

## Accreditation and Equivalency Test Performances: a Comparative Study

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### Abstract

This study is aimed to determine the performances of Accreditation and Equivalency Test takers in every Learning Strand of the Alternative Learning System of the Naga City Schools Division. Specifically, it answered the performances of secondary ALS learners for the calendar years 2015, 2016, 2017; the significant relationships of every Learning Strand with the overall performance; the differences in the performance of the respondents' standard scores by learning strand, and according to the calendar year; the gender differences in the performance of the respondents' scores by learning strand; and, the programs that can be proposed to further improve the performances in the A&E Test? A descriptive-comparative method was used in this study. Results showed that the 1,287 test takers for the past 3 years did very well in Learning Strand 1 which is Communication Skills. Conversely, they performed low in Learning Strand 4, Development of Self and Sense of Community. There are significant relationships between learning strands with the overall scores. There are differences between the three calendar years of their performances' overall scores and by learning strands. Along with program development, it is recommended to conduct intensive reviews and institutionalize teachers' professional learning communities to improve learning sessions and intervention.

**Keywords:** Comparative Study, Alternative Learning System, Accreditation And Equivalency Test, Learning Strand, Out-of-School Youth

### Introduction

The Accreditation and Equivalency (A&E) Program of the Alternative Learning System aims to provide a system for assessing levels of literacy and other non-formal learning achievement covering basic and functional education skills and competencies designed to be comparable to that of the formal school system; offer an alternative pathway by which out-of-school youth and adults earn an educational qualification comparable to the elementary and secondary school system, and enable the out-of-school youth and adults to gain reading, writing and numeracy skills to meet their learning goals as they define them to gain the skills they need to improve their economic status and function more effectively in society. The target learners of the A&E System are 16 years old and above out-of-school youth and adults who are basically literate. Most of these target learners live below the poverty line predominantly coming from the depressed, disadvantaged, under-develop, and under-served areas, and it also the needs of the differently-abled, the prisoners, and the cultural communities.

In the years 2015, 2016, and 2017, results of the Accreditation and Equivalency (A&E) Test showed that 52%, 56%, and 72% passing rates respectively were attained by the learners of the Alternative Learning System of the Naga City Schools Division. These data were already considered as one of the

highest passing rates in the entire Bicol region in the said exam. The increase in the percentage over the past three years can be attributed to the hard work and dedication of the ALS teachers and implementers in the delivery of the conduct of learning sessions in their respective Community Learning Centers. There is no empirical study and data yet, however, prepared as to the performances of learners along the different learning strands of the alternative learning system. It is deemed necessary through this investigation that a thorough and in-depth analysis can be investigated by statistically measuring and analyzing the scores per learning strand.

A set of major indicators of functional literacy accompany this expanded definition of functional literacy, detailing the range of competencies an adult Filipino citizen will need to possess to function effectively in Filipino society as it enters the 21<sup>st</sup> century. These indicators of functional literacy were formulated into five interrelated learning strands, namely: a) Communication Skills – which focuses on the four main components of language namely; listening, speaking, reading and writing from printing and electronic media; b) Problem Solving and Critical Thinking – which focuses on skills that are basic to meaningful participation in community life and improvement of quality of life with focus on numeracy and scientific thinking; c) Sustainable Use of Resources/Productivity – includes competencies related to earning a living, sustainable use of resources

and productivity; d) Development of Self and A Sense of Community – focuses on four indicators, namely, self-development, interpersonal relationship, personal and national identity and recognition and practice of civil and political rights and corresponding responsibilities; and e) Expanding One's World Vision – which help the learners gain greater awareness of themselves in relation to the world as members of an increasingly global society including knowledge, respect and appreciation for diversity, peace and nonviolent resolution of conflicts and global awareness and solidarity.

This study aimed to determine a more detailed and specific view of the performance of ALS Learners in the Accreditation and Equivalency Test for the past three calendar years, 2015, 2016, and 2017. Specifically, it sought to answer the following problems:

1. What is the performance of secondary ALS learners in the Accreditation and Equivalency Test (A&E) for the past three (3) calendar years?
2. Are there significant relationships between every learning strand and overall performance/score?
3. Are there differences in the performance of the respondents' standard scores by learning strand, according to the calendar year?
4. Are there gender differences in the performance of the respondents' scores by learning strand?
5. What policy, intervention, and development program can be proposed to further improve the performance of ALS learners in the Accreditation and Equivalency Test?

