.95	<i>Very Satisfactory</i>
8. Organization of reflection on outputs/portfolios prepared	3.86	<i>Very Satisfactory</i>
9. On-time submission of written outputs	3.90	<i>Very Satisfactory</i>
10. Performance in answering lesson modules	3.93	<i>Very Satisfactory</i>
Category Mean = 3.92 (Very Satisfactory)		
On Participation in School Activities		
1. Performance in competed activities	4.13	<i>Very Satisfactory</i>
2. Willingness to accept leadership roles	3.98	<i>Very Satisfactory</i>
3. Enthusiasm/interest in winning in group games/activities	3.81	<i>Very Satisfactory</i>
4. Display sportsmanship in winning/losing competed activities	3.89	<i>Very Satisfactory</i>
5. Active participation in school activities	3.96	<i>Very Satisfactory</i>
6. Group work performance	4.04	<i>Very Satisfactory</i>
7. Display good discipline in joining school activities	4.04	<i>Very Satisfactory</i>
8. Positive attitude towards the conduct of significant school celebrations	3.96	<i>Very Satisfactory</i>
9. Explanation of rules and regulations in group games	3.76	<i>Very Satisfactory</i>
10. Willingness to join higher-level activities in the district division levels and other higher levels.	3.79	<i>Very Satisfactory</i>
Category Mean = 3.94 (Very Satisfactory)		
Overall Weighted Mean = 3.93 (Very Satisfactory)		

Legend:

Weighted Mean	Descriptive Value
4.21 – 5.00	>> Excellent
3.41 – 4.20	>> Very Satisfactory
2.61 – 3.40	>> Satisfactory
1.81 – 2.60	>> Moderately Satisfactory
1.00 – 1.80	>> Needs Improvement

Perceptions of Respondents on Problems/ Hindrances

Data in table 8 shows how respondents see issues or roadblocks. In this context, it seems that their parents' poor money was the greatest concern for them (3.44). Inadequate academic preparation (3.34), unrealistic schedule of A and E review lessons (3.30), fear of failing the college entrance test (3.28), the lukewarm attitude of parents to enter/enroll (3.26), the presence of learning difficulties (3.23), rigid enrolment guidelines in college (3.15), so many siblings/family size is large (3.06), the distance of the home to school (3.03), so many home chores to do (2.94), poor communication skills (2.93), but (2.81). A weighted average of 3.10 may be considered a significant issue. This suggests that students entering college will face a wide range of challenges. Approximately 22 million Filipinos live below the poverty line, which shows that the Philippines is continually falling behind its Southeast Asian neighbors in the fight against poverty (Philippine Statistics Authority PSA, 2018). As Chang and Jung (2019) found, students face a wide range of issues while preparing for college, including a lack of educational options and financial difficulties. Recent research by Stelnicki, Nordstokke, and Saklofske (2015) found that college preparatory work is essential. Findings from the study show that stress, poor academic abilities, and distractions are all harmful to college students' achievement.

Table 8. The perceptions of respondents on problems/ hindrances

Items	Weighted Mean (n=80)	Descriptive Value
Low income of parents	3.44	<i>Most Serious</i>
Inadequate academic preparation	3.34	<i>Serious</i>
Unrealistic schedule of A & E review lessons	3.30	<i>Serious</i>
Fear of failing the college entrance test	3.28	<i>Serious</i>
A lukewarm attitude of parents to enter/enroll	3.26	<i>Serious</i>
Presence of learning difficulties	3.23	<i>Serious</i>
Rigid enrolment guidelines in college	3.15	<i>Serious</i>
So many siblings/family size is big	3.06	<i>Serious</i>
Distance of home to school	3.03	<i>Serious</i>
So many home chores to do	2.94	<i>Serious</i>
Poor communication skills	2.93	<i>Serious</i>
Bullying of friends and schoolmates	2.91	<i>Serious</i>
Lack of interest in entering College	2.91	<i>Serious</i>
Inconsiderate teachers	2.91	<i>Serious</i>
Physical disability	2.81	<i>Serious</i>
Overall Weighted Mean = 3.10 (Serious)		

Legend:

