

# “Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat”

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## ABSTRACT

This study examined the implementation of the Alternative Learning System (ALS) for Indigenous Peoples (IP) learners in the Division of Sultan Kudarat. Specifically, it assessed the extent of (a) attainment of program objectives, (b) adequacy of resources in terms of instructional materials and mobilization, (c) management functions including planning, organizing, coordinating, and monitoring, and (d) skills development among IP learners. A descriptive survey research design was employed. Data were collected using researcher-developed questionnaires and analyzed using descriptive statistical methods. The respondents consisted of 35 ALS personnel, including mobile teachers, instructional managers, and district coordinators assigned to learning centers predominantly serving IP learners in selected districts of Sultan Kudarat. Findings revealed that the ALS program was implemented at a highly effective level across all indicators. The attainment of program objectives obtained a mean rating of 4.00, while adequacy of instructional materials and mobilization yielded mean ratings of 3.85 and 3.95, respectively. Management functions—planning (3.97), organizing (3.97), coordinating (3.89), and monitoring (4.00)—were likewise rated as highly effective. Learners’ skills development also registered a high level of effectiveness with a mean of 3.90. Overall, the results indicate that the ALS program for IP learners in the Division of Sultan Kudarat is effectively implemented, supported by adequate resources, sound management practices, and positive learner outcomes. These findings underscore the importance of sustained program support to ensure continuous access to quality education for Indigenous Peoples.

**Keywords:** Alternative Learning System (ALS), Indigenous Peoples (IP) learners, instructional materials, implementation, ALS program.

## INTRODUCTION

The Department of Education’s Alternative Learning System (ALS) is a corresponding system in the Philippines that provides practical option for those who cannot attend or doesn’t have access to formal education. ALS includes both non-formal and informal sources of knowledge and skills for many Filipinos who do not have the chance to attend or finish formal basic education (Grade 1-6 and Grade 7-10) due to many reasons. The said system was established in order to provide all Filipinos including those who dropped out from schools or those who do not have schools in their communities the chance to have access to complete basic education in a move that fits the distinct needs.

In the Division of Sultan Kudarat, the Alternative Learning System is also being strongly implemented in accordance with the 1987 Philippine Constitution which is to provide for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph (1) declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.

The Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education. As a significant response to these needs, the Department of Education in the Division of Sultan

Kudarat through the Bureau of Alternative Learning System reaches out the these learners including those who belong in the Indigenous People's groups in pursuance of the DepEd Order No. 62 Series of 2011: Adopting the Indigenous People's Education Policy Framework to ensure the provision of universal and equitable access of all IP's to quality and relevant basic education.

This study ventures to determine the extent of Implementation of the Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat with emphasis on the implementation of the Accreditation and Equivalency (A&E) Program among IP learners in the said area. Daniel L. Stufflebeam's CIPP Evaluation Model will be used to determine the extent of implementation in terms of (1) Context; the objectives of the Alternative Learning System, (2) Input; instructional materials and mobilization, (3) Process; management, functions, planning, organizing, coordination, implementation and monitoring, and (4) Product; learners, skills, development through the feedbacks from the respondents of the study (Mobile Teachers, Instructional Managers, District ALS Coordinators).

### **Research Objectives**

This study aims to determine "the Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat.

Specifically, this study will answer the following questions:

1. To what extent is the attainment of objective of ALS for IP learners.
2. To what extent is the level of adequacy of resources for IP learners in terms of:
  - 2.1 Instructional materials
  - 2.2 mobilization
3. To what extent is the management function for IP learners in term:
  - 3.1 planning
  - 3.2 organizing
  - 3.3 coordinating
  - 3.4 monitoring
4. What level are the skills developed for IP learners.

### **Theoretical/Conceptual Framework of the Study**

Why do the Philippines have the Alternative Learning System? Basically, the Department of Education recognized the need to give more opportunities to those who have no means to attend formal education. In fact, there are a lot of Filipinos that failed to complete basic education because of financial constraints, personal challenges, or other reasons. So this is a way that our government fulfills its promise of providing access to educational opportunities regardless of their economic or personal status.

