



ALTERNATIVE LEARNING SYSTEM (ALS) PROGRAM'S IMPLEMENTATION IN THE CITY DIVISION OF PUERTO PRINCESA, DEPARTMENT OF EDUCATION

Dalisay J. Laquiores

Education Program Specialist II

Alternative Learning System

City Division of Puerto Princesa

Department of Education

David R. Perez

Associate Professor V

College of Education

Western Philippines University

Article history:	Abstract:
<p>Received: April 28th 2021 Accepted: May 17th 2021 Published: June 14th 2021</p>	<p>This study was conducted among implementers, stakeholders, and Accreditation and Equivalency Secondary learners to determine the implementation of Alternative Learning System (ALS) Programs as basis for development of literacy intervention program.</p> <p>Descriptive statistics, frequency counts, percentage, means, Pearson and t-test were used to determine the significant relationship and difference of the respondents' perception.</p> <p>There was a significant difference on implementers and stakeholders' perception on implementers' performance indicators on the learning delivery of ALS in terms of instructional competence, impact on learners, delivery of programs, advocacy and social mobilization on the implementation of Alternative Learning System (ALS), while there was no significant difference on functional networking system. In terms of governance, the implementers and stakeholders' perception had significant difference on leadership and effectiveness while no significant difference was noted on management, commitment and capability building. However, implementers and learners' level of perception has no significant difference on the learning delivery of programs in terms of literacy and skills development, impact on learners and on advocacy and social.</p>

Keywords: Alternative Learning System, Implementation And Program Delivery

INTRODUCTION

Education has a huge impact on any human society and it can safely be assumed that no society is optimally functional until it is properly educated. In the global perspective, it is an undeniable fact that the progress of a nation is very much dependent on the education of its citizens. Similarly, in Uganda education is a fundamental human right and it is the duty of the state to promote free and compulsory education to the citizens (Komakech and Osuu, 2014). While in pursuit of education with the Alternative Learning System; its goal is in the eradication of illiteracy in selected areas; promotion of continuing education and development; and implementation of integrated programs (Philippine EFA, 2015).

Guerrero (2007) pointed out that Filipinos have deep regard for education since education occupies a central place in Philippines' political, economic social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. A clear evidence of the value placed on education is the proportion of the national government budget allotted to the sector. The Department of Education (DepEd), the country's biggest bureaucracy, is given the highest budget allocation among government agencies each year as required by the 1987 Philippine Constitution. Further; she also mentioned that at the turn of the century, major changes in the field of Non-Formal Education in the Philippines occurred such as the change in the concept, the approach, the focus, and the outcomes. Consequently, various programs evolved as did problems and issues related to these reforms in Non-Formal Education. The principal area of reform was the change in the concept from Non-Formal Education to the Alternative Learning System (ALS) which is generally recognized now as "the other side of basic education" (where the one side is the formal education).

Education plays great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and nonpecuniary returns and gives them opportunities for job mobility. According to Welch (2004) it is widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society. Therefore, positive social change is likely to be associated with the production of qualitative citizenry. This increasing faith in education as an agent of change in many developing countries, including Philippines, has led to a heavy investment in it. The pressure for higher education in many developing countries has undoubtedly been helped by public perception of financial reward from pursuing such education. Generally, this goes with the belief that expanding education promotes economic growth. However, the paradox accompanying this belief is that, despite the huge investment on education, there is little evidence of growth-promoting externalities of education in the country.

Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sum of money on education not only as an attempt to impart knowledge and skills to individuals but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest (Robert 2006).

In addition to manpower planning needs, parents strongly feel that in an era of scarce skilled manpower, the better the education their children can get, the better are their chances of getting well paid jobs. The poor often look at their children's education as the best means of escaping poverty. The concept of human resources has provided a useful bridge between the theoretical concerns of students of the developmental process and the practical requirements of assistance to planners (Van-Den-Berg 2003).

