

Alternative Learning System (ALS) Program in Cervantes District

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Abstract — The study sought the profile of ALS learners in Cervantes District in terms of their age, sex, civil status, employment, educational attainment of father and mother; their level of performance and the significant difference before and after the two modalities; and the significant relationship between the profile and the level of performance of learners in both modalities.

The Two-Group Pretest-Posttest Design was utilized. The statistical tools used were frequency count and percentage, t-test and correlation analysis.

From the findings, the researcher concluded that the learners needed more learning interventions; the two groups have equal performance after they were exposed to two different modalities of learning; from the modular modality, sex, age, and employment status affect performance of learners while from the radio-based modality, the profile has no significant relationship on the level of performance thus, there are maybe other factors affecting the level of performance aside from the profile of the learners; and both modalities are effective in improving the learning performance of ALS learners.

The following are recommended: ALS implementers may use both modalities to help meet the needs of the learners; trainings conducted in the ALS should include module writing, radio-script writing and announcing; similar research should be conducted for the improvement of both modalities. Finally, there should be more research on the radio-based modality to improve its effectiveness and utilization in the community.

Keywords — **Radio-based modality, modular modality, Two-group Pretest Post Test Design, Alternative Learning System**

I. Introduction

Everyone has the right to free basic education; however, there are those who did not have a chance to attend and finish their formal basic education. Some drop out from schools due to various external and internal reasons, while some do not even have schools in their communities. Quoting from our 1987 constitution, “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all, the government has vowed to eradicate illiteracy and make education reach every citizen.” For years, Philippines has been finding way to win over illiteracy and has been putting so much importance in the improvement of basic education as it demands the growth and progress of the nation. (Rodriguez, 2007)

The Alternative Learning System, also known as ALS, is a DepEd program that caters dropouts across elementary and secondary level, out-of-school youths, non-readers/illiterates, cultural minorities, working people, and senior citizens who wants to go back to school but can't manage to attend a face-to-face class every day for at least 10 months. ALS is a way for non-formal and busy students to finish Elementary and Junior Highschool level without the need of attending daily classroom instructions. This is an opportunity for Filipino learners to choose a schedule that fits their time and availability.

The ALS program was made in accordance with R.A 9155 which stipulates that the Department of Education must provide nonformal and informal education to out-of-school children, youth, and adults in the Philippines.

This program has six learning delivery modalities namely modular, online, Educational TV, Radio-based, homeschooling, and blended learning. These modalities will largely depend on the availability and choice of the learners. In addition, teaching and learning process in the ALS can happen anywhere like barangay hall, church, learning centers, or at the residence of the learners.

Even before the Covid19 pandemic started, Alternative Learning System-Cervantes District implementers have been using the modular and radio-based modalities since most of the learners are self-employed, working mothers and employed fathers. Radio-based and modular modalities are also intended for learners who live in places far from learning centers or are busy to attend face to face classes.

This study focused on the modular and radio-based modalities for further improvement of the program on the succeeding school years to come.

The Radio-Based Modality is an alternative learning delivery mode using radio broadcast to deliver the ALS programs in the Philippines since 2004. As a form of distance learning, it can increase access to education by bringing it to where the learners are. It aims to provide learning opportunities to listeners and enable them to acquire equivalency in basic education through the broadcast of lessons (ALS Programs, DepEd).

ALS implementers have been utilizing Radio Kabinnadang, a non-profit station of the National Nutrition Council and is situated at Ilocos Sur Polytechnic State College-Cervantes Campus. The radio program of ALS-Cervantes District is named "ALS Radio Eskwela" and lessons are aired during Tuesdays and Thursdays at 9:30-10:30 in the morning. The focus of the lessons is on Learning Strand 4 & 5. This method is tailored to meet different learning levels that can lead to efficient learning outcomes using alternative learning delivery modalities. Learners were given guide questions and activities to answer during and after the session.

Radyo Kabinnadang was established in 2015 by the National Nutrition Council in partnership with ISPSC under the Nutriskwela Community Radio Network Program Phase IV.

DZNP-FM 93.5 Radyo Kabinnadang is located at ISPSC-Cervantes Campus, Barangay Rosario, Cervantes, Ilocos Sur. It began broadcasting on 01 June 2015.

Another modality which is used by the learners is the modular learning. In the modular learning, lessons are printed and distributed to learners.

There has yet to be any relevant studies on ALS learning modalities in the municipality of Cervantes, Ilocos Sur. This study aimed to understand the effectiveness of ALS RBI and Modular Modality through the perception of its clients, the learners. This study compared the performance of learners who are undergoing the RBI approach and the modular approach. This also gave an input to the improvement of the two modalities being studied.

