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# Alternative Learning System Program Implementers' Attitude and Best Practices: Basis for an Enhanced Development Plan

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*Abstract* — The study aimed to determine the implementation of the Alternative Learning System (ALS) Program and the implementers' attitude and best practices in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the School Year 2019 – 2020. It employed survey and correlational research methods with the questionnaire checklist. It involved 162 ALS mobile teachers and 387 students. Data collected were treated using weighted mean and the Spearman Rank-Order Correlation Coefficient. Findings revealed that the ALS program implementation was good with implementers' highly positive attitude and excellent best practices. Furthermore, the ALS implementation was largely, positively high, and significantly related to the implementers' attitude and best practices. It concludes that some improvements must be made for the excellent execution of the program. However, mobile teachers are profoundly and positively optimistic about achieving the program's goals and gradually changing the lives of the learners. Likewise, the continuing implementation of the ALS program in the divisions under survey could be attributed to the best practices employed by the ALS teachers. Significantly, the teachers' attitude and best practices in implementing the ALS program depend primarily on how the program is implemented. Hence, the study recommends that the Enhanced Alternative Learning System Development Plan for ALS implementers as a basis for their personal, leadership, research, and functional improvement as leaders in the school and the community is highly suggested to improve the ALS program implementation.

***Keywords — Instructional support, attitude, best practices***

## I. Introduction

It has been identified and recognized globally that education is a significant partner in pursuing holistic human development. It has been compared with educational reforms, which emphasize the significance of academic excellence for all. It also plays a vital role as a means for large-scale performance and achievement in all aspects of human activities. It can be hypothesized as equally vital as any primary needs of individuals.

Nobtably, Filipino families value the relevance of acquiring education towards productive living (De Guzman, 2015). However, poverty led many children to experience child labor, child prostitution, and human trafficking (Greenbaum, 2017). Despite free basic education in the Philippines, many are still not in school due to lack of other essential needs (Roggero, Mangiaterra,

Bustreo & Rosati, 2007). Ebora and Guillo (2018) reported that, of the entering grade 1 pupils, only 43 percent completed high school, and of the 43 who finished high school, only about 55 percent enrolled in college, and only 60 percent of them graduated from college.

For this reason, the vision of Education for All (EFA) has been expanded and recommended for adoption to eradicate illiteracy and provide basic education and life skills for out-of-school youths and adults (Tindowen, Bassig, & Cagurangan, 2017). It is considered as one of the strategies for poverty alleviation. But the government's goal to educate the Filipinos has not been addressed alone by the formal education systems. Thus, the Governance Act for Basic Education, otherwise known as the Republic Act 9155, establishes the Alternative Learning System (ALS), which aims to provide the out-of-school children, youths, and adults' population with basic education. Furthermore, Executive Order No. 356 stipulates that ALS has a crucial role in enabling school dropouts to develop human capital and improve long-term educational outcomes and employment prospects.

Unarguably, many issues and problems have emerged in the implementation of ALS since its inception. Lack of community-based instructional materials, delayed release of travel allowance, and absence of permanent room during the learning sessions were reported by mobile teachers of the ALS (Pinca, 2015). Arpilleda (2018) added that the inadequacy of stakeholders' support is evident, particularly from the local government officials and the students' parents. Thus, despite the remarkable progress in expanding access to basic education, the support to ALS implementation remained elusive (Abasolo, 2017).

On the other hand, Tomacruz (2018) exposed that the ALS implementation is not entirely effective. However, some students who took and passed the ALS Accreditation and Equivalency (A&E) examination eventually earned degrees in college. This scenario affirmed that teachers are performing and they ensure learning to happen despite deficiencies in the curriculum, technologically deprived classrooms, the inadequacy of instructional materials, unmotivated learners, inadequate facilities and equipment, insufficient financial support, and lack of stakeholders' support as long as the teachers are committed to the job. Further, (Anwer, Tahir, & Batool, 2012) confirmed that teachers only need to be equipped with a positive attitude and best practices and be abreast of the global trend to stay ahead of their students because the improved quality of teachers will inevitably redound to an enhanced quality of education. Gourneau (2005) complemented that teachers' positive attitudes and best practices ultimately can make a meaningful difference in their students' daily activities.