The study focused on analyzing the performances of ALS Learners in the Accreditation and Equivalency Test for the Calendar Years 2015, 2016, and 2017. The study also gave insights into the impact of the implementation of programs and projects of DepEd Naga City ALS in line with the mandate of the Department of Education particularly the Accreditation and Equivalency (A&E). The study employed a Focus Group Discussion with selected ALS learners and implementers to establish rigor.

## Literature Review

### a) Sampling

The data for this study was gathered and based on the

Accreditation and Equivalency Test results for the Calendar Years 2015, 2016, and 2017. As of the Focus Group Discussion, the respondents were selected ALS implementers and learners.

## Methodology

### b) Data Collection

The data collected from the databases and electronic copies of results in the Accreditation and Equivalency Test for the past 3 calendar years. It employed the use of SPSS version 24, particularly the following statistical tools, that is, 1 way ANOVA that was used for independent groups tested at 0.05 level of significance, to test the comparison by year and gender; and Pearson r product-moment correlation to test the relationship of learning strands and overall performance.

## Result

This section presents the results and discussion of the data obtained. The discussions of the following data were arranged according to the specific problems being investigated in this basic research, and they are the following; 1. What is the performance of secondary ALS learners in the Accreditation and Equivalency Test (A&E) for the past three (3) calendar years? 2. Are there significant relationships between every learning strand and overall performance/score? 3. Are there differences in the performance of the respondents' standard scores by learning strand, according to the calendar year? 4. Are there gender differences in the performance of the respondents' scores by learning strand? 5. What policy, intervention, and development program can be proposed to further improve the performance of ALS learners in the Accreditation and Equivalency Test?

Table 1. Performance of Secondary ALS learners in the Accreditation and Equivalency Test (A&E) for the past three (3) calendar years

Learning Strands	Mean	SD	N
Communication Skills	109.49	10.821	1287
Critical Thinking and Problem-Solving Skills	104.83	27.661	1287
Sustainable Use of Resources/Productivity	107.13	12.074	1287
Development of Self and A Sense of Community	99.66	12.063	1287
Expanding One's Worldview	100.79	16.551	1287
<b>Overall</b>	<b>111.92</b>	<b>11.353</b>	<b>1287</b>

Figure 1. .

Table 1 presents the combined average scores and standard deviations of the A&E for the combined calendar year of the different Learning Strands.

The above data shows that the A&E learners performed very well in the Communications Skills (CS) Learning Strand combining the scores for the past three (3) years with the mean score of 109.49 and SD = 10.821. Conversely, ALS learners performed poorly under the Development of Self and A Sense of Community (DSSC) Learning Strand with an average score of 99.66, SD = 12.063.

The data implied that the learners are better in the Communication Skills in English and Filipino primarily because the said Learning Strands are useful daily and these is very practical skills needed in the everyday encounter with others.

The above finding is in line with the outcome of the study by Apao, Dayagbil, & Albao (2014) wherein they assessed the implementation of the ALS A&E program together with the provision of life skills, increased literacy, and quality of living. It was found out after the learners have completed and passed that the program is effective in cultivating the Communication and other essential life skills of the recipients and has improved the quality of living of the respondents as they continue their pursuit of meaning and significance in life. It proved that students still learn and acquire lifelong competencies even outside the walls of the formal school system. The Alternative Learning System was an option for those who wanted to improve their quality of living and rise beyond poverty.

Table 2. Significant Relationships with every Learning Strand and Overall Performance/Score

		Correlations					
		CS	CTPS	SURP	DSSC	EWV	OVERALL
CS	Pearson Correlation	1	.285**	.695**	.696**	-.203**	.879**
	Sig. (2 tailed)		.000	.000	.000	.000	0.000
	N	1287	1287	1287	1287	1287	1287
CTPS	Pearson Correlation	.285**	1	.304**	.261**	.119**	.415**
	Sig. (2 tailed)	.000		.000	.000	.000	.000
	N	1287	1287	1287	1287	1287	1287
SURP	Pearson Correlation	.695**	.304**	1	.612**	.027	.855**
	Sig. (2 tailed)	.000	.000		.000	.328	0.000
	N	1287	1287	1287	1287	1287	1287
DSSC	Pearson Correlation	.696**	.261**	.612**	1	.170**	.733**
	Sig. (2 tailed)	.000	.000	.000		.000	.000
	N	1287	1287	1287	1287	1287	1287
EWV	Pearson Correlation	-.203**	.119**	.027	.170**	1	.030
	Sig. (2 tailed)	.000	.000	.328	.000		.283
	N	1287	1287	1287	1287	1287	1287
OVER ALL	Pearson Correlation	.879**	.415**	.855**	.733**	.030	1
	Sig. (2 tailed)	0.000	.000	0.000	.000	.283	
	N	1287	1287	1287	1287	1287	1287

\*\* Correlation is significant at the 0.01 level (2-tailed)

Figure 2. .