Weighted Mean		Descriptive Value
4.21 – 5.00	>>	Most Serious
3.41 – 4.20	>>	Very Serious
2.61 – 3.40	>>	Serious
1.81 – 2.60	>>	Less Serious
1.00 – 1.80	>>	Not Serious

Perceptions of Respondents on Remedial Measures to Address Problems Met

Table 13 shows respondents' views on dealing with challenges they've encountered. It's critical to grant financial aid to low-income students who deserve it (4.33), hold mock exams (4.25), require students to spend more time reviewing material before starting college (4.24) and require regular attendance (4.24). (4.24). Easy entrance examinations (4.13), personality enhancement program conducts (4.11), tapping of successful school alumni/LGU for financial assistance of low-income students (4.03), implementation of child protection policy in schools (4.03), creation of an environment friendly to children in schools (4.00), and adoption of student aid programs/working student programs are also important measures. Furthermore, the measures are very important (3.98). The total weighted mean of 4.13 is significant. This demonstrates the need to take corrective action to solve the issues identified. There should be a wide range of options available to incoming college students, such as strengthening the curriculum and boosting learners' capabilities, according to Cheng and Jung (2019). Another way to help a kid from a disadvantaged area is to offer them a scholarship (Sharma & Singh, 2020).

Table 13. The perceptions of respondents on remedial measures to address problems met

Items	Weighted Mean (n=80)	Descriptive Value
Scholarship offerings to poor but deserving students	4.33	<i>Most Important</i>
Conduct practice tests	4.25	<i>Most Important</i>
Rigid and longer time to review lessons prior to entering college	4.24	<i>Most Important</i>
Regular class attendance	4.24	<i>Most Important</i>
Entrance examination to college is made easy.	4.13	<i>Very Important</i>
Conduct of Personality Enhancement Program	4.11	<i>Very Important</i>
Tap successful school alumni / LGU for financial assistance of students from low-income families	4.03	<i>Very Important</i>
Implementation of the School Child – Protection Policy	4.03	<i>Very Important</i>
Create a “Child-Friendly School “atmosphere	4.00	<i>Very Important</i>
Adoption of Student-Aide Program / Working Student Program	3.98	<i>Very Important</i>
Overall Weighted Mean = 4.13 (Very Important)		

Legend:

Weighted Mean	Descriptive Value
4.21 – 5.00	>> Most Important
3.41 – 4.20	>> Very Important
2.61 – 3.40	>> Important
1.81 – 2.60	>> Less Important
1.00 – 1.80	>> Not Important

Relationship between the Level of Preparation of the A and E Passers and their Profile Variables, Assessment Test Results, Perception on Problems Met, and Perception on Remedial Measures

On Classroom Interaction

Based on the data shown in Table 10, we may conclude the relationship between the students' perceptions of the challenges they encountered in class and their preparation for the evaluation tests (A and E passes). It was shown that none of the profile factors, assessment outcomes in Filipino, mathematics, and science, or perceptions of issues, were statistically significant when compared to their classroom engagement with the researchers. However, the evaluation findings in English and the perception of remedial methods for issues addressed were statistically significant. English proficiency was strongly linked to classroom interaction, as shown by the coefficient of 0.266 and its associated probability of 0.017, which was found to be significant. This suggests that students who do well in English are more likely to participate in class discussions. Having a higher score suggests that students' interactions in the classroom improve as a result.

Moreover, the r-computed value of 0.406 with an associated probability of 0.000 indicated that their perception of remedial steps to address difficulties encountered was statistically significant. Consequently, their classroom engagement improves as their understanding of remedial techniques improves. It suggests that those who value corrective efforts are more likely to engage in discussion. When students use language in the classroom to express their thoughts, emotions, and experiences, they are also learning the language (Zwiers, 2013). Individuals who want to understand themselves better (personal identity), build connections with others (socialization), broaden their worldview, examine their actions and thoughts, and positively impact society must learn to communicate effectively. To put it another way, students' intellectual, social, and emotional growth is greatly influenced by their ability to communicate in a second language (Department of Education, 2016). If a student isn't academically prepared for college, remedial methods may encompass anything from preparing for tests to writing essays and research papers. Life skills like time management, goal-setting, and budgeting are part of the deal (University of Portland, 2021).