In support to this situation; a non-formal education program like the ALS has generated alternatives in making education more flexible, participatory, transformative and responsive to the circumstances of its learners. These are the prerequisites that should be sustained and strengthened to ensure that education will indeed be the "great equalizer" amidst a very demanding and extremely competitive environment brought by globalization. (Arzadon and Nato, 2015).

The extent of implementation still reflects on how governance played important role on the over-all execution of ALS programs; as manifested by the implementers, learners, and stakeholders who served as partners in literacy development. How clients or learners become functionally literate individual as one of the impacts of the implementation.

As mentioned in the Philippines Education For All (EFA) 2015, lifelong learning is a learning progression beginning at birth and ending only with death, which encompasses both the formal and alternative learning systems. Together with the UNESCO advocated concept of life skills, Philippine notion of functional literacy now approximates the idea of "real life literacy" UNESCO, (2015).

While Oxenham (2008) stressed that the role of government in literacy program can range from that of sole provider to contractor of non-government organizations of private providers and there are some broad rules; however that can serve as a guide to a successful policy design.

The slow pace of progress towards the goal of having illiteracy reflects a low level of political commitment. Funding and policy focus hamper the literacy efforts and putting in place the strategies needed to achieve the breakthrough (NLCC, 2011).

Strengths, failures and weaknesses in the implementation of programs will definitely affect the extent of implementation of the program as presented the following factors which at present, capturing the nature of ALS in the country produces diverse results. Pockets of practices have been developed over time by individual communities or social organizations, through advocacy, social mobilization and networking with potential partners and stakeholders. The challenge now for the Philippine government and the Department of Education are to facilitate the growth of ALS in the country by providing and strengthening the institutional support in the implementation of ALS programs. The development of literacy intervention programs and projects will quietly add to impact and benefits of the clients and the community as well.

To Alternative Learning System to become adult literate learner is not enough but to become a lifelong learner, acquire "real life literacy", turned to be functionally literate individual is necessary to survive in daily lives and struggles.

However struggle in the implementation comes in different factors that turned the implementation sometimes weak in some aspects. This study may further determine through stakeholders, implementers and learners perception and how different factors, variables and performance indicators correlate to governance and to the learning delivery of ALS programs and the result may be used to strengthen and help the ALS implementation effectively and efficiently.

OBJECTIVES

1. Determine the level of perception of implementers' performance indicators on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers in terms of:

- a. instructional competence;
- b. impact on learners;

- c. delivery of programs;
 - d. advocacy and social mobilization; and
 - e. functional networking system.
2. Determine the level of perception on the stakeholders' governance on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers in terms of:
 - a. leadership;
 - b. management;
 - c. commitment;
 - d. effectiveness; and
 - e. capability building
3. Determine the level of perception on implementers' learning delivery of programs on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by learners in terms of:
 - a. literacy development;
 - b. skills development;
 - c. learners' impact; and
 - d. advocacy and social mobilization.
4. Determine the level of perception to the problems in ALS as perceived by implementers, stakeholders and learners.
5. Determine the significant difference on problems encountered on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by respondents.
6. Determine the significant difference on the level of perception on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers and stakeholders on implementers' performance indicators.

SCOPE AND DELIMITATION OF THE STUDY

This study focused on the Alternative Learning System's implementation in the City Division of Puerto Princesa as basis for the development of literacy intervention programs intended among implementers, stakeholders and learners.

The population of the study was delimited among Alternative Learning System (ALS) implementers such as; Education Program Supervisor, Education Programs Specialists, ALS District Coordinators (DALSCs), Mobile Teachers and Instructional Managers (IMs). Among the stakeholders were the non-government organizations or private stakeholders and the Local Government Units (LGUs) who helped implement ALS programs. Whereas in the city level, they were the city mayor, vice mayor, city councilor as chairman in the education committee, Barangay Chairmen, Barangay Councilors Committee on Education were tapped as respondents in the barangay level and learners of ALS secondary level.