Additionally, Methner (2013) disclosed that administrative support improved teachers' attitudes by establishing schools as learning communities. Teachers of different stages in their careers may benefit as well from individualized and contextualized administrative support. In other words, teachers' attitudes could be manifested by adequate and sufficient human and financial support. Furthermore, Hoge (2016) asserted that instruction characteristics have a more significant effect on school development, particularly the students' academic progress. However,

researchers agree that there is no single, well-defined best way of teaching. The best practice is domain-specific, as well as goal-specific. It depends on the implementation support that may influence the teachers' best practices.

Hence, this study was conducted to determine the Alternative Learning System Program Implementers' Attitude and Best Practices to commence in Zamboanga del Norte, Dipolog City, Dapitan City divisions. The present effort looked for a researched basis to corroborate or refute the negative feedback regarding the program's implementation as viewed in the local setting. The researcher further looked into where the implementation particularly fails and identifies the factors associated with the alleged poor implementation of ALS in the country. Most importantly, the upshots of the study served as a basis in designing an enhanced development plan that will work best in the divisions under investigation and will also help as instrumental to other divisions in the country.

## II. Methodology

### *Research Design*

Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. The survey method was employed since the researcher gathered data through the use of a questionnaire. Closky, in Mathiyazhagan and Nandam (2010), defined a survey as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest.

A correlational analysis was performed to determine the relationship between the level of ALS implementation and the level of implementers' attitude, and the extent of the implementers' best practices. Correlational research is a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019).

### *Setting*

The site of the study was the Alternative Learning Centers in the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City.

### *Respondents of the Study*

The study respondents were the Alternative Learning System (ALS) program mobile teachers and students in the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. No sampling technique was used to get the study's mobile teacher-respondents since all of them were considered respondents. On the other hand, the use of Slovin's formula determined the learner-respondents of the study. A total of eleven thousand nine hundred eighty-nine (11,989) learners were the study's target population. With a margin of error of 5%, 387 learner-respondents

were obtained. The proportion was calculated by dividing 387 by 11,989, which yields 0.0323 rounded to the nearest ten thousandths. The number of learner-representatives from each division was computed by getting the product of the proportion and the total number of learners. Simple random sampling utilizing the lottery method was employed in the selection of learner-respondents from each division. Presented in Table 1 is the distribution of respondents of the study. In totality, 549 respondents were involved in the study, of which 162 were teachers and 387 were students.

**Table 1**
***Respondents of the Study***

| **Divisions** | **Frequency** | | **Percent** | |
|---|---|---|---|---|
| | **Teachers** | **Students** | **Teachers** | **Students** |
| Zamboanga del Norte | 128 | 306 | 79.0 | 79.1 |
| Dipolog City | 20 | 45 | 12.3 | 11.6 |
| Dapitan City | 14 | 36 | 8.6 | 9.3 |
| **Total** | **162** | **387** | **100** | **100** |

***Research Instrument***

The instrument used to gather data in this study was composed of two (2) sets of research instruments for teachers and research instruments for learners. Each set was composed of three (3) parts. The first part was about the Alternative Learning System Implementation Scales with four (4) indicators, namely: instructional materials, facilities and equipment, financial resources, and cooperation from stakeholders. The indicators and descriptors were derived from the study of Abasolo (2017).

The second part of the instrument was the Alternative Learning System Implementers' Attitude Scale with five (5) indicators: dedication and passion, leadership potential, knowledge of ALS curriculum, teaching-learning management skills/strategies, and relationship with the internal and external stakeholders. The indicators and descriptors were derived from the study of Abasolo (2017). Moreover, the third part was the Implementers' Best Practices Scale, in which the descriptors were also extracted from the study of Abasolo (2017).