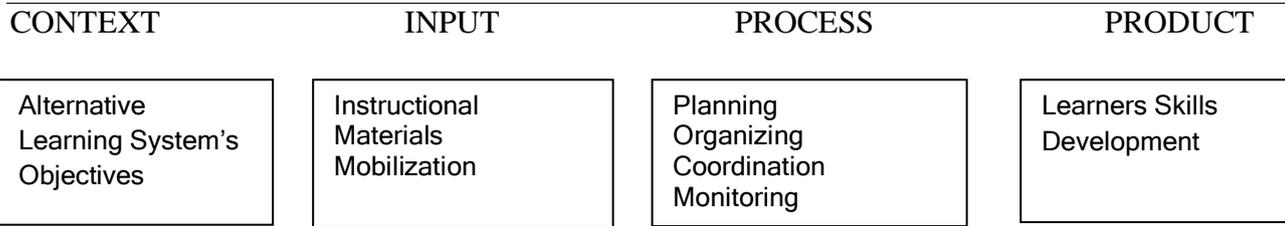
What is the difference between formal school and ALS? Unlike the formal education system where school teachers teach within the four corners of a classroom at a strictly implemented time period, the modules used in the ALS are taught by ALS learning facilitators, mobile teachers, district ALS coordinator, and instructional managers in places like barangay halls, private homes, community centers and even libraries. Another key difference is the flexibility of the sessions as they are scheduled based on the students' availability.

How does the ALS work? There are actually two major programs being offered through the Bureau of Alternative Learning System (BALS), namely: the Basic Literacy Program (BLP) and the Continuing Education Program – Accreditation and Equivalency (A&E). In a nutshell, the BLP allows students to develop skills in reading, writing, and numeracy and is open to both children and adults. While through the A&E program, elementary and high school dropouts are able to complete their basic education. The programs are modular and designed to be flexible to varying students' needs. Upon completion of the programs, students are required to go through the ALS Accreditation and Equivalency test. If passed, they are then awarded a diploma to certify their competencies which would allow them to either work or pursue further studies.

What are other special programs offered through the ALS? Aside from the two major programs mentioned, there are also a number of programs for different subgroups such as the Indigenous Peoples Education for tribal communities in provinces like Ilocos, Quezon, and Zambales. Muslim Migrants also have a program catered specifically for them called Arabic Language and Islamic Values Education (ALIVE). People who suffer from hearing disorders are also supported through the Alternative Learning System for Differently-Abled Persons (ALS-DAP) where lectures are conducted using sign language.

The education system is placing a stronger focus on measuring student outcomes, allowing comparisons of performance between programs purposely address to facilitate learner's learning through assessment and evaluation. This is to assure the alignment, accountability and the action are important to specify relative and shared outputs from activities that would influence the outcomes (Knowlton & Philips, 2013). Enabling the education sector to attain maximum compliance, alternative education system was designed, developed and implemented by the Department of Education to educate the marginalized, the out-of-school youth, the physically challenge, and reach out the far-flung areas in the Philippines. Its primary objective is to alleviate the poor from poverty through education. Dropouts may appear small in number but they are preponderant among the poor which thereupon turns the wheels of intergenerational transmission of poverty against them. At the personal level, dropping out of school will mean consigning one to a future of low-income trajectory (UNICEF, 2015). The growing numbers of young adolescents are out of school with the global total reaching almost 65 million in 2013 in the world. Walking through the times, when ALS was established in 2006, out-of-school youth in the country in 1999 to 2006, was more than half a million (UNESCO, 2008). The number of out-of-school youth in the country has dropped to 1.2 million from 2.9 million in 2008, a study by the Philippine Institute of Development Studies (PIDS) said. Noticed the drastic increase of approximately 2.4 million in two (2) years which is about 4.8%. In its 2011 report, the NSO said about 6.24 million out of the estimated 39 million Filipinos are considered as out-of-school youth. This report marks the 5.2% increase from the 6.24 million in 2011 (NSO) to the 1.2 million as baseline in 2008 (PIDS). Notice the drastic decrease and increased in numbers. From here, supply side and demand side factors have to be considered and examined. Attention must be given to resolve the problem. Nonetheless, the thriving initiatives of the Department of Education and all implementers could help in the continuing development of ALS. Critical to the sustainability of educational programs, key indicators of the responsiveness must be established to measure the change in the applications of processes (activity system) where improvement in outcomes is the primary goal of assessment, monitoring and evaluation (Chan, 2016).