METHODOLOGY

The research population was taken from rural and urban categorized barangays of the three districts of Puerto Princesa City Division where Alternative Learning System (ALS) programs are implemented comprising stakeholders, implementers, and learners in secondary program.

Total enumeration was used to get the total the number of respondents for implementers; while stratified random sampling for stakeholders and learners, applying Slovin's Formula.

The structured questionnaire was used in data gathering based from ALS Performance Appraisal System for Implementers and stakeholders.

In assessing respondent's perception toward variables; implementers had self-assessment and likewise assessed stakeholders' performance using their variables or statements, the same manner with the stakeholders. While; learners assessed how implementers did their functions as teachers toward them and likewise to implementers if they did the same manner concerning learners.

Frequency, mean and descriptive interpretation were used to determine the level of perception of the respondents on the implementation of Alternative Learning System in the City Division of Puerto Princesa.

While t-test was used to determine significant difference on the level of perception on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa between implementers and stakeholders.

The research population was taken from rural and urban categorized barangays of the three districts of Puerto Princesa City Division where ALS programs are implemented comprising stakeholders, implementers, and learners in secondary program.

RESULTS OF THE STUDY

Level of perception of implementers' performance indicators on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers.

Result shows the mean distribution on the level of perception on implementers performance indicators on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as also perceived by implementers in terms of instructional competence, impact on learners, delivery of programs, advocacy, social mobilization and functional networking system.

In terms of **instructional competence**; the result demonstrates that the conduct of pre and post assessments of the learners had the highest mean score of 4.42, while 3.58 as the lowest mean score in preparation of prototype instructional materials for use in literacy sessions. With the overall mean of 4.05, it implied that implementers often do their tasks and demonstrate extra effort and above average ability.

While on the of **impact on learners**; utilization of test/assessment results for efficacy had the highest mean of 4.37; while 4.11 on the conduct of tutorials and counselling sessions has the lowest mean score. Both variables on the impact on learners and its over- all mean score of 4.21, conveyed that implementer also demonstrated above average performance.

Moreover; on the **delivery of Alternative Learning System programs and projects**; awareness about ALS programs has the highest mean score of 4.58 which marked as an outstanding performance of implementers, while with the lowest mean of 4.05 described as above average performance on the delivery of ALS programs according to prescribed period to ensure quality transfer of learning. This result essentially denotes that the outstanding performance of implementers on the awareness about ALS programs is not enough and it is also expected that the efficient delivery of program according to prescribed time to ensure quality transfer should be consistent.

Moreover; with 4.22 as the overall mean on the delivery of programs and projects conveys that implementers consistently meet and frequently exceed in the implementation of ALS programs. Performance at this level is clearly exceptional, very satisfactorily attained and demonstrate above average performance.

Since one of the implementers’ tasks is the **advocacy and social mobilization**, under this; is attending barangay meetings to advocate ALS programs which scores highest mean of 4.26; while 4.00 as the lowest mean score on implementers’ initiative for literacy intervention program with the stakeholders. Having 4.14 overall mean under advocacy and social mobilization, it implies that implementers’ performance is on above average.

Finally; on the aspect of **functional networking system**, working closely with local officials and other potential partners for resource generation solicitation of commitments and firming up agreements has the highest mean score of 3.95; while on the daily log of activities keeps the original data and documents on file has the lowest mean score of 3.63. This result infers those implementers work closely with the local official and prepare daily log of activities, the overall performance on functional networking system had 3.79 mean score which similarly conveys that implementer consistently meet and frequently exceed in the implementation of ALS programs. Performance at this level is clearly exceptional and on above average performance.

Summary on the mean distribution on the level of performance indicators on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers.

Table 1 shows the summary on the mean distribution on the level of performance indicators as perceived by implementers. Among the 5 (five) main tasks of implementers or their performance indicators, the delivery of programs had the highest mean score of 4.22, followed by the impact on learners with 4.21; 4.14 on the advocacy and social mobilization, and functional networking system which has the lowest mean of 3.79.