This study may help the DepEd improve further the implementation of the system in bringing informal yet quality education to those who cannot avail of the formal system.

Even before the Covid19 pandemic started, Alternative Learning System-Cervantes District implementers have been using the modular and radio-based modalities since most of the learners are self-employed, working mothers and employed fathers. Radio-based and modular modalities are also intended for learners who live in places far from learning centers or are busy to attend face to face classes.

II. Methodology

Type of Research

The study was experimental-descriptive research which made use of the two-group pretest-posttest technique to determine the level of performance of ALS learners on radio-based modality and modular modality of learning delivery in Cervantes, Ilocos Sur.

Two-group pretest-posttest design is an experimental design which compares the change that occurs within two different groups by measuring the before and after of an intervention. This design allows studying the effect of the intervention at different sublevels of the pretest. The outcome interest is measured two times—once before the two groups gets the intervention and once after it.

The two groups involved are both treated and there was no control group involved. The researcher managed the two experimental groups which are the radio-based modality and modular modality to avoid external threats in the conduct of the experiment.

Respondents/Sampling Method/Sources of Data

The respondents were composed of 73 Junior Highschool Level learners of ALS. Specifically, 33 learners who are under the radio-based modality and 40 learners under the modular

modality enrolled for the school year 2021-2022 in the Alternative Learning System-Cervantes District.²⁷

The teacher-made 60-item test in Learning Strand 4 and 5 and was validated by two Master Teachers who experienced being an ALS Coordinator, a Master Teacher who is an expert in Life and Career Skills, and two mobile teachers who have been trained in the ALS. The researcher-made test was rated 4.75, which means the instrument has “Very High Validity”.

Instrument

The tool in gathering the profile of learners was adapted from Valera (2017) on her study on the Effectiveness of Alternative Learning System in the City of Dasmaringas.

III. Results and Discussion

This chapter deals with the table presentation, analysis and interpretation of data gathered from the problems of the study.

Profile of Respondents

Table 1 shows the profile of the respondents as to age, sex, civil status, employment, educational attainment of mother and educational attainment of father.

Table 1. Profile of the Respondents (Modular)

PROFILE	f	%
A. Age		
16-25	26	65.00
26-35	12	30.00
36-45	2	5.00
46 & above	0	0.00
Total	40	100.00
B. Sex		
Male	21	52.50
Female	19	47.50
Total	40	100.00
C. Civil Status		
Single	22	55.00
Married	16	40.00
Widow/Widower	1	2.50
Separated	1	2.50
Total	40	100.00
D. Employment		
Full-time employed	2	5.00
Part-time employed	2	5.00
Self-employed	26	65.00
Not employed	10	25.00
Total	40	100.00
E. Educational Attainment of Mother		
Elementary Level	19	47.50
Elementary Graduate	8	20.00
Secondary Level	9	22.50
Secondary Graduate	4	10.00
College Level	0	0.00
College Graduate	0	0.00
Total	40	100.00
F. Educational Attainment of Father		
Elementary Level	19	47.50
Elementary Graduate	9	22.50
Secondary Level	10	25.00
Secondary Graduate	2	5.00
College Level	0	0.00
College Graduate	0	0.00
Total	40	100.00

Of the learners undergoing modular instruction, 26 or 65% of them belong to 16-25 age bracket, 12 or 30% of them were 26-35 years old while 2 or 5% of the respondents were 36-45 years of age. This finding clearly implies that age does not matter as to educating oneself. The respondents did not mind of their age since they focused on what benefits they can reap after their ALS education like better employment opportunities, better educational status and they gained self-satisfaction.

In the study of Amuda, et al. (2016), they averred that mature age students possess an effective study habits approach and perform better academically than their younger counterparts. Age of the individual affects the various developmental changes and human performance and that they are being highly motivated and most likely obtain higher grade point average.

As to sex, 21 or 52.50% of the respondents were males while 19 or 47.50% of them were females. The findings imply that there are more males enrolled in the ALS who became out-of-school youth when they were younger due to many unpredicted reasons like transfer of residence, broken families, death of the head of the family, accidents, and many more.

MeenuDev (2016) posited that sex is one variable which is related to the differences found in motivational functioning and academic achievement and that males appeal more to have reasoning ability because of their academic achievement.