According to the National Policy on Education (NPE, 2004), the aim of secondary school is to make a person productive to himself and the society. Academic and vocational courses are offered at the Junior Secondary School (JSS) level. These courses are supposed to provide definite purpose and meaning to education by relating to occupational goals, provides technical knowledge and work skills necessary for employment, and develop abilities, attitudes, work habits and appreciation which contributes to a satisfying and productive life. Starting out on the right foot also allows the OSYA to demonstrate a track record necessary for a productive career, obtain positive recommendations from their early employers, and draw on social networks of other workers. USAID, (2013), in their "State Field Report," said, that "youth as change agents in their own development can be tapped to achieve various positive outcomes for their communities and themselves because of their enthusiasm, energy, creativity, and motivation to make things better.



**Figure 1.** Shows the Paradigm of the study and its relationship to the elements of the Context-Input-Process-Product (CIPP) process.

### Significance of the Study

This study is expected to catch the attention of the concerned individuals to evaluate the Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat.

To the **district supervisors**, this study would help them assess the performance of Alternative Learning System (ALS) in their district by determining the extent of its implementation.

To the **school heads**, this study would provide basic orientation on the context, input, process and product of ALS that they can find relevant or useful to some of his/learners or administrative functions.

To the **teachers**, this study would serve as a reference in evaluating the extent of implementation of ALS in the district.

To the **researchers**, this research could be benefited from the result by means of his contribution to uplift their capacity their capacity in school management and administrative function. This would be the basis of the researcher to emblem with different professional program relevant to their needs in their field of work.

To the **future researches**, the findings of the study will be used as their guide or reference to conduct the same study to another locale. This will be the guide of future researchers to expand their knowledge in the field of education and the advancement of research process.

### Scope and Limitation of the Study

The study will be limited to The Implementation of Alternative Learning System (ALS) in the Division of Sultan Kudarat in terms of the context-input-process-product model. The scope of the study will be the ALS' learning centers (IP learners dominated) of selected districts in the Division of Sultan Kudarat with thirty-five (35) respondents composed of mobile teachers (MT's), instructional managers (IM's), and district ALS coordinators (DALSC's).

### Operational Definition of Terms

The following terms are defined as they are used in the study in order make concepts or ideas more understandable. To facilitate better understanding of this research, the following terms are defined operationally:

**Alternative Learning System**, is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. It is designed to help out-of-school youth (OSY) and adults (OSA) who are unable to attend formal education due to economic, social and geographical limitations in developing literacy and employable and productive skills.

**Indigenous People (IP)**, refer to various indigenous Filipino ethnic groups and tribes in the Philippines.

**Instructional Materials**, are the tools used in educational lessons, which includes active learning and assessment.

**Mobilization**, on this study refers to the social mobilization of the ALS A&E System which are generating and sustaining the participation of all people in the community or society.

**Planning**, is concern with the processes of making plans to attain the objectives of the system.

**Organizing**, refers to the relationship between the coordinators and teachers, the learners, and their activities and resources used to achieve the common goals of the system.

**Coordinating**, on this research pertains to the organization of the different elements of the system or its activities to enable them to work together effectively.

**Monitoring**, is concerning to the continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of ongoing assessed activities of the system.