Table 10. Correlation results between the level of preparation of the A and E passers in terms of classroom interaction and their profile variables, assessment test results, perception of problems met, and perception of remedial measures

Variables	r-computed	Probability	Statistical Inference
Profile Variables			
Age	0.011	0.920	<i>Not Significant</i>
Sex	0.004	0.969	<i>Not Significant</i>

Marital Status	-0.133	0.238	<i>Not Significant</i>
Occupation of Father	0.029	0.796	<i>Not Significant</i>
Occupation of Mother	0.121	0.286	<i>Not Significant</i>
Monthly Income of Father	0.073	0.522	<i>Not Significant</i>
Monthly Income of Mother	0.006	0.956	<i>Not Significant</i>
Birth Order	-0.026	0.818	<i>Not Significant</i>
Number of Siblings	-0.105	0.353	<i>Not Significant</i>
Year of Passing	-0.150	0.184	<i>Not Significant</i>
Last Grade Level Attended	-0.087	0.441	<i>Not Significant</i>
Assessment Test Result			
English	0.266*	0.017	<i>Significant</i>
Filipino	0.196	0.081	<i>Not Significant</i>
Math	0.201	0.074	<i>Not Significant</i>
Science	0.070	0.535	<i>Not Significant</i>
Perception on Problems	-0.210	0.061	<i>Not Significant</i>
Perception of Remedial Measures	0.406**	0.000	<i>Highly Significant</i>

On Communicative Skills

Table 11 reveals the association findings between the amount of preparation of the A and E passers on communication skills and their profile characteristics, assessment test results, perception of issues encountered, and perception of remedial methods. In terms of their communication abilities, there was no statistically significant correlation between their profile factors, assessment outcomes in Filipino, math, and science, or even their perceptions of issues. On the other hand, their amount of preparation was statistically significant in terms of assessment results in English and perceptions of remedial actions for difficulties that were addressed. According to the coefficient of 0.304 and the associated likelihood of 0.006, their English performance was statistically strongly tied to their communication abilities. Respondents who do well in English are likely to be strong communicators. Consequently, their degree of communication improves as their score rises.

Furthermore, the r-computed value of 0.402 with a corresponding probability of 0.000 shows that their impression of remedial steps to resolve difficulties encountered is linked to their communication abilities. It indicates that their ability to communicate will improve in tandem with their improvement in their understanding of corrective methods. Remedial actions seem to be appreciated by those who can communicate well. All human relationships are based on the ability of individuals to communicate effectively with one another. Students use language to express their thoughts, values, and beliefs. Students understanding of the world they live in is aided by this strategy (Department of Education, 2016). To be really college-ready, kids must possess a degree of maturity to deal with the abundance of freedoms, responsibilities, and possibilities that college life offers them. This includes an understanding of one's core values and motivations. Developing healthy connections can facilitate effective cooperation and communication with others. (University of Portland, 2021).

Table 11. Correlation results between the level of preparation of the A and E passers on communicative skills and their profile variables, assessment test results, perception of problems met, and perception of remedial measures

Variables	r-computed	Probability	Statistical Inference
Profile Variables			
Age	0.070	0.540	<i>Not Significant</i>
Sex	0.046	0.683	<i>Not Significant</i>
Marital Status	-0.164	0.145	<i>Not Significant</i>
Occupation of Father	0.025	0.828	<i>Not Significant</i>
Occupation of Mother	0.106	0.348	<i>Not Significant</i>
Monthly Income of Father	-0.004	0.975	<i>Not Significant</i>
Monthly Income of Mother	-0.055	0.625	<i>Not Significant</i>
Birth Order	-0.058	0.611	<i>Not Significant</i>
Number of Siblings	-0.098	0.388	<i>Not Significant</i>
Year of Passing	-0.062	0.584	<i>Not Significant</i>
Last Grade Level Attended	0.085	0.453	<i>Not Significant</i>

Assessment Test Result			
English	0.304**	0.006	<i>Highly Significant</i>
Filipino	0.164	0.146	<i>Not Significant</i>
Math	0.150	0.185	<i>Not Significant</i>
Science	0.057	0.615	<i>Not Significant</i>
Perception on Problems	-0.135	0.233	<i>Not Significant</i>
Perception of Remedial Measures	0.402**	0.000	<i>Highly Significant</i>