Moreover, it is gleaned on the table that 22 or 55% of the modular learners were single, 16 or 40% of them were married, 1 or 2.50% was a widower while 1 or 2.50% was separated. This means that all individuals not considering their civil status are admitted in the modular ALS. Majority of them were unmarried which implies that they have more time to do their academic tasks and they have more time to be spent in reading their lessons or modules.

The present study negates the study of Amuda, et al. (2016) citing that unmarried student have lower grades than married students.

Of the modular learners, 26 or 65% of them were self-employed, 10 or 25% of them were unemployed while 2 or 2.50% of them were full-time and part-time employees. This means that the modular learners are busy earning a living while they are studying. They sacrifice their time and efforts in answering their modules during their free time as they try to do some jobs most hours of the day.

In the research study of Dunca (2014), it was emphasized however that there is a need to be aware of the potentially negative consequences of employment during school. Employment during high school had mostly small but consistently detrimental effects on a comprehensive set of postsecondary outcomes.

On the table, it is seen that 19 or 47.50% of the ALS learners' mothers finished their elementary level, 9 or 22.50% did not finish high school, 8 or 20% of them were elementary

graduates while 4 or 10% were high school graduates. These ALS learners cannot rely solely to their mothers since they are poorly educated. These mothers could have married at an early age as they became vagabonds or unwanted and they were not given nice opportunities to educate themselves. However, in the study conducted by Awan (2020), it was mentioned that mother's education has more influence than that of the father's educational attainment.

The fathers' educational attainment was elementary level indicated by 19 or 47.50% which means that they lacked formal education and this could be a reason for having unemployed and since they got low education, they also wanted their children to have a better education and this could be the reason why they encouraged their children to finish their ALS program.

Norman (2021), however, revealed in a study that father's childcare involvement could potentially have a positive effect on children's educational development that could affect later on prospects and opportunities of higher education and employment.

Profile of the Respondents (Radio-based instruction)

Table 2 presents the profile of the ALS learners under the radio-based instruction.

Table 2. Profile of the Respondents (RBI)

PROFILE	f	%
A. Age		
16-25	25	75.76
26-35	5	15.15
36-45	2	6.06
46 & above	1	3.03
Total	33	100.00
B. Sex		
Male	18	54.55
Female	15	45.45
Total	33	100.00
C. Civil Status		
Single	20	60.61
Married	13	39.39
Widow/Widower	0	0.00
Separated	0	0.00
Total	33	100.00
D. Employment		
Full-time employed	1	3.03
Part-time employed	7	21.21
Self-employed	14	42.42
Not employed	11	33.33
Total	33	100.00
E. Educational Attainment of Mother		
Elementary Level	10	30.30
Elementary Graduate	8	24.24
Secondary Level	9	27.27
Secondary Graduate	4	12.12
College Level	0	0.00
College Graduate	2	6.06
Total	33	100.00
F. Educational Attainment of Father		
Elementary Level	5	15.15
Elementary Graduate	8	24.24
Secondary Level	17	51.52
Secondary Graduate	2	6.06
College Level	1	3.03
College Graduate	0	0.00
Total	33	100.00

Of the 33 ALS learners under radio-based instruction, 25 or 75.76% of them fall under 16-25 years old bracket. This implies that the radio-based instruction learners are matured enough to understand the different given lessons and they have ample life experiences to answer their assessment tasks. Having branded as late bloomers, they know very well the importance of education to them and that was the primordial reason why they enrolled the ALS for the sake of

better job opportunities. But in the study of Momanyi, et al. (2015), it negates the present finding citing that student's age had no significant effect on the academic motivation.

The learners under radio-based modality were mostly males. There were 18 of them who are males compared to that of 15 or 45.45% females. The findings imply that there are young misguided children who became dropouts since they are prone to explore things and wander every now and then.

The present finding supports that of Otinguey (2020) stating that males enrolled in the ALS program because they wanted to improve their image through their own efforts.

It is seen likewise on the table that majority (60.61) of them were single or unmarried. This implies that they got no serious obligations in their families and that they have more time to focus on their lessons.

The study of Amuda, et al (2016) contradicts the former statements however, that married students had higher grades than single students.

As to their employment, the ALS learners under radio-based modality were mostly self-employed. It means that they just contented themselves to being employees or servants of other rich families as they cannot have better jobs because they have not finished their basic education. Since they wanted to have better education or jobs in the future, they enrolled in the ALS through the radio-based instruction. Dunca (2014) supports the prior statement that to save money for future education is a good intrinsic motivation for the ALS learners to be employed while studying.