**Skills**, in this system pertain to the ability taught by the teachers or acquired by the learners

**Development**, is concerning to the process of developing the learners or how they are being developed

### Synthesis of the Study

To fully live up to its responsibility of educating the young people which might be the future leaders and workers of the country, a university has to seriously take on its three-fold function of instructions, research and extension. Integral to the delivery of quality tertiary-level educational services, Bulacan State University conducts surveys and applied researches and performs many public service functions through its research and extension programs and linkages with various stakeholders. One of those is in reaching those people who cannot afford a university education through the Alternative Learning System (ALS). The Alternative Learning System is a ladderized, modular non-formal education program in the Philippines for dropouts in elementary and secondary schools, out-of-school youths, non-readers, working Filipinos and even senior citizens. It is part of the education system of the Philippines but an alternative to the regular classroom studies where Filipino students are required to attend daily. ALS is also being implemented in the Philippines as an adherence to the United Nations Program of Education for All.

This study is to provide analysis and focus on the assessment policy of the program to address challenges dealt by the learners in the Alternative Learning System. If inclusive education is mandated by the government to achieve Education for all, identifying to what extent there is progress in the understanding that each school has the moral responsibility to include everyone implies: a) respecting, understanding and taking care of cultural, social and individual diversity (education systems, schools and teachers' response to the expectations and needs of students); b) the provision of equal access to quality education; and, c) close co-ordination with other social policies. This should involve the expectations and demands of stakeholders and social actors (UNESCO, 2001).

### Related Studies

The Bukid'non Pulangiyan tribal community lives on the watershed of Sitio Bendum in Malaybalay City, Bukidnon, Mindanao. Until recently, they had no access to primary education: the nearest school was seven kilometers away at the bottom of the mountain and could only be reached by walking for two hours. Consequently, school-aged Pulangiyan children had very limited access to basic education, and even the education they could access was not appropriate for the Pulangiyan tribe. This all changed with the establishment of the Apu Pulamguwan Cultural Education Center (APC) in Bendum. APC is a community school which has developed a culture-based curriculum for primary education, and has made education accessible not only to children living in the area but also to other villages that extend to the borders of the neighboring province of Agusan del Sur. APC's presence makes it possible for almost 150 children from indigenous communities to attend school and benefit from all of the opportunities education brings, with the result that families and the wider community are now better able to participate in the regions socio-economic development. With support from Oxfam, APC offers daycare classes, a complete elementary course and has an ongoing initiative to support young adults through high school, college and vocational-technical courses. It has developed a culture-based

curriculum for daycare and primary education that is taught using the native language, Binukid. The integration of culture-based principles into the education program provides students with the opportunity to develop life skills but also makes them aware of their rootedness in their own indigenous culture and way of life. The students are given the chance to deepen their connection with the environment and their ancestral lands. Coupled with classroom knowledge, it is hoped that these children will eventually have the capability and wisdom to lead their communities to a more stable socio-cultural and political existence in the future. This kind of integration of culture-based and mainstream education needs in the APC curriculum allows Pulangiyeen students to confidently engage academically and attend mainstream government schools at the high school level.

One of APC’s graduates, Zarmin Garcia, finished his college degree a few years ago and is again part of the APC, only this time as a Science and Health teacher to Pulangiyeen students. Although his family is not native to Bendum, Zarmin explains how the APC enabled him to fulfill his dream of having an education. This dream, he says, is something that he values and which he wants to share with the community that he considers home. This philosophy of giving back to the community is something that he shares with other graduates of the APC who are now back in a teaching role and this will ensure that future generations of the Pulangiyeen tribe are able to secure their own right to education. APC is considered one of the most successful Indigenous People’s schools in the country. It has gained recognition and support from the government’s Department of Education, which issued a department Memorandum Order creating the process for the recognition of Indigenous People’s schools in 2004. This success in Bendum not only improved the quality of life of the Pulangiyeen community in Bendum but has also provided a model for the promotion of culture-based education throughout the country (Karen Marie Cerdeña, Oxfam International June 2008).