On Participation in School Activities

Correlation findings between A and E passers' readiness to participate in school activities and their profile factors, test results, perception of issues encountered, and perception of methods to remedy them are shown in Table 12 (below). There were no statistically significant correlations between any of the profile factors, assessment outcomes, or perceptions of issues and school activities. However, it can be inferred from the r-computed value of 0.618 with an associated probability of 0.000 that their impression of remedial steps to address difficulties met had a substantial link with the respondents' engagement. To put it another way, as their understanding of remedial methods improves, so do their participation levels in school events. It means that those who value remedial methods participate in school activities. Through extracurricular activities, students may learn vital life skills, such as collaboration, public speaking, creativity, leadership, and self-awareness (University of Portland, 2021).

Table 12. Correlation results between the level of preparation of the A and E passers on participation in school activities and their profile variables, assessment test results, perception of problems met, and perception of remedial measures

Variables	r-computed	Probability	Statistical Inference
Profile Variables			
Age	0.054	0.634	<i>Not Significant</i>
Sex	-0.001	0.991	<i>Not Significant</i>
Marital Status	-0.166	0.140	<i>Not Significant</i>
Occupation of Father	0.078	0.490	<i>Not Significant</i>
Occupation of Mother	0.165	0.143	<i>Not Significant</i>
Monthly Income of Father	-0.153	0.176	<i>Not Significant</i>
Monthly Income of Mother	-0.036	0.749	<i>Not Significant</i>
Birth Order	-0.105	0.356	<i>Not Significant</i>
Number of Siblings	-0.072	0.523	<i>Not Significant</i>
Year of Passing	-0.023	0.842	<i>Not Significant</i>
Last Grade Level Attended	0.036	0.754	<i>Not Significant</i>
Assessment Test Result			
English	0.166	0.142	<i>Not Significant</i>
Filipino	0.035	0.756	<i>Not Significant</i>
Math	0.058	0.607	<i>Not Significant</i>
Science	-0.087	0.441	<i>Not Significant</i>
Perception on Problems	0.053	0.641	<i>Not Significant</i>
Perception of Remedial Measures	0.618**	0.000	<i>Highly Significant</i>

Conclusion

According to the study's results, ALS test takers are college-ready. Suppose students want to do better in college. In that case, however, they must be able to understand certain ideas in the learning domains separated by Assessment in A & E. ALS test takers, while being well-prepared for college, had the worst English and math preparation, suggesting that their abilities in these areas are far lower than those in other subjects, such as science and Filipino. For those reasons and more, it's reasonable to conclude that ALS graduates aren't well-prepared to continue their education in disciplines like language and mathematics after high school. Also, it became clear that the ALS test takers' lack of academic preparation and discontinuation from formal schooling is mostly due to their families' limited financial resources. Establishing home economic stability is considered a way to assist people in meeting their financial obligations.

Recommendations

Following are some recommendations based on the findings: 1.) Before entering college, students/passers must complete many learning sessions in English, Mathematics, Science, and Filipino. This will assure their preparation and success in the route they will choose in college. 2.) Students/passers must choose a baccalaureate degree that corresponds to their ability and skill. This will also assure their success if they pursue a college education. 3.) There must be well-organized procedures to track down community-based adolescents, with a particular emphasis on low-income homes, to guarantee that they get enough help compared to present government programs and privileges for them. 4.) Basic numeracy and literacy training must be increased to improve ALS learners' performance in English and Mathematics in readiness for the rigors of a college education. 5.) ALS learners must be exposed to real and meaningful academic interactions to develop their communication skills through more frequent academic sessions. 6.) It is strongly suggested that the ALS Program concentrates on improving the ALS learners' fundamental numeracy and literacy and teaching the immediate family members small scale economic business operations to support their home and financial requirements. This allows ALS graduates to concentrate on their studies rather than worrying about how to pay their financial obligations. 7.) Community leaders, via the efforts of ALS coordinators, must develop the processes for identifying potential financing institutions or sponsors for ALS scholarship awards. 8.) In addition to the ALS learners' scheduled learning experiences, a remediation program must be developed to assure the ALS passers' preparation for college education.

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