Their mothers' educational attainment was elementary level evidenced by 10 or 30.30%. Due to life's difficulties brought about by unemployment in the countryside, these mothers were not able to finish their basic education since they were forced to stop schooling because they wanted to help their families earning a living. With their young age, they helped their parents in the farm works or they took care of their smaller siblings while their parents are away from home in the fields trying to provide provisions for the family. In the study of Awan (2020), he posited that mother's education is more important and it has more influence than that of the father.

The educational attainment of the fathers was secondary level indicated by 17 or 51.52%. This simply means that the fathers did not finish their basic education and due to this, they were not blessed to be employed. They were forced to till the lands of theirs or other's land so that they could earn something for the family.

Arora and Singh (2017) however, emphasized that educated parents can better communicate regarding academic activities and assist them in their work, hence, the academic success depends on parental involvement as they help students to attain higher level of quality learning.

Level of Performance during the Pretest (Modular)

Table 3 exhibits the level of performance of learners under the modular modality during the pretest.

Table 3. Level of performance during the Pre-Test (Modular)

Score in Percentage	F	DER
0.00-4.99	0	Absolutely No Mastery
5.00-14.99	0	Very Low Mastery
15.00-34.99	0	Low Mastery
35.00-65.99	39	Average Mastery
66.00-85.99	1	Moving Towards Mastery
86.00-95.99	0	Closely Approximating Mastery
96.00-100.00	0	Mastered
Total	40	
Over-all Mean	46.50	Average Mastery

The data show that the learners who are under the modular modality have an overall mean pretest score of 46.50% described as “Average Mastery”. This implies that these ALS learners in the modular scheme during their pretest were not able to master the targeted competencies set by their implementers and that they could hardly comprehend their lessons because they got divided attention like thinking their left works/employment. This implies further that these ALS learners need the help of the government to educate them and formal education in the four corners of the classroom could not be an answer but through the ALS scheme using varied modalities. Nardo (2017) affirmed that modular instruction is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. She mentioned of different benefits using modular instruction such as the acquisition of a better-self-study or learning skills among students as they engaged themselves in learning concepts presented in the module.

Level of Performance During the Posttest (Modular)

Table 4 depicts the result of the post-test which has an overall mean of 68.50% presenting a “Moving Towards Mastery” result.

Table 4. Level of performance during the Posttest (Modular)

Score in Percentage	F	DER
0.00-4.99	0	Absolutely No Mastery
5.00-14.99	0	Very Low Mastery
15.00-34.99	0	Low Mastery
35.00-65.99	16	Average Mastery
66.00-85.99	22	Moving Towards Mastery
86.00-95.99	2	Closely Approximating Mastery
96.00-100.00	0	Mastered
Total	40	
Over-all Mean	68.50	Moving Towards Mastery

This result suggests that the learners under the modular group showed an improvement on their level of performance after being exposed to Modular Modality of learning delivery as they are moving towards mastery. This further implies that they were able to understand their lessons better while doing their modules. In the study of Nardo (2017), she added that this is similar to an experiential learning where they answer the needs and wants of the learners as they involve themselves more to initiate and evaluate themselves.

Level of Performance during the Pretest (RBI)

Table 5 presents the level of performance of learners during the pretest under the radio-based modality.

Table 5. Level of performance during the pretest (radio-based)

Score in Percentage	F	DER
0.00-4.99	0	Absolutely No Mastery
5.00-14.99	0	Very Low Mastery
15.00-34.99	0	Low Mastery
35.00-65.99	32	Average Mastery
66.00-85.99	1	Moving Towards Mastery
86.00-95.99	0	Closely Approximating Mastery
96.00-100.00	0	Mastered
Total	33	
Over-all Mean	46.57	Average Mastery

The table shows that the learners who are under this modality have an “Average Mastery” level of performance with mean pretest score of 46.57%.

There were 32 learners who marked “Average Mastery” and one who marked “Moving Towards Mastery.” The data imply that these ALS learners under radio-based instruction modality were not able to master the targeted learning competencies and it could be inferred that they indeed help from the department or from their teachers a program or a different modality of teaching so that they could improve their learning performance. As mentioned by Sanusi (2021), the Radio-based modality has provided learning opportunities to learners who are unable to attend face to face sessions such as those working or living in remote areas.

Level of performance during the Posttest (Radio-based)

The level of performance of the ALS learners after their exposure to radio-based instruction modality is presented on Table 6.