A tracer study done in the Division of Cavite by Cristobal, (2014), cited Encabo, (2013), Fernandez, (2012), Tolentino (2012), Lua, (2012), Baywong 2012), Harina (2012), Fentiman, 2007); are summarized as follows: ALS graduates did not pursue college due to lack of financial support (Cristobal, 2014); learners went to work soon after (Alonso, 2012); learners work underpaid (Tolentino, 2012); more than one-quarter of the learners dropout from ALS due to unemployment (Matin and Halperin, 2012); majority of the learners wanted to pursue college (Baywong, 2012). The study of Quirrez, (2011), emphasized that, “completion of basic education program should provide the learners some skills for gainful employment.” Local Government Units (LGU) should strengthen support for the learners through non-government organization willing to help this advocacy (Cristobal, 2014; Passion, 2014; Quirrez, 2011). Findings of the study revealed that learners hoped to have skills training and development in electronics, computer hardware and handcrafting to augment their needs.

## **METHODOLOGY**

### **The Research Design**

The researcher used the descriptive survey method of research on The Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat. The data were taken from survey questionnaires which were made for further analysis. The relationships of these factors were analyzed statistically.

### **Respondents of the Study**

The respondents of the study were thirty-five (35) mobile teachers, instructional managers and district coordinators with Learning Centers populated or dominated by IP learners from selected districts in the Division of Sultan Kudarat. Daniel Stufflebeam was used to determine the total number of respondents.

**Table 1. Distribution of Respondents**

Name of Districts Implementing Alternative Learning System	Number of Teacher Respondents
Kulaman 1 District	9

Kulaman 2 District	9
Bagumbayan 3 District	3
President Quirino North District	3
Isulan East District	3
Isulan West District	2
Esperanza 3 District	2
Lambayong 1 District	2
Lambayong 2 District	2
<b>TOTAL</b>	<b>35</b>

**Locale of the Study**

The study on The Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat, was conducted to the selected districts of Sultan Kudarat this school year 2018-2019.

**The Research Instrument**

To evaluate The Implementation of Alternative Learning System (ALS) for Indigenous People Learners in the Division of Sultan Kudarat in the School Year 2018-2019, the researcher made use of a survey questionnaire.

The questionnaire contained questions that dealt on the implementation of the alternative learning system for indigenous people learners. A Likert scale using 3.46 – 4.00 Highly Effective; 2.46 – 3.45 Effective; 1.46 – 2.45 Less Effective 1.00 – 1.45 Least Effective was used.

**Validity and Reliability of the Research Instrument**

The second part of the research instrument is a researcher’s made questionnaire. After the questionnaire was formulated and have it checked by the panel of experts such as the master teachers, principal and SKCI panel, the researcher distributed it to 10 teachers (not the actual respondents of the study) to test the validity and reliability of the questionnaire. The answered questionnaires were tested using Guttman Split-Half Coefficient Method of Reliability and SPSS software which resulted to .977. Hence, the research questionnaire was declared valid and reliable.

**Data Gathering Procedure**

The researcher asked permission from the Schools Division Superintendent of Sultan Kudarat to conduct this study. After his approval, the researcher likewise had to seek the permission of the District Supervisors and the school heads to allow him to gather the needed data. After doing so, the researcher distributed the questionnaires to the respondents personally.

After its distribution, the researcher retrieved and checked all the items if properly answered. Then tabulation and analysis were processed through the use of Microsoft Excel for quick and accurate result. It was run by a computer using the Statistical Package for Social Sciences (SSPS).

The data was presented in Table after it was analyzed and interpreted using the said processing techniques.

### Statistical Treatment

For analysis and interpretation of this study, the following statistical tools are identified: Weighted Mean using central limit theorem, frequency and percentage.

## RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data gathered in this study. The various results are presented in the succeeding tables.