Table 2 shows the significant relationship between every learning strand and the overall performance/scores.

With the correlation of .897 tested at a 0.05 level of significance, there is a significant relationship between the Communication Skill learning strand and the overall performance/score. Also, with the correlation of .415 tested at a 0.05 level of significance, there is a correlation between the learning strand of Critical Thinking and Problem-Solving Skills with the overall performance/score. Additionally, with the correlation of .855 tested at a 0.05 level of significance, there is a correlation between the learning strand of Sustainable Use of Resources and Productivity. Likewise, with the correlation of .733 tested at a 0.05 level of significance, there is a significant relationship between Dimension of Self and A Sense of Community. Finally, with the correlation of 0.30 tested at a 0.05 level of significance, there is a significant relationship between the learning strand of Expanding One's Worldview with the overall performance or score.

The above data implied that all learning strands' learning sessions and interventions were given adequately and conformed to the expected requirements, parameters, and standards in the Alternative Learning System. Also, it can be inferred that the mobile teachers gave reasonable and

meaningful learning intermediation during the learners' stay in the program.

The above findings are congruently aligned with the research investigation conducted by Moyer (2016) wherein the author stressed that teachers' training in the facilitation and conduct of teaching and learning in the non-formal education is vital and must be regularly instituted. This would help both the learners and the teachers in modifying and developing approaches to providing inclusive education. Moreover, most of the respondents pointed out that working with other learners in the non-formal setup suggested that it helped them to develop and enhance their collaborative skills and that teachers should teach students more active and lifelong learning skills.

Table 3. Significant Differences in the Performance of the Respondents' Standard Scores by Learning Strand, According to Calendar Year

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
CS	Between Groups	106190.925	2	53095.462	1535.305	0.000
	Within Groups	44404.587	1284	34.583		
	Total	150595.512	1286			
CTPS	Between Groups	28474.088	2	14237.044	19.133	.000
	Within Groups	955451.660	1284	744.121		
	Total	983925.748	1286			
SURP	Between Groups	51562.765	2	25781.383	243.586	.000
	Within Groups	135900.094	1284	105.841		
	Total	187462.859	1286			
DSSC	Between Groups	126283.970	2	63141.985	1332.096	0.000
	Within Groups	60862.232	1284	47.400		
	Total	187146.202	1286			
EWV	Between Groups	163433.606	2	81716.803	555.622	.000
	Within Groups	188841.169	1284	147.073		
	Total	352274.775	1286			

Figure 3. .

Table 3 presents the significant difference between three (3) calendar years 2015, 2016, and 2017 and the learning strands.

There were significant differences between the performance scores of the learners in the Communication Skills learning strand at the  $p < .05$  level for the three calendar years [ $F(2, 1284) = 1535.31, p = 0.000$ ]. Also, there was a significant difference between the performance scores of the learners in the Critical Thinking and Problem-Solving learning strand at the  $p < .05$  level for the three calendar years [ $F(2, 1284) = 19.13, p = 0.000$ ]. Likewise, there was also a significant difference between the

performance scores in the Sustainable Use of Resources and Productivity learning strand at the  $p < .05$  level for the three calendar years [ $F(2, 1284) = 243.59, p = 0.000$ ]. Additionally, there was a significant difference between the learning strand of Dimension of Self and A Sense of Community at the  $p < .05$  level for the three calendar years [ $F(2, 1284) = 1332.10, p = 0.000$ ]. Finally, there was also a significant difference between the Expanding One's Worldview learning strand at the  $p < .05$  level for the three calendar years [ $F(2, 1284) = 555.62, p = 0.000$ ].