Regardless of the lowest mean score from one of implementers’ performance indicators, implementers consistently meet and frequently exceed in the implementation of ALS programs. The ALS implementers achieved high on the implementation required and demonstrated extra effort and above average ability.

Table 1. Summary on the Mean Distribution on the Level of Perception on implementers’ performance indicators on the Implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as Perceived by Implementers

Variable	Mean	Descriptive Interpretation	Adjectival Rating
Delivery of Programs	4.22	Often	Above Average Performance
Impact on Learners	4.21	Often	Above Average Performance
Advocacy and Social Mobilization	4.14	Often	Above Average Performance
Instructional Competence	4.05	Often	Above Average Performance
Functional Networking System	3.79	Often	Above Average Performance
Grand Mean	4.02	Often	Above Average Performance

Level of Perception on the Stakeholders’ Governance on the Implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as Perceived by Implementers.

Table 2. below shows the mean distribution on the level of perception on stakeholders’ governance of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers in terms of leadership, management, commitment, effectiveness and capability building.

On the aspect of **leadership**; *in manner of guiding, influencing, motivating and developing confidence among stakeholders*; marked the highest mean of 3.95; while 3.58 as the lowest mean *for stakeholders’ clear vision governing ALS programs and projects*.

It implies that stakeholders has manner of guiding, influencing, motivating and developing confidence among stakeholders yet they have inadequate clear vision governing ALS programs. However; with 3.80 mean in leadership; stakeholders still demonstrate above average performance.

In terms of **management**; *Organization of Literacy Coordinating Council/ technical working group to immediately govern ALS concerns* had the highest mean score of 3.89; while *allocation of fund for ALS programs and projects* 3.58 is the mean lowest score. This conveys that in management and implementation; fund is necessary to mobilize and implement and govern all programs with efficacy.

Moreover; on the implementation and governance of stakeholders **Alternative Learning System commitment** can be measured through variables and tasks under this: *strengthening the implementation of ALS programs and projects by joining ALS activities* had the highest mean score of 4.05 which connotes that performance of stakeholders as perceived by implementers was at above average performance. On the other hand; *the approval of resolution supporting ALS OSY/OSA OSC* had 3.47 which was the lowest mean score was below the expected performance. This implies that stakeholders inconsistently meet the required implementation of ALS programs. Performance at this level is described as satisfactorily attained. Stakeholders achieved moderate on the implementation required and demonstrates average ability. Intervention program is necessary to capacitate stakeholders and increase their commitment. Despite the proficient performance; the overall mean of 3.77 in commitment aspect describes the implementation at above average ability.

Another important factor on implementation of **Alternative Learning System programs is effectiveness**; in terms of *considering ALS implementers as partners in literacy and community development* at most with 3.79 mean score, which is above average performance; and 3.37 as the lowest factors under effectiveness *on the aspect of documentation of success stories in ALS in tracking of events*. These imply that stakeholders sometimes do their tasks in terms of governance and performance at this level described as proficient performance where they satisfactorily achieved the implementation required and demonstrates average ability. In this aspect intervention program is a necessity.

On the other hand with 3.61 overall mean under effectiveness; basically implies that the level of perception towards stakeholders demonstrate extra effort and above average ability on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa.

Relative to **capability building**; *stakeholders are aware to ALS programs and projects* with a mean score of 4.21, described as above average performance; while in *joining and disseminating ALS policies, plans, programs, projects and accomplishments to community members and involvement of ALS implementers in barangay programs and activities* was equivalently assessed by implementers having 3.95 mean score. Having an overall mean of 4.08; describes that performance at this level is clearly exceptional and very satisfactorily attained or at above average performance.