**Table 2. Implementation on the Attainment of Objectives**

Indicators	Mean	Interpretation
1. Improve its clientele's basic educational capability through education and literacy	4.00	Highly Effective
2. Promote literacy programs for attainment of basic skills including numeracy and functional literacy	4.00	Highly Effective
3. Develop livelihood skills of its clientele	4.00	Highly Effective
4. Expand of certification and equivalency programs	4.00	Highly Effective
5. Develop learners entrepreneurial skills	4.00	Highly Effective
Overall Mean Effective	4.00	Highly

Scale: 3.46-4.00 Highly Effective,    2.46-3.45 Effective,  
1.46-2.45 Less Effective,    1.00-1.45 Least Effective

Table 2 presents the Implementation on the Attainment of Objectives with the total mean of 4,00 interpreted as highly effective meaning objectives of the program is suited to its learners. Indicators 1 to 5 such as, improve its clientele's basic educational capability through education and literacy; Promote literacy programs for attainment of basic skills including numeracy and functional literacy; Develop livelihood skills of its clientele; Expand of certification and equivalency programs; and Develop learners' entrepreneurial skills, got a mean of 4,00, interpreted as highly effective.

**Table 3. Input process on Instructional Materials**

Indicator	Mean	Interpretation
1. Modules are available for the teachers.	4.00	Highly Effective
2. Modules are also available for the learners.	4.00	Highly Effective
3. Reviewers are available for the teachers.	4.00	Highly Effective
4. Reviewers are also available for the learners.	3.69	Highly Effective
	3.69	Highly Effective

5. Teachers use instructional devices and other relevant materials.		
Overall Mean Effective	3.847	Highly

Scale: 3.46-4.00 Highly Effective,      2.46-3.45 Effective,  
1.46-2.45 Less Effective,      1.00-1.45 Least Effective

Table 3 presents Instructional Materials under Adequacy of Resources where the total mean of 3.847 interpreted as highly effective it means that instructional materials is sufficient to be use by the indigenous people. On the other hand, indicators 4 and 5 such as; (4) Reviewers are also available for the learners, and (5) Teachers use instructional devices and other relevant materials got the lowest mean of 3.69, but still interpreted as highly effective resulting to a total mean of 3.847, interpreted as highly effective.

**Table 4. Input Process on Mobilization**

Indicator	Mean	Interpretation
1. Mobile teachers reach out for their learners.	3.86	Highly Effective
2. Community Learning Centers (CLCs) are accessible to the learners.	4.00	Highly Effective
3. Mobilization of teachers gives learners an easy access to education.	4.00	Highly Effective
4. Mobilization of teachers encourages learners to attend classes regularly.	4.00	Highly Effective
5. Mobilization helps develop learners' skills.	4.00	Highly Effective
Overall Mean Effective	3.91	Highly Effective
Overall Mean Effective	3.954	Highly

Scale: 3.46-4.00 Highly Effective,      2.46-3.45 Effective,  
1.46-2.45 Less Effective,      1.00-1.45 Least Effective

Table 4 show the Mobilization in the input process the total mean of 3.954 interpreted as highly effective, meaning when it comes to monitoring of the program the mobile teachers regularly went to their assign area for reporting the feedback to the head. As presented, indicators 2, 3 and 4 has a mean of 4.00, interpreted as highly effective. Indicators 1 and 5 show a mean of 3.86 and 3.91 respectively, still interpreted as highly effective. The total mean for this table is 3.954, interpreted as highly effective.