The above data implied that the results and outcome as to the significant differences between the various learning strands and according to the three calendar years are due to the fact that every calendar year students enrolled were coming from diverse backgrounds. Some of the learners were coming from DepEd schools and even coming from highly reputable private schools inside and outside of the city division. In addition, every group of learners is given adequate provision when it comes to supporting the whole stay of the learners in the alternative learning. Functional assessment is being administered and the recognition of prior learnings is being established each time the learning intervention and sessions are given.

The findings are in consonance with Galima (2012) identified three teaching strategies other than the learning modular learning areas which like the use of informal sharing of experiences at the beginning of the session. This would inform the teacher about the condition of the learners, their current concerns, and their interest. They carefully consider the learners' interests before starting to teach them the contents of the module. Another strategy is the use of various computer-based technologies, especially video clips. This is done to keep the learners, especially the younger ones, motivated and engaged. The third is the use of group activities which are meant to create a closer relationship among the learners. Eventually, the class becomes a support group. The program also stresses that it is a parallel learning system that provides a viable alternative to the existing formal education instruction which encompasses both the non-formal and informal sources of knowledge and skills. Also, the literature suggests that ALS is an avenue for Out-of-School Youth (OSY) and individuals to learn not only basic and life skills but, more importantly, 21<sup>st</sup>-century skills for them to cope with and easily adjust to the changes in their environment.

Table 4. Gender Differences in the Performance of the Respondents' Scores by Learning Strand



		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
CS	Between Groups	.001	1	.001	.000	.997
	Within Groups	150522.973	1284	117.230		
	Total	150522.974	1285			
CTPS	Between Groups	782.245	1	782.245	1.022	.312
	Within Groups	983040.038	1284	765.608		
	Total	983822.283	1285			
SURP	Between Groups	276.690	1	276.690	1.908	.167
	Within Groups	186216.644	1284	145.029		
	Total	186493.334	1285			
DSSC	Between Groups	17.382	1	17.382	.119	.730
	Within Groups	187126.074	1284	145.737		
	Total	187143.456	1285			
EWV	Between Groups	152.320	1	152.320	.556	.456
	Within Groups	352005.920	1284	274.148		
	Total	352158.240	1285			

Figure 4. .

Table 4 shows the gender differences in the performance of the respondents' scores by learning strand.

There was no difference in the performance of the respondents' scores in the learning strand Communication Skills at the  $p < .05$  level for the two genders [ $F(1, 1284) = .000, p = .997$ ]. Likewise, there was no difference in the performance of the learners' scores in the Critical Thinking and Problem-Solving learning strand at the  $p < .05$  level for the two genders [ $F(1, 1284) = 1.022, p = .312$ ]. Also, there was no difference in the respondents' scores in the Sustainable Use of Resources and Productivity learning strand at the  $p < .05$  level for the two genders [ $F(1, 1284) = .119, p = .730$ ]. Additionally, there was no difference in the performance of the respondents' scores in the Dimension of Self and Sense of Community learning strand at the  $p < .05$  level for the two genders [ $F(1, 1284) = .119, p = .730$ ]. Finally, there was no difference in the performance of the learners' scores in the learning strand called Expanding One's Worldview at the  $p < .05$  level for the two genders [ $F(1, 1284) = .556, p = .456$ ].

The above findings can be interfered that the performances of the two sexes, that is, males and females do not make any differences at all. Both sexes' results in all the learning strands are at par and equal with each other. There are no superior or inferior accreditation and equivalency test results for the two sexes. This can be attributed to the usual practice in the community learning centers that the teachers do not separate the learners according to their sexes. The two groups receive the same quality learning sessions

and are given the same appropriate learning intervention.

A study by Moralista and Delarierte (2014) and Fernandez (2013) can be aligned in this area that increasing learning competencies are among the major problems encountered by mobile teachers as it is advanced and now slow learners affecting the interference on cognition abilities to task-related factors such as complexity of a task or lesson. This includes updating learning materials and providing modern approaches for learners. The findings affirm previous where they stress that the availability of the state-of-the-art equipment has significant implications for modern teaching and learning of ALS beneficiaries that is for both gender, males and females.

#### Policy, intervention and development program can be proposed to further improve the performance of ALS learners in the Accreditation and Equivalency Test

A Focus Group Discussion was held for the purposes of this basic research on January 31, 2020 at the Balatas Community Learning Center wherein it was participated by selected learners and implementers.