Table 6. Level of performance during the Posttest (radio-based)

Score in Percentage	F	DER
0.00-4.99	0	Absolutely No Mastery
5.00-14.99	0	Very Low Mastery
15.00-34.99	0	Low Mastery
35.00-65.99	11	Average Mastery
66.00-85.99	20	Moving Towards Mastery
86.00-95.99	2	Closely Approximating Mastery
96.00-100.00	0	Mastered
Total	33	
Over-all Mean	71.11	Moving Towards Mastery

The table manifests that after their exposure to radio-based instruction, the ALS learners performance improved since 20 of them were moving towards mastery. It could be inferred that radio-based instruction is a good modality of teaching ALS learners since they could focus their studies while they are doing their works simultaneously. They could not miss their lessons since they just could hear their lessons through the radio while doing some tasks at home or in their farms. This further implies that their interest was heightened by the introduction of the radio-based instruction.

The statement from Wandofknowledge.com (2021) proves that radio broadcasting has the capacity of solving various problems in the field of education arising out of the shortage of man-material resources.

Difference between the pretest and posttest scores using the Modular Strategy

Table 7 shows the significant difference between the pretest and posttest scores using the Modular Modality.

Table 7. Difference between the pretest and posttest scores using the Modular Modality.

Level of Performance	Mean	Mean Difference	t-value	t-prob	Interpretation	Decision
Pretest	27.900	13.175	37.191	.000	S	Reject Ho
Posttest	41.075					

The table reveals that there was a significant difference in the level of performance of the ALS learners undergoing the modular learning delivery indicated by their pretest mean scores of 27.900 and posttest scores of 41.075 with a mean difference of 13.175. The computed t-value was 37.191 which is quite far from the t-prob .000. This led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. It could be inferred that modular learning modality is a better scheme of meeting the needs of these ALS learners than the conventional mode of teaching them since they could read their lessons during their convenient time or after they have finished their chores or works with the assistance of their parents or siblings. In this modality, Yes (2021) cited that a parent or guardian is considered the para teacher who will guide the learners on learning studies.

Difference between the pretest and posttest scores using the Radio-Based Instruction

Table 8 shows the significant difference between the pretest and posttest scores using the Radio-Based Instruction.

Table 8. Difference between the pretest and posttest scores using the Radio-Based Modality

Level of Performance	Mean	Mean Difference	t-value	t-prob	Interpretation	Decision
Pretest	27.939	14.727	26.323	.000	S	Reject Ho
Posttest	42.667					

Legend: S- Significant

The table depicts that the level of performance of the ALS learners under the radio-based instruction was improved indicated by their pretest mean score of 27.938 compared to their posttest mean score of 42.667 with a mean difference of 14.727. The computed t-value of 26.323 proved likewise compared to the t-prob of .000 and this shows a significant difference, hence, the null hypothesis was rejected and the alternative hypothesis was accepted. This result further implies

that radio-based instruction is likewise a good learning modality for the ALS learners as they proved a significant increase in their performance. It likewise implies that radio-based instruction is an acceptable modality for these ALS learners since they could perform better under this scheme.

It was affirmed by Yayen (2021) that radio-based learning is more interesting to listen and is delivered in a way that the IP learners are able to follow instructions.

Difference between the posttest scores using the Modular Strategy and the posttest scores using the Radio-Based Instruction

Table 9 shows the significant difference between the posttest scores using the Modular Strategy and the posttest scores using the Radio-Based Instruction.

Table 9. Difference between the posttest scores using the Modular Strategy and the posttest scores using the Radio-Based Instruction

Level of Performance	Mean	Mean Difference	t-value	t-prob	Interpretation	Decision
Posttest	41.075	1.050	1.068	.289	NS	Accept Ho
Posttest	42.125					

Legend: NS- Not Significant

As revealed, the level of performance of the ALS learners during the post test of the modular learning mode was 41.075 while that of the radio-based instruction was 42.125 having a mean difference of 1.050. The computed t-value was 1.068 compared to the t-prob .289 and this led to the acceptance of the null hypothesis. The data show that there is no significant difference between the level of performance of the learners using the modular scheme and the radio-based instruction. This further denotes that both are good schemes in dealing with the ALS learners of Cervantes District as both modalities improved the level of performance of the respondents as show on the previous tables. Both schemes are effective as they are instrumental in improving the learning performance of the mentioned ALS learners.

Relationship between the Profile and the level of performance in posttest (Modular) of ALS learners

Table shows the relationship between the profile and the level of performance of the ALS learners of Cervantes District under modular learning delivery.