**Table 5. Management Function in Planning**

Indicator	Mean	Interpretation
1. Learning process for Indigenous People learners is well-planned by ALS personnel.	3.89	Highly Effective
2. Teachers plan and implement Accreditation and Equivalency (A&E) program and activities.	3.94	Highly Effective
3. Mobile Teachers plan their learning activities.	4.00	Highly Effective
4. Teachers teach with preparedness.	4.00	Highly Effective
5. Learners are part of planning specially the schedule of their classes.	4.00	Highly Effective
<b>Overall Mean Effective</b>	<b>3.966</b>	<b>Highly</b>

Scale: 3.46-4.00 Highly Effective,      2.46-3.45 Effective,  
1.46-2.45 Less Effective,      1.00-1.45 Least Effective

Table 5 presents Planning under Management Function where the total mean is 3.966, interpreted as highly effective meaning the programs is being prepared by the teacher for the IP pupils, Indicator 1 has the mean of 3.89 and indicator 2 has the mean of 3.94, both interpreted as highly effective. On the other hand, the mean for indicators 3-5 is 4.00, also interpreted as highly effective.

**Table 6. Management Function in Organizing**

Indicator	Mean	Interpretation
1. ALS personnel determine the works needed to accomplish the goal of the bureau.	4.00	Highly Effective
2. As part of organizing, specific tasks are assigned to ALS personnel.	4.00	Highly Effective
3. Mobile Teachers and other ALS personnel organize teaching-learning process.	3.86	Highly Effective
4. Learning process is effective in terms of organizing.	4.00	Highly Effective
5. Teachers and learners organize their class together.	4.00	Highly Effective
<b>Overall Mean Effective</b>	<b>3.971</b>	<b>Highly</b>

Scale: 3.46-4.00 Highly Effective,      2.46-3.45 Effective,

1.46-2.45 Less Effective,                      1.00-1.45 Least Effective

Table 6 shows Organizing under Management Function., the total mean of 3.971 interpreted as highly effective shows that the program activities is well organized. Indicators 1, 2, 4 and 5 had a mean of 4.00, interpreted as highly effective. Only the indicator 3 has lowest mean of 3.86, however it is still interpreted as highly effective so obviously the total mean of 3.971 is also interpreted as effective.

**Table 7. Management Function on Coordination**

Indicator	Mean	Interpretation
1. Mobile Teachers and other ALS personnel coordinate with the communities.	4.00	Highly Effective
2. Mobile Teachers and other ALS personnel are coordinated towards IP learners' development.	4.00	Highly Effective
3. Learners are well-coordinated to ALS Personnel.	3.91	Highly Effective
4. Accreditation and Equivalency (A&E) is well-coordinated in all districts.	3.80	Highly Effective
5. Coordination is effective for IP learners.	3.71	Highly Effective
Overall Mean Effective	3.886	Highly

Scale: 3.46-4.00 Highly Effective,                      2.46-3.45 Effective,  
1.46-2.45 Less Effective,                      1.00-1.45 Least Effective

Table 7 presents Coordination under Management Function where the total mean of 3.886 interpreted as highly effective, meaning there is coordination between the school and IP'S so that they will be informed of are they going to do. Other such as indicators 1 and 2 has a mean of 4.00, interpreted as highly effective and the mean for indicator 3 is 3.91, 3.80 for indicator 4, and 3.71 for indicator 5, all interpreted as highly effective. The final interpretation for this table is also highly effective after showing a total mean 3.886.

**Table 8. Management Function on Monitoring**

Indicator	Mean	Interpretation
1. Mobile Teachers and other ALS personnel use an evaluation matrix in monitoring.	4.00	Highly Effective
2. Learning is well-monitored by mobile teachers.	4.00	Highly Effective
3. Teaching-Learning process is monitored by the District ALS Coordinator (DALSC).	4.00	Highly Effective
4. Accreditation and Equivalency (A&E) program and its activities are regularly monitored.	4.00	Highly Effective

5. Indigenous People learners are monitored at all times.	4.00	Highly Effective
	4.00	Highly Effective
Overall Mean Effective	4.00	Highly

Scale: 3.46-4.00 Highly Effective, 2.46-3.45 Effective,  
1.46-2.45 Less Effective, 1.00-1.45 Least Effective

Table 8 shows Monitoring under Management Function where the total mean is 4.00 interpreted as Highly effective it tells that they regularly monitored by the teachers. All other indicators 1-5 has the mean 4.00, interpreted as highly effective, resulting to a total mean of 4.00 interpreting the result of this table as highly effective as well.