**LEARNING SESSION REVIEWS, TEACHER'S GUIDANCE, AND EXTRACURRICULAR ACTIVITIES IN THE ALS.** This theme encapsulates the responses of the ALS learners when asked about what their learning sessions and intervention experiences were while attending the alternative learning system. These were some of the responses of the learners...

*"ano po, Sir sa totoo lang haloy po kaya ako dai nagklase kaya medyo sa kahaluyan po si mga inadalan po kadto dae ko naman po naibabalik kan sakuyang isip po бага kaya po sa math talaga kang nagrereview po kami para sa exam talagang ang isip po ay aram ko ini kadto pero ngonyan dae ko na aram tapos sabi ko dapat talaga pag-adalan mo itong basic para бага importantihon. Tighiling ko na lang po si sadiri ko na sabi ko ining maray kaya nagparabasa po kong modules tapos nagparatukdo po si Sir Gil. Medyo pabaya man po kaya kami dai man po tulo man po kami duman."*

*"Pag-exam dai ko pa man aram ang mga hapot, pag nag rereview nagparabasa tapos pig-aadalan ko napo."*

*“Halos two years po ako na nagpundo tapos halos gabos nagkawarara sa isip ko na ano po kaya ako sa tambay tapos tig aano man lang po ako na mag ALS ta habo ko naman po kaya na magbalik sa formal class, syempre po ta ano supog saka ano dai naman po kaya maiwasan na mabully, iyo po dati ano po ning nagkahelang po kaya ako kadto ano po dati ano Cararayan po ako tapos nagtransfer po sa Tinago tapos nahirapan po sa Math tapos sa tabang man po kang teacher mi padikit dikit po nakukua ko naman.”*

[to tell you the truth Sir, it took me a while before I went back to study again that is why the things that I learned then were almost gone and most especially when I was attending learning sessions in math. I said to myself that I would do the modular lessons with the teaching and guidance of Sir Gil.

During the exam, I had no idea about the questions to be asked that is why I conducted my own review.

I stopped for almost 2 years and became a bum and eventually I joined the ALS because I did not want to go back to formal school anymore due to my fear of being bullied. I also got sick when I was enrolled in Cararayan High School then I transferred to Tinago High School. There, I was having difficulty in math but then with the help of my teacher I was able to cope with the subject] (Male, 24 years old)

The above statement stated something about their initial adjustments from being a bystander for a while then the experience of going back to education through the alternative learning system made them some adjustments when it comes to studies. However, it was noted that the guidance and patience of their teachers somewhat contributed to their completion of the program. Moreover, when asked about their suggestions for the improvement of the entire program here is one learner suggesting...

*“bilang estudyante medyo nawara po si supog ko nin kadikit saka katong nagkaklase po talaga ako talagang nagkikibigkibig po talaga ako pero ngunian po dai na pong gayo. Nakatabang po ang ibang mga activities mi duman sa CLC mi sa Cararayan kaya sana magkaigwa po pirming mga activities arog kan Division Encampment sa ALS Promenade po.”*

*“Camping sa Region, enjoy mga pakawat dakol acyivities kan pagduman mi sa Albay”.*

*“Camping kadakol po kaya na kaparehas mi na dai man nakapagtapos ning pagklase akala mi kami lang*

*ang dai nakapagtapos ito palan dakulon palan kami, makaugma po na pag-isipon na akala ko ako lan ang solo nan aka-3<sup>rd</sup> year lang ako sa... (one private university) kaso dai ko po natapos ta nagkahelang po kaya ako, ngunyan po sana madagos dagos ko na, 22 na po ako.”*

*“Pag-intercolor o intrams si nag-cheerdance mi po kaidto enjoyon po ta syempre kaitong pag-apon tapos nagkairiwal po kami tapos inayos man po kami ni Ma’am Sheena tapos kang pag ano successful man po si pagal ta gana kami.”*

[As a learner I was able to gain confidence with the help of the different activities we conducted at the Community Learning Center in Cararayan, for example the Division Encampment and the ALS Promenade.

The Camping in the Regional level in Albay.

There were also a lot of learners just like me who did not finish the basic education, I for one came from a private university and got sick then but now hopefully will be able to push through because I am already 22 years old.

I enjoyed the Inter-color or Intrams. We did the Cheer-Dance competition. There were also misunderstandings on our part, but Ma’am Sheena was able to resolve it. Our efforts were worth it because we won.] (Female, 22 years old)

The foregoing statements can be concluded that the learners appreciated the extra-curricular activities very much that the ALS Naga has been implementing.