The adviser of this research performed the face validity of the instrument. Reliability and validity testing were no longer determined since the instrument was adopted from a reliable source in which content and construct validity, including the reliability coefficients, were already established.

***Scoring Procedure***

The responses of the respondents, along with the level of ALS implementation, were determined employing the four-point Likert scale format as follows:

**4 – Excellent**. It is a rating given to a statement where provisions are exceedingly implemented.

**3 – Good**. It is a rating given to a statement where provisions are properly implemented.

**2 – Fair**. It is a rating given to a statement where provisions are fairly implemented.

**1 – Poor**. It is a rating given to a statement where provisions are poorly implemented.

Scoring was done by multiplying "excellent" by 4, "good" by 3, "fair" by 2, and "poor" by 1. The weighted mean was described as follows.

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 4 | 3.26 – 4.00 | Excellent | Very High |
| 3 | 2.51 – 3.25 | Good | High |
| 2 | 1.76 – 2.50 | Fair | Low |
| 1 | 1.00 – 1.75 | Poor | Very Low |

Likewise, the respondents' responses, along with the level of the implementers' attitude, were also obtained utilizing the four-point Likert scale format as follows:

**4 – Excellent**. It is a rating given to a statement where implementers are very highly positive.

**3 – Good**. It is a rating given to a statement where implementers are highly positive.

**2 – Fair**. It is a rating given to a statement where implementers are highly negative.

**1 – Poor**. It is a rating given to a statement where implementers are very highly negative.

Scoring was done by multiplying "excellent" by 4, "good" by 3, "fair" by 2, and "poor" by 1. The weighted mean was described as follows.

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 4 | 3.26 – 4.00 | Excellent | Highly Positive |
| 3 | 2.51 – 3.25 | Good | Positive |
| 2 | 1.76 – 2.50 | Fair | Negative |
| 1 | 1.00 – 1.75 | Poor | Highly Negative |

Moreover, scores of the respondents, along with the extent of the implementers' practices, were quantified using the four-point Likert scale format as follows:

**4 – Strongly Agree**. It is a rating given by the implementers in which the statement is a best practice.

**3 – Agree**. It is a rating given by the implementers in which the statement is a better practice.

**2 – Disagree**. It is a rating given by the implementers in which the statement is a good practice.

**1 – Strongly Disagree**. It is a rating given by the implementers in which the statement is poorly practiced.

Scoring was done by multiplying "strongly agree" by 4, "agree" by 3, "disagree" by 2, and "strongly disagree" by 1. The weighted mean was described as follows.

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 4 | 3.26 – 4.00 | Strongly Agree | Best Practice |
| 3 | 2.51 – 3.25 | Agree | Better Practice |
| 2 | 1.76 – 2.50 | Disagree | Good Practice |
| 1 | 1.00 – 1.75 | Strongly Disagree | Poor Practice |

***Data-Gathering Procedure***

The researcher requested an endorsement from the Head of the EMD Program of the Graduate School of SVCI to the Schools Division Superintendents of the Division of Zamboanga del Norte, Division of Dipolog City, and Division of Dapitan City to gather data by administering the instrument of the study.

After that, the researcher wrote a letter enclosing the endorsement from the head to the Schools Division Superintendents of the Division of Zamboanga del Norte, Division of Dipolog City, and Division of Dapitan City, asking for endorsement to the ALS Division and District Coordinators to gather data by administering the instrument of the study to the respondents.

A letter of the researcher, together with the endorsement letter from the Superintendents, was sent to the ALS Division and District Coordinators, asking for approval to gather data by administering the instrument of the study to the respondents. Upon approval, the researcher will personally administer the tool to the respondents. After the respondents answered, the questionnaires were immediately retrieved, tallied, computed, and interpreted.

***Statistical Treatment***

**Weighted Mean.** It was used to quantify the respondents' ratings in the level of implementation of the ALS program. It was also employed to quantify the level of the implementers' attitude and the extent of their practices.