**Table 9. Learners’ Skill Development**

Indicator	Mean	Interpretation
1. Acquire skills in food preservation/driving or other equivalent skills	3.69	Highly Effective
2. Acquire skills in food processing/automotive or other equivalent skills	3.69	Highly Effective
3. Acquire skills in cooking/ equivalent skills	3.86	Highly Effective
4. Acquire skills in dress making/plumbing or other equivalent skills	4.00	Highly Effective
5. Acquire skills in entrepreneurship	4.00	Highly Effective
6. Acquire NC 2 in food preservation/driving or other equivalent competency	4.00	Highly Effective
7. Acquire NC 2 in food processing/automotive or other equivalent competency	3.91	Highly Effective
8. Acquire NC 2 in cooking/welding or other equivalent competency	3.89	Highly Effective
9. Acquire NC 2 in dress making/ plumbing or other equivalent competency	4.00	Highly Effective
10. Exhibit entrepreneurship skills	4.00	Highly Effective
Overall Mean Effective	3.903	Highly

Scale: 3.46-4.00 Highly Effective,      2.46-3.45 Effective,  
1.46-2.45 Less Effective,      1.00-1.45 Least Effective

Table 9 presents the Learners' Skills Development with total mean of 3.903 interpreted as highly effective meaning IP people really wants their children to acquire education. The highest mean for this table is 4.00 acquired from indicators 4, 5, 6, 9 and 10, interpreted as highly effective, while the lowest mean is 3.69 acquired from indicators 1 and 2 but still interpreted as highly effective. The final interpretation is also highly effective after it garnered a total mean of 3.903.

## **FINDINGS**

Based on the specific statement of the problem posed in the first portion of this study, the summary of findings was enumerated as follows:

1. On the Attainment of Objectives the total mean of 4.00 interpreted as highly effective meaning objectives of the program is suited to its learners.
2. On Instructional Materials under Adequacy of Resources where the total mean of 3.847 interpreted as highly effective it means that instructional materials is sufficient to be used by the indigenous people
3. On the result of Mobilization in the input process, the total mean of 3.954 interpreted as highly effective, meaning when it comes to monitoring of the program the mobile teachers regularly went to their assign area monitor and give reports and feedback to the head.
4. On Planning under Management Function where the total mean is 3.966, interpreted as highly effective meaning the programs is being prepared by the teacher for the IP pupils.
5. On Organizing under Management Function, the total mean of 3.971 interpreted as highly effective shows that the program activities is well organized.
6. On the result of Coordination under Management Function where the total mean of 3.886 interpreted as highly effective, meaning there is coordination between the school and IP'S so that they will be informed of are they going to do
7. On Monitoring under Management Function where the total mean is 4.00 interpreted as highly effective it tells that pupil are regularly monitored by the teachers.
8. On the Learners' Skills Development with total mean of 3.903 interpreted as highly effective meaning IP people really wants their children to acquire education.

## **CONCLUSION**

From the major findings of the study, the conclusion stated that the Alternative Learning System has objectives to follow. There is adequacy in the instructional materials to be used by the learners, proper mobilization was done by the mobile teachers, there is planning that takes place before the program is being implemented, there is also coordination, organizing, and monitoring to really see that the program is well implemented to the learners especially to the indigenous people learners.

## **RECOMMENDATION**

Based on the findings and conclusion of the study, the following recommendations are hereby given:

1. Indigenous adult people must be educated first to really impose to them the importance of education.

2. The District ALS Coordinators (DALSCs) and mobile teachers must plan varied activities for the IP learners.
3. The bureau must have sufficient materials to be used by the learners.
4. The ALS program must be sustained in helping the Department of Education to expand its flexibility in reaching all types of learners.
5. The ALS program must be religiously monitored to maintain its effectiveness towards the concerned clientele.

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