**LIVELIHOOD and SKILLS TRAINING PROGRAM.** This theme captured the participants' responses when asked about their suggestions to further improve the implementation of not only the A&E program but the total the alternative learning system.

*“Siguro Sir banga bangaon na lang po Sir na may pang livelihood po talaga ta iyo talaga yan kung mayo po talaga Sir kwarta malaog sa aldaw na yan talaga mas pipiliun nindang magtrabaho kasi ang rason ano iinuton si tulak o si pamayo? Iyo po yan ang tigrarason.”*

*“Iyo man po Sir sa livelihood mi nag-aano man kami katong sa rug-making tapos beads-making ito бага pong sa mga pouch na wallet. Iyo man yan Sir si mga*

*learners ngunian nag-papaorder sinda online tapos nag-aano nag-iincome na ang iba, Iyo man lang po Sir sako, Dressmaking."*

[I suggest Sir there should also livelihood training because that would help them in dealing with their everyday living.

Yes, Sir, we are conducting livelihood training on rug-making, beads-making, pouch, wallet and dressmaking.

Our learners now are selling online of their products and making income.] (Female, 39 years old)

The introduction and implementation of a sustainable livelihood and skills training program is very much needed so that the learners under the A&E program if in case they would not be able to make it, the learners have a fallback program for them to acquire lifelong skills. Also, this endeavor is very much appropriate for those who are technical-vocation and skills-training-bound learners not wanting to pursue higher education.

## Discussion

This study was conducted to determine the Accreditation and Equivalency Test Performance for the past three calendar years.

**Problem No. 1:** *What is the performance of Secondary ALS learners in the Accreditation and Equivalency Test Performance for the past three calendar years?*

Findings: Learners performed very well in the Communication Skills (CS) Learning Strand combining the scores for the past three (3) years with the mean score of 109.49 and SD = 10.821. Conversely, ALS Learners performed poorly under the Development of Self and A Sense of Community (DSSC) Learning Strand with an average score of 99.66, SD = 12.063.

Conclusion: The Communication Skills Learning Strand wherein the learners have higher average scores combining the three years because of the subject practical use on a day-to-day basis. However, learners got low average scores on the Development of Self and A Sense of Community Learning Strand because primarily the subject itself deals with historical data and information and recent happenings in the society.

Recommendation: It is recommended that the Mobile Teachers should find ways and means to provide the

learning sessions and interventions in the other learning strands to be more in-depth and teachers should have full mastery of its contents so that they can have the effective transfer of knowledge to the learners.

**Problem No. 2:** *Are there significant relationships with every learning strand and overall performances/scores?*

Findings: With the correlation of .879 tested at 0.05 level of significance, there is a significant relationship between the Communication Skill Learning Strand with the overall performances/scores. Also, with the correlation of .415 tested at 0.05 level of significance, there is a correlation with the Learning Strand of Critical Thinking and Problem-Solving Skill with the overall performances/scores. Additionally, with the correlation of .855 tested at 0.05 level of significance, there is a correlation between the Learning Strand of Sustainable Use of Resources and Productivity with the overall performances/scores. Likewise, with the correlation of .733 tested at 0.05 level of significance, there is a significant relationship between the Learning Strand of Dimension of Self and A Sense of Community with the overall performances/scores. Finally, with the correlation of 0.30 tested at 0.05 level of significance, there is a significant relationship between the Learning Strand of Expanding One's Worldview with the overall performances/scores.

Conclusion: The ALS teachers approach in giving and delivering the learning sessions and intervention of the different learning strands conforms to the minimum requirements and standards set by the department. It is also a fact that the learners have prior knowledge of all the learning strands and that is being recognized in the recording of the teachers that contributed to the outcome in this statement of the problem.

Recommendation: With the increasing learning competencies in the new curriculum in the ALS, teachers should be able to address on how they can be developed by way of providing them with series of capability building and developmental program to be able to stay updated with the recent trends in alternative education. Moreover, making available of state-of-the-art equipment has significant implications to modern teaching and learning of ALS learners. Additionally, teachers should teach the importance of content of a certain topic rooted in the cultural context or in local setting. Hence, ALS Mobile Teachers should adopt localized instructional materials to suit to the localized setting of learners.

**Problem No. 3:** Are there differences in the performance of the respondents' standard scores by learning strand, according to calendar year?