**Spearman Rank-Order Correlation.** It was used to find out the relationship between the level of implementation of the ALS program and the level of the implementers' attitude and the relationship between the level of implementation of the ALS program and the extent of the implementers' practices.

The following guide in interpreting the value of ρ, suggested by Cohen, West, and Aiken (2014), was used.

| Value | Size | Interpretation |
|---|---|---|
| ± 0.50 to ± 1.00 | Large | High positive/negative correlation |
| ± 0.30 to ± 0.49 | Medium | Moderate positive/negative correlation |
| ± 0.10 to ± 0.29 | Small | Low positive/negative correlation |
| ± 0.01 to ± 0.09 | Negligible | Slight positive/negative correlation |
| 0.00 | | No correlation |

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 20.0), Statistical Minitab (Version 17), and Microsoft Excel Data Analysis ToolPak. Hence, posting of the statistical formulas was not necessary. The statistical test was performed at a 0.05 level of significance.

## III. Results and Discussion

**Table 2**
***The Level of the ALS Program Implementation***

| TEACHERS | | | | | | |
|---|---|---|---|---|---|---|
| | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| Indicators | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| Instructional Materials | 3.37 | Excellent/Very High | 3.33 | Excellent/Very High | 3.36 | Excellent/Very High |
| Facilities & Equipment | 3.15 | Good/ High | 3.13 | Good/ High | 3.13 | Good/ High |
| Financial Resources | 2.74 | Good/ High | 2.70 | Good/ High | 2.70 | Good/ High |
| Cooperation from Stakeholders | 3.24 | Good/ High | 3.21 | Good/ High | 3.21 | Good/ High |
| Overall Mean | 3.13 | Good/ High | 3.09 | Good/ High | 3.10 | Good/ High |

| LEARNERS | | | | | | |
|---|---|---|---|---|---|---|
| | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| Indicators | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| Instructional Materials | 3.36 | Excellent/Very High | 3.33 | Excellent/Very High | 3.34 | Excellent/Very High |
| Facilities & Equipment | 3.17 | Good/ High | 3.16 | Good/ High | 3.12 | Good/ High |
| Financial Resources | 2.72 | Good/ High | 2.71 | Good/ High | 2.70 | Good/ High |
| Cooperation from Stakeholders | 3.26 | Excellent/ Very High | 3.25 | Good/ High | 3.25 | Good/ High |
| Overall Mean | 3.13 | Good/ High | 3.11 | Good/ High | 3.10 | Good/ High |

| OVERALL | | | | | | |
|---|---|---|---|---|---|---|
| | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| Indicators | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| Instructional Materials | 3.36 | Excellent/ Very High | 3.33 | Excellent/ Very High | 3.35 | Excellent/ Very High |
| Facilities & Equipment | 3.16 | Good/ High | 3.14 | Good/ High | 3.13 | Good/ High |
| Financial Resources | 2.73 | Good/ High | 2.71 | Good/ High | 2.70 | Good/ High |
| Cooperation from Stakeholders | 3.25 | Good/ High | 3.23 | Good/ High | 3.23 | Good/ High |
| Overall Mean | 3.13 | Good/ High | 3.10 | Good/ High | 3.10 | Good/ High |

Table 2 presents the level of the ALS program implementation. In general, teachers and learners in Zamboanga del Norte, Dipolog City, and Dapitan City indicated that the ALS program implementation was "good." It means that the ALS program is highly implemented in the three divisions under survey. It implies that there are still some improvements to be made for the excellent implementation of ALS.

The present finding substantiated the finding of Mercado (2015), who revealed that the ALS students were contented with the ALS system in Tanauan City. However, they gave some suggestions to improve further the services that they render to the students. Abasolo (2017) also suggested that the ALS implementation in Talisay City, Cebu, should be strengthened to realize the program's goals fully.