Summary on the mean distribution in the level of perception on stakeholders’ governance on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers

Study shows variables under stakeholder’ governance which play an important role on the implementation of ALS programs in terms of capability building, leadership, commitment, management and effectiveness. Among these variables, capability building has the highest mean score of 4.08, while 3.80 for leadership, commitment with 3.77; 3.74 for management aspect and finally the lowest mean of 3.61 for effectiveness. Though level of perception varies according to given points, it had equivalent descriptive interpretation of above average performance.

This simply implies that the assessment done of implementers towards stakeholders was on above average performance, for stakeholders often look after their tasks. They consistently meet and frequently exceed in the implementation of ALS programs. Performance at this level is clearly exceptional and very satisfactorily attained. They achieved high on implementation required, demonstrate extra effort and above average ability.

To govern is to lead and to measure the effectiveness of fostered leadership. At times, the deeper success of implementation appreciates the impact it brings.

Table 3. Summary on the Mean Distribution in the Level of Perception on Stakeholders Governance on the Implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as Perceived by Implementers.

Variable	Mean	Descriptive Interpretation	Adjectival Rating
Capability Building	4.08	Often	Above Average Performance
Leadership	3.80	Often	Above Average Performance
Commitment	3.77	Often	Above Average Performance
Management	3.74	Often	Above Average Performance
Effectiveness	3.61	Often	Above Average Performance
Grand Mean	3.80	Often	Above Average Performance

Level of perception on implementers’ learning delivery on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by learners

The data shows data relative to the level of perception on implementers’ learning delivery of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by learners in terms of literacy development, skills development, learners’ impact, advocacy and social mobilization.

With **literacy development**, a mean score of 4.21 states that learners answer Functional Literacy Test and its result was used to assess learners learning level are likely to achieve effective learning. While with 3.67 as the lowest mean implies that learners have not given sufficient modules equivalent to the number of learners. However; learners’ perception was on above average performance with the over-all mean of 3.95 in terms of literacy development.

Moreover, **skills development** is one of the programs learners should benefit. In answering forms to assess learners’ skills is a necessity; has a mean score of 4.06 it implies that performance at this aspect exhibits above average. While there are two (2) aspects scored as the lowest mean of 2.81 and 2.75 under skills development, first; learners’ observed that ALS skills implementers do not render prescribed period to achieve full skills development and then learners find out that skills training given by ALS were not adequate. With these two factors and the calculated mean of 3.54 connote that literacy intervention is a must to achieve full skills development.

In terms of **impact on learners**; with the highest mean score of 4.42 implementers perceived and realized that ALS programs give hopes to more opportunity; while the sense of belongingness and acceptance has the lowest mean score of 3.85. Both aspects gave above average performance in terms of impact on learners. This result connotes that only ALS programs can give more hope and opportunity for out -of -school youths and adults like them. With the over-all mean of 4.06 on the impact on learners; justifies that they often do this task and performance at this level is above average performance.

Furthermore, **on advocacy and social mobilization**; learners perceived that they received recognition to their literacy development through completion and graduation programs this obtained the highest mean of 4.35; while 3.78 as the lowest mean for the learners’ active participation in community projects and in civic organizations. Rendering its descriptive interpretation, both aspects with over-all mean of 4.09 demonstrate above average performance.

Summary on the mean distribution on the level of perception of implementers’ learning delivery of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by learners

The result shows the four factors on how implementers focused on learning delivery and measure their services toward learners. First, is *through advocacy and social mobilization* which gains the highest mean of 4.09, second; *the impact on learners* with a mean score of 4.06, third; *literacy development* which has 3.95 mean score, and lastly; skills development with 3.54 as the lowest mean among four factors.

The level of perception of implementers as perceived by learners, demonstrate above average performance, they consistently meet and frequently exceed in the implementation of ALS programs. Performance at this level is clearly exceptional and very satisfactorily attained.

Yet on skills development mean scores are very uncertain because of the two factors that sometimes done by implementers and these affect performance on skills development. This clearly observes that ALS programs are not really focused on skills development and livelihood programs wherein most programs are merely designed for literacy purpose.

With a grand mean of 3.91 implementers’ level of perception on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by learners indicates that they often do their tasks as implementers and display above average performance.

Table 4. Summary on the Mean Distribution on the Level of Perception of Implementers’ Learning Delivery of Alternative Learning System (ALS) in the City Division of Puerto Princesa as Perceived by Learners.

Variable	Mean	Descriptive Interpretation	Adjectival Rating
Advocacy and Social Mobilization	4.09	Often	Above Average Performance
Impact on Learners	4.06	Often	Above Average Performance
Literacy Development	3.95	Often	Above Average Performance
Skills Development	3.54	Often	Above Average Performance
Grand Mean	3.91	Often	Above Average Performance

Significant difference on the level of governance of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers and stakeholders.

The result shows the significant difference on the level of implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers and stakeholders in the context of governance.

In terms of leadership it has computed t-value of -2.899 and tabular t-value of -2.571, while effectiveness has computed t-value of -3.126 and tabular t-value of -2.306, connote that both aspects have computed t-values greater than the tabular t-values which simply imply that both have significant difference on the level of perception in terms of leadership and effectiveness in the context of governance on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa. Therefore; null hypothesis is rejected.

Leadership is a critical ingredient of governance it is the ability to bring out the best in others for the good of all. To Legas (2015) governance and effective leadership are the essential requirements for an organization to be considered successful in the eyes of all stakeholders in the 21st century. Without effective leadership and good governance at all levels in private, public and civil organizations, it is arguably virtually impossible to achieve and to sustain effective administration, to achieve goals, to sustain quality and deliver first-rate services. He added that "leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

While in terms of management which has a computed t-value of -0.905 and tabular t-value of - 2.364; commitment with -1.279 computed t-value and tabular t-value of -2.364; and capability building has a computed t-value of 1.259 and tabular t-value 2.306. These 3 aspects have computed t- value less than the tabular t-value which simply imply that the there is no significant difference on the level of perception on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa between implementers and stakeholders towards governance. Result suggests that null hypothesis is accepted.

Among these 3 aspects dealing with the level of perceptions of implementers and stakeholders on the implementation of ALS in terms of management, commitment and capability building, this indicates that both respondents have the same perception towards ALS implementation. Although based on the result stakeholders gave the highest mean score as it pertains to their tasks as stakeholders.

Further, in terms of capacity building (or capacity development) as define by Wikipedia, it is the process by which individual and organizations obtain, improve, and retain the skills and knowledge needed to do their jobs competently or recognizes existing capacities which require improvement. Whereas, in the context of ALS, variables under this are in line with ALS awareness, participation to activities, supporting ALS advocacy, dissemination of plans and projects and involvement to community activities which need to develop more to sustain and strengthen collaboration among implementers and stakeholders in order to bring functional and sustainable impact to learners and to the community.

Though 5 main tasks of stakeholders are interrelated; commitment is the most vital component, for it comes from within where the degree of support will emanate from awareness and understanding being shown. Whereas, other aspects are more on abilities of a person that may develop in order to perform well, for it is the heart that speaks not the ability that drives one to stay on a certain endeavor.

Table 5 .t-test Showing Significant Difference on the Level of Perception on governance of Alternative Learning System (ALS) in the City Division of Puerto Princesa Between Implementers and Stakeholders.

Variable	Respondent	Mean	df	Computed value	t- Tabular t-value (α= 0.05)	Decision
Leadership	Implementers	3.800	5	-2.899	-2.571	H ₀ :reject
	Stakeholders	3.998				
Management	Implementers	3.736	7	-0.905	-2.364	H ₀ :accept
	Stakeholders	3.818				
Commitment	Implementers	3.768	7	-1.279	-2.364	H ₀ :accept
	Stakeholders	3.942				
Effectiveness	Implementers	3.612	8	-3.126	-2.306	H ₀ :reject
	Stakeholders	3.932				
Capability Building	Implementers	4.086	8	1.259	2.306	H ₀ :accept
	Stakeholders	3.988				

Significant Difference on the Level of Learning Delivery of Alternative Learning System (ALS) in the City Division of Puerto Princesa as Perceived by Implementers and Learners.

In this table, the result shows the significant difference on the level of implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers and learners. In terms of literacy development which has a computed t-value of -0.744 and tabular t-value of -2.110; skills development -2.084 computed t-value and tabular t-value of -2.201; impact on learners has computed t-value of -0.827 and tabular t-value of -2.101; while advocacy and social mobilization has 0.166 computed t-value and 2.228 tabular t-value.

Data show that all computed t-values are less than tabular t-values, Hence; null hypothesis is accepted.

Results imply that there is no significant difference between implementers and learners on the level of perception on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa.

It also connotes that learning services being received and experienced by learners are parallel on how implementers carried out their tasks toward learners in secondary level in terms of literacy and skills development, impact on learners even on advocacy and social mobilization, thus their perceptions go similarly.

Table 6. t-test Showing Significant Difference on the Level of Perception on the Learning Delivery of Alternative Learning System (ALS) in the City Division of Puerto Princesa Between Implementers and Learners.

Variable	Respondent	Mean	df	Computed value	t- Tabular value (α= 0.05)	t- Decision
Literacy Development	Implementers	3.952	17	-0.744	-2.110	H ₀ :accept
	Learners	4.031				
Skills Development	Implementers	3.537	11	-2.084	-2.201	H ₀ :accept
	Learners	3.862				
Impact on Learners	Implementers	4.056	17	-0.827	-2.101	H ₀ :accept
	Learners	4.139				
Advocacy and social Mobilization	Implementers	4.088	10	0.166	2.228	H ₀ :accept
	Learners	3.965				

CONCLUSIONS

1. Implementers’ performance indicators are above average performance in terms of delivery of programs, instructional competence, impact on learners, advocacy and social mobilization and functional networking system as perceived by implementers.
2. The level of perception of implementers towards stakeholders’ governance in terms of leadership, management, effectiveness, capability building and functional networking system is clearly exceptional and on above average performance.
3. Implementers’ performance towards delivery of program as perceived by learners on the implementation of Alternative Learning System (ALS) in terms of literacy development, skills development, learners’ impact, advocacy and social mobilization demonstrate above average performance.

4. Stakeholders perceived that implementers' performance indicators in terms of instructional competence, impact on learners, delivery of programs, advocacy and social mobilization and functional networking system are on above average performance.
5. Stakeholders perceived that their level of governance on the implementation of ALS in terms of leadership, management, effectiveness, capability building and functional networking system is clearly exceptional and on above average performance.
6. Learners perceived that the learning delivery of programs on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa as perceived by implementers in terms of literacy development, skills development, impact on learners; and advocacy and social mobilization is on above average performance.
7. Implementers perceived that lack of fund is a very serious problem, serious problem to implementers, while irregular attendance is perceived to be a serious problem among learners.
8. Both implementers and stakeholders suggest the conduct of regular implementation of ALS programs, whereas learners suggest to encourage learners to attend ALS regular learning sessions, regular and intensive program monitoring, encourage every barangay in the establishment of ALS Community Learning Center, giving regular orientation to ALS implementers, stakeholders and Local Government Unit about ALS programs and document success stories among learners and significant changes in the community.
9. The instructional competence and implementers' highest educational attainment have significant relationship on the implementation of Alternative Learning System (ALS); while the profile of implementers has no significant relationship on instructional competence, impact on learners, delivery of programs, advocacy and social mobilization and functional networking system on the implementation of Alternative Learning System (ALS).
10. Implementers and stakeholders' level of perception has significant difference on instructional competence, impact on learners, delivery of programs, and advocacy and social mobilization on the implementation of Alternative Learning System (ALS). While the level of perception of implementers and stakeholders in