**Findings:** There was a significant difference between the performance scores of the learners in the Communication Skills Learning Strand at the  $p < .05$  level for the three calendar years,  $[F(2, 1284) = 1535.31, p = 0.000]$ . Also, there was a significant difference between the performance scores of the learners in the Critical Thinking and Problem Solving Learning Strand at the  $p < .05$  level for the three calendar years,  $[F(2, 1284) = 19.13, p = 0.000]$ . Likewise, there was also a significant difference between the Sustainable Use of Resources and Productivity Learning Strand at the  $p < .05$  level for the three calendar years,  $[F(2, 1284) = 243.59, p = 0.000]$ . Additionally, there was a significant difference between the learning strand of Dimension of Self and A Sense of Community at the  $p < .05$  level for the three calendar years,  $[F(2, 1284) = 1332.10, p = 0.000]$ . Finally, there was significant difference between the Expanding One's Worldview Learning Strand at the  $p < .05$  level for the three calendar years,  $[F(2, 1284) = 555.62, p = 0.000]$ .

**Conclusion:** The Learners of the past three calendar years are coming from diverse background and schools that most likely contributed to the significant differences' outcome in this statement of the problem.

**Recommendation:** It is recommended that teachers should always continue to practice the record and recognition of prior learning and knowledge of the learners. This is a stepping block in identifying the needed competencies and skills for appropriate learning intervention of ALS learners.

**Problem No. 4:** Are there gender differences in the performance of the respondents' scores by learning strand?

**Findings:** There was no difference in the performance of the respondents' scores in the learning strand Communication Skills at the  $p < .05$  level for the two genders  $[F(1, 1284) = .000, p = .997]$ . Likewise, there was no difference in the performance of the respondents' scores in the Critical Thinking and Problem Solving Learning Strand at the  $p < .05$  level for the two genders  $[F(1, 1284) = 1.022, p = .312]$ . Also, there was no difference in the respondents' scores in the Sustainable Use of Resources and Productivity Learning Strand at the  $p < .05$  level for the two genders  $[F(1, 1284) = .119, p = .730]$ . Additionally, there was no difference in the performance of the respondents'

scores in the Dimension of Self and A Sense of Community Learning Strand at the  $p < .05$  level for the two genders  $[F(1, 1284) = .119, p = .730]$ . Finally, there was no difference in the performance of the learners' scores in the learning strand called Expanding One's Worldview at the  $p < .05$  level for the two genders  $[F(1, 1284) = .556, p = .456]$ .

**Conclusion:** The performances of males and females in the A&E Test for the three years combined have no differences in all learning strands and its overall performances/scores.

**Recommendation:** Continue to provide equal treatment of learning interventions for both sexes and even other members in the sexuality spectrum and nurture their presence by way of exposing them to various activities that will make their stay wholesome in the ALS.

**Problem No. 5:** What policy, intervention, and development program can be proposed to further improve the performance of ALS learners in the Accreditation and Equivalency Test?

**Findings:** Based on the thematic analysis made from the focus group discussion, the following encapsulates the responses of the respondents, that is, Learning Sessions Reviews, Teacher's Guidance, and Extra-Curricular Activities in the Alternative Learning System.

**Conclusion:** The Learners as well as the implementers are wanting to continue and already improved learning sessions and appreciated their teachers' concern towards them and the provision of extra-curricular activities and projects that will make their stay in the program holistic and colorful.

**Recommendation:** Implement additional skills and livelihood training programs that will cater to those who are interested to pursue technical vocational-education track and allocate appropriate funding ad support like training facilities, equipment, and instructors. Request from ESSO for additional financial support and look for other partner institutions. Sustain the implementation of extra-curricular activities in the ALS including the establishment of interest groups. Formulate medium to a long-term developmental training program for ALS Mobile Teachers.

The significance of this study is to formulate policies, development, and intervention programs on improving the implementation of the Alternative Learning System Education. These will be utilized to further improve the performance of DepEd Naga City ALS Learners in



the Accreditation and Equivalency Examination. A Teachers' Developmental Plan will be proposed to encompass all the actual experiences of the students and teachers as well as the impact of the program. This manual will be distributed to all implementers of ALS in DepEd Naga City. Moreover, a series of training and workshops regarding the implementation of ALS will be conducted to disseminate the results of the research.

## Conclusion

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