**Table 3**
***The Level of the Attitude of the Implementers of the ALS Program Implementation***

| **TEACHERS** | | | | | | |
|---|---|---|---|---|---|---|
| | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| **Indicators** | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| **Dedication & Passion** | 3.31 | Excellent/ Highly Positive | 3.31 | Excellent/Highly Positive | 3.30 | Excellent/Highly Positive |
| **Leadership Potential** | 3.41 | Excellent/ Highly Positive | 3.42 | Excellent/Highly Positive | 3.37 | Excellent/Highly Positive |
| **Knowledge of ALS Curriculum** | 3.26 | Excellent/ Highly Positive | 3.25 | Good/ Positive | 3.29 | Excellent/Highly Positive |
| **Teaching-Learning Management Skills/Strategies** | 3.24 | Good/ Positive | 3.22 | Good/ Positive | 3.23 | Good/ Positive |
| **Relationship with the Internal & External Stakeholders** | 3.52 | Excellent/ Highly Positive | 3.51 | Excellent/Highly Positive | 3.48 | Excellent/Highly Positive |
| **Mean** | 3.35 | Excellent/ Highly Positive | 3.34 | Excellent/Highly Positive | 3.33 | Excellent/Highly Positive |
| **LEARNERS** | | | | | | |
| | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| **Indicators** | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| **Dedication & Passion** | 3.30 | Excellent/ Highly Positive | 3.31 | Excellent/Highly Positive | 3.28 | Excellent/Highly Positive |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Leadership Potential** | 3.33 | Excellent/ Highly Positive | 3.34 | Excellent/Highly Positive | 3.34 | Excellent/Highly Positive |
| **Knowledge of ALS Curriculum** | 3.27 | Excellent/ Highly Positive | 3.26 | Excellent/Highly Positive | 3.26 | Excellent/Highly Positive |
| **Teaching-Learning Management Skills/Strategies** | 3.17 | Good/ Positive | 3.16 | Good/ Positive | 3.22 | Good/ Positive |
| **Relationship with the Internal & External Stakeholders** | 3.44 | Excellent/ Highly Positive | 3.47 | Excellent/Highly Positive | 3.47 | Excellent/Highly Positive |
| **Mean** | 3.30 | Excellent/ Highly Positive | 3.31 | Excellent/Highly Positive | 3.31 | Excellent/Highly Positive |
| **OVERALL** | | | | | | |
| **Indicators** | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| | Mean | Level/ Interpretation | Mean | Level/ Interpretation | Mean | Level/ Interpretation |
| **Dedication & Passion** | 3.31 | Excellent/ Highly Positive | 3.31 | Excellent/Highly Positive | 3.29 | Excellent/Highly Positive |
| **Leadership Potential** | 3.37 | Excellent/ Highly Positive | 3.38 | Excellent/Highly Positive | 3.36 | Excellent/Highly Positive |
| **Knowledge of ALS Curriculum** | 3.27 | Excellent/ Highly Positive | 3.26 | Excellent/Highly Positive | 3.28 | Excellent/Highly Positive |
| **Teaching-Learning Management Skills/Strategies** | 3.21 | Good/ Positive | 3.19 | Good/ Positive | 3.23 | Good/ Positive |
| **Relationship with the Internal & External Stakeholders** | 3.48 | Excellent/ Highly Positive | 3.49 | Excellent/Highly Positive | 3.47 | Excellent/Highly Positive |
| **Overall Mean** | 3.33 | Excellent/ Highly Positive | 3.33 | Excellent/Highly Positive | 3.33 | Excellent/Highly Positive |

Table 3 presents the level of the attitude of the implementers of the ALS program implementation. In general, teachers and learners in Zamboanga del Norte, Dipolog City, and Dapitan City unanimously indicated that the attitude of the implementers was "excellent." It means that the teachers as implementers of the ALS program were highly positive in embracing the program's implementation in the three divisions under survey. It implies that the mobile teachers are highly and positively optimistic about achieving the program's goals and gradually changing the lives of the learners.

Abasolo (2017) substantiated the current finding when he revealed that the implementers of ALS assign in DepEd Talisay City are skillful enough to implement the program. However, he stressed that the ALS teachers are still open and welcome any change and suggestions for improving the ALS program.

**Table 4**

***The Extent of the Implementers' Best Practices in the ALS Program Implementation***

| **TEACHERS** | | | | | | |
|---|---|---|---|---|---|---|
| **Descriptors** | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation |
| **1. Ensures participation of the out-of-school youth and adults in the ALS program.** | 3.52 | Excellent/ Best Practice | 3.50 | Excellent/ Best Practice | 3.48 | Excellent/ Best Practice |
| **2. Optimizes Jail inmates' participation in the ALS program.** | 3.22 | Good/ Better Practice | 3.20 | Good/ Better Practice | 3.16 | Good/ Better Practice |
| **3. Establishes strong and positive relationship between the learner's parents and implementers.** | 3.48 | Excellent/ Best Practice | 3.40 | Excellent/ Best Practice | 3.44 | Excellent/ Best Practice |
| **4. Links community cooperation with the affairs of the ALS programs and activities.** | 3.52 | Excellent/ Best Practice | 3.50 | Excellent/ Best Practice | 3.56 | Excellent/ Best Practice |
| **5. Increases number of passers in ALS Assessment and Equivalency Test.** | 3.56 | Excellent/ Best Practice | 3.54 | Excellent/ Best Practice | 3.58 | Excellent/ Best Practice |
| **6. Develops positive views of learners towards education.** | 3.52 | Excellent/ Best Practice | 3.50 | Excellent/ Best Practice | 3.54 | Excellent/ Best Practice |
| **7. Ensures technical support from the local school board and DepEd in the program of ALS.** | 3.22 | Good/ Better Practice | 3.20 | Good/ Better Practice | 3.18 | Good/ Better Practice |
| **8. Creates permanent community learning centers.** | 3.07 | Good/ Better Practice | 3.00 | Good/ Better Practice | 3.10 | Good/ Better Practice |
| **9. Reaches the poorest of the poor to ensure education for all.** | 3.63 | Excellent/ Best Practice | 3.60 | Excellent/ Best Practice | 3.58 | Excellent/ Best Practice |
| **10. Provides equal opportunities regardless of the diversity of learners.** | 3.70 | Excellent/ Best Practice | 3.76 | Excellent/ Best Practice | 3.74 | Excellent/ Best Practice |
| **Mean** | 3.44 | Excellent/ Best Practice | 3.42 | Excellent/ Best Practice | 3.44 | Excellent/ Best Practice |
| **LEARNERS** | | | | | | |
| **Descriptors** | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
| | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation |
| **1. Ensures participation of the out-of-school youth and adults in the ALS program.** | 3.48 | Excellent/ Best Practice | 3.52 | Excellent/ Best Practice | 3.50 | Excellent/ Best Practice |
| **2. Optimizes Jail inmates' participation in ALS program.** | 3.20 | Good/ Better Practice | 3.22 | Good/ Better Practice | 3.18 | Good/ Better Practice |
| **3. Establishes strong and positive relationship between** | 3.50 | Excellent/ Best Practice | 3.44 | Excellent/ Best Practice | 3.40 | Excellent/ Best Practice |

| | | | | | | |
|---|---|---|---|---|---|---|
| **the learner's parents and implementers.** | | | | | | |
| **4. Links community cooperation with the affairs of the ALS programs and activities.** | 3.50 | Excellent/ Best Practice | 3.52 | Excellent/ Best Practice | 3.54 | Excellent/ Best Practice |
| **5. Increases number of passers in ALS Assessment and Equivalency Test.** | 3.54 | Excellent/ Best Practice | 3.50 | Excellent/ Best Practice | 3.56 | Excellent/ Best Practice |
| **6. Develops positive views of learners towards education.** | 3.50 | Excellent/ Best Practice | 3.54 | Excellent/ Best Practice | 3.52 | Excellent/ Best Practice |
| **7. Ensures technical support from the local school board and DepEd in the program of ALS.** | 3.18 | Good/ Better Practice | 3.22 | Good/ Better Practice | 3.20 | Good/ Better Practice |
| **8. Creates permanent community learning centers.** | 3.10 | Good/ Better Practice | 3.05 | Good/ Better Practice | 3.08 | Good/ Better Practice |
| **9. Reaches the poorest of the poor to ensure education for all.** | 3.60 | Excellent/ Best Practice | 3.58 | Excellent/ Best Practice | 3.60 | Excellent/ Best Practice |
| **10. Provides equal opportunities regardless of the diversity of learners.** | 3.68 | Excellent/ Best Practice | 3.70 | Excellent/ Best Practice | 3.78 | Excellent/ Best Practice |
| **Mean** | 3.43 | Excellent/ Best Practice | 3.43 | Excellent/ Best Practice | 3.44 | Excellent/ Best Practice |

**OVERALL**

| **Descriptors** | Zamboanga del Norte | | Dipolog City | | Dapitan City | |
|---|---|---|---|---|---|---|
| | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation | Average Weighted Value | Level/ Interpretation |
| **1. Ensures participation of the out-of-school youth and adults in the ALS program.** | 3.50 | Excellent/ Best Practice | 3.51 | Excellent/ Best Practice | 3.49 | Excellent/ Best Practice |
| **2. Optimizes Jail inmates' participation in ALS program.** | 3.21 | Good/ Better Practice | 3.21 | Good/ Better Practice | 3.17 | Good/ Better Practice |
| **3. Establishes strong and positive relationship between the learner's parents and implementers.** | 3.49 | Excellent/ Best Practice | 3.42 | Excellent/ Best Practice | 3.42 | Excellent/ Best Practice |
| **4. Links community cooperation with the affairs of the ALS programs and activities.** | 3.51 | Excellent/ Best Practice | 3.51 | Excellent/ Best Practice | 3.55 | Excellent/ Best Practice |
| **5. Increases number of passers in ALS Assessment and Equivalency Test.** | 3.55 | Excellent/ Best Practice | 3.52 | Excellent/ Best Practice | 3.57 | Excellent/ Best Practice |
| **6. Develops positive views of learners towards education.** | 3.51 | Excellent/ Best Practice | 3.52 | Excellent/ Best Practice | 3.53 | Excellent/ Best Practice |
| **7. Ensures technical support from the local school board and DepEd in the program of ALS.** | 3.20 | Good/ Better Practice | 3.21 | Good/ Better Practice | 3.19 | Good/ Better Practice |
| **8. Creates permanent community learning centers.** | 3.09 | Good/ Better Practice | 3.03 | Good/ Better Practice | 3.09 | Good/ Better Practice |
| **9. Reaches the poorest of the poor to ensure education for all.** | 3.62 | Excellent/ Best Practice | 3.59 | Excellent/ Best Practice | 3.59 | Excellent/ Best Practice |
| **10. Provides equal opportunities regardless of the diversity of learners.** | 3.69 | Excellent/ Best Practice | 3.73 | Excellent/ Best Practice | 3.76 | Excellent/ Best Practice |
| **Mean** | 3.44 | Excellent/ Best Practice | 3.42 | Excellent/ Best Practice | 3.44 | Excellent/ Best Practice |

Presented in Table 4 is the extent of the implementers' best practices in the implementation of the ALS program as perceived by the respondent groups. Looking closely at the table shows that teachers and learners both indicated "excellent" on the best practices of the teacher-implementers on the implementation of the ALS program. It means that the ALS teachers provided best practices in implementing the program in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. It implies that the continuing implementation of the ALS program in the three (3) divisions under survey could be attributed to the best practices employed by the ALS teachers.

The present finding contradicted Abasolo's (2017) result, whose study revealed that ALS mobile teachers' practices were only good. The study suggested that ALS mobile teachers should be given more attention by the top-level management of the division of Talisay City to enhance their practices to the fullest.

**Table 5**
***Test of Relationship between the Level of the ALS Implementation and the Level of the Implementers' Attitude***

| Zamboanga del Norte | | | | |
|---|---|---|---|---|
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Level of the Implementers' Attitude | 3.13<br>3.33 | 0.566* | 0.023 | Large/ High Positive Correlation/ Significant |
| **Dipolog City** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Level of the Implementers' Attitude | 3.10<br>3.33 | 0.578* | 0.019 | Large/ High Positive Correlation/ Significant |
| **Dapitan City** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Level of the Implementers' Attitude | 3.10<br>3.33 | 0.655* | 0.041 | Large/ High Positive Correlation/ Significant |
| **Overall** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Level of the Implementers' Attitude | 3.11<br>3.33 | 0.583* | 0.001 | Large/ High Positive Correlation/ Significant |

The test of the relationship between the level of the ALS implementation and the level of the implementers' attitude is presented in Table 5. The table reveals that the level of the ALS implementation was largely, positively high, and significantly related to the level of the implementers' attitude across the three (3) divisions of Zamboanga del Norte, Dipolog, and Dapitan City. The computed ρ-values support the result with p-values that are less than 0.05 level of significance. It means that when the level of implementation increases, the level of the implementers' attitude also increases.

Abasolo (2017) corroborated the present finding. His study disclosed that teachers' attitude in implementing the ALS program depends largely on how the program is implemented.

**Table 6**
***Test of Relationship between the Level of the ALS Implementation and the Extent of the Implementers' Best Practices***

| **Zamboanga del Norte** | | | | |
|---|---|---|---|---|
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Extent of the Implementers' Best Practices | 3.13<br>3.44 | 0.615* | 0.003 | Large/ High Positive Correlation/ Significant |
| **Dipolog City** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Extent of the Implementers' Best Practices | 3.10<br>3.42 | 0.620* | 0.009 | Large/ High Positive Correlation/ Significant |
| **Dapitan City** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Extent of the Implementers' Best Practices | 3.10<br>3.44 | 0.623* | 0.041 | Large/ High Positive Correlation/ Significant |
| **Overall** | | | | |
| **Variables** | **Mean** | **Computed ρ** | **p - value** | **Decision** |
| Level of the ALS Implementation & Extent of the Implementers' Best Practices | 3.11<br>3.43 | 0.612* | 0.008 | Large/ High Positive Correlation/ Significant |

Table 6 presents the test of the relationship between the ALS implementation level and the extent of the implementers' best practices. The table reveals that the level of the ALS implementation was also largely, positively high, and significantly related to the extent of the implementers' best practices across the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. The computed ρ-values support the result with p-values that are less than 0.05 level of significance. It means that when the level of implementation increases, the extent of the implementers' best practices also increases.

Abasolo (2017) also substantiated the present finding, whose study exposed that the extent of the teachers' best practices in implementing the ALS program depends largely on how the Department of Education's implementation supports the program.

## IV. Conclusion

The ALS program implementation in the three divisions under survey is high. It requires that some improvements must be made for the excellent execution of the program. However, mobile teachers are profoundly and positively optimistic about achieving the program's goals and gradually changing the lives of the learners. Likewise, the continuing implementation of the ALS program in the divisions under survey could be attributed to the best practices employed by the ALS teachers. Significantly, the teachers' attitude and their best practices in implementing the ALS program depend primarily on how the program is implemented.

## V. Recommendations

After a thorough examination of the findings and conclusions, the following recommendations are given:

1. That the Enhanced Alternative Learning System Development Plan for ALS implementers as a basis for their personal, leadership, research, and functional improvement as leaders in the school and the community is highly suggested to improve the ALS program implementation.

2. That the schools Superintendents, ALS Supervisors and Coordinators, and the Parents and Teachers Community Association should adequately support the ALS program implementation in terms of instructional materials, facilities and equipment, financial resources, and cooperation from stakeholders to objectively achieve excellent ALS program implementation.

That other researchers may explore the same variables of the study in different divisions of the country to validate the results of this investigation.

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