Table 10. Relationship between the Profile and the level of performance in posttest (Modular) of ALS learners

Profiles	r-value	r-prob	Interpretation	Decision
Age	.350*	.027	S	Reject Ho
Sex	.339*	.032	S	Reject Ho
Civil Status	.547*	.000	S	Reject Ho
Employment	-.012	.940	NS	Accept Ho
Educational Attainment of Mother	.350*	.027	S	Reject Ho
Educational of Father	.273	.089	NS	Accept Ho

*Legend: * significant at 0.05*

Using correlation analysis, it is evident that age, sex, civil status, and educational background of mother have significant relationship on the level of performance of the ALS learners under the modular learning delivery evidenced by the r-values of .350, .339, .547 and .350 respectively. These results paved to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. It means that the mentioned profile variables have bearing in the use of modular instruction. Age is significantly related since as they are old enough, they could already comprehend the directions stated on the modules even without the further instructions of a teacher. The males proved that through modular instruction, they could also learn better through modules. Since they are single, they could perform better since they could find time to read their modules without further interference by a spouse or children. Educational attainment of mother is significantly related and was considered a factor since the mothers could be a source of information of things they could not understand in the modules.

The present study corroborates the study of Tindowen (2017) stating that sex, age, and employment status affect the acquisition of learners on 21st century skills which largely falls under Learning 4 & 5.

Relationship between the Profile and the level of performance in posttest (Radio-based) of ALS learners

Table 11 reveals the relationship between the profile and the level of performance of the posttest of the ALS learners under radio-based instruction.

Table 11. Relationship between the Profile and the level of performance in posttest (radio-based) of ALS learners

Profiles	r-value	r-prob	Interpretation	Decision
Age	.205	.251	NS	Accept Ho
Sex	.278	.118	NS	Accept Ho
Civil Status	.053	.768	NS	Accept Ho
Employment	.123	.495	NS	Accept Ho
Educational Attainment of Mother	.074	.683	NS	Accept Ho
Educational of Father	.294	.097	NS	Accept Ho

*Legend: * significant at 0.05*

Correlation analysis was used to find the relationship between the profile and the level of performance in the posttest of the learners under the radio-based modality. The table shows that age, sex, civil status, employment, educational attainment of father and mother has no significant relationship with the level of performance of learners in their posttest as proven by their r-values of .205, .278, .053, .123, .074 and .294, respectively. Comparing with their r-prob values, it could be deduced that there are other factors affecting the level of performance aside from the profile of the learners, hence, the null hypothesis was accepted.

In the study of Valdez (2018), she discovered that the major concerns when dealing with ALS radio-based modality are the quality of the signal, quality of the radio, conduciveness of the place where radio-base modality is conducted.

IV. Conclusion

The age of the respondents from both groups has the highest frequency of 16-25 which means that there are more Out-of-School Youth enrolled in the ALS Program. Male also has a higher frequency on both groups compared to female. Most of the respondents are single in their civil status. When it comes to employment, result shows that there are more self-employed ALS learners followed by the “Not Employed.” Basing on the frequency count, most of the educational attainment of mother fall under “Elementary Level” while the educational attainment of father yielded different result. Under the modular group, the educational attainment of father is mostly “Elementary Level” while the radio-based respondents have “Secondary Level” with the highest frequency.

The learners have prior knowledge about the topics presented under Learning Strand 4 and 5 yet they needed more learning interventions.

On the posttest, both the experimental groups recorded the same descriptive equivalent rating of Moving Towards Mastery. This means that they have equal performance after they were exposed to the two different modes of learning.

Since there is a significant difference between the result of the pretest and posttest of the two experiments, they are therefore both effective in the delivery of learning to the learners.

Age, sex, civil status, and educational attainment of mother does affect the level of performance of ALS learners from the modular modality. However, on the radio-based modality, the profiles of the learners gathered has no effect on the level of performance of the learners.

V. Recommendations

ALS implementers may use the Radio-based and Modular Modality in their classes to help meet the needs of the learners because most of them are self-employed, thus they have a busy schedule.

Seminars and trainings conducted in the ALS should include module writing, radio-script writing, and radio announcing for the improvement of the delivery quality to be received by the clients.

Radio-based modality can be utilized to reach areas that are not easily accessible. This may also help the community for more learnings on technology, livelihood and values education. This is another way of promoting the ALS program in the community.

Similar research should be conducted for the improvement of the radio-based modality and modular modality. This is to add more interesting and comprehensive lessons on air or printed.

There should be more research on the radio-based modality to improve its effectiveness and utilization in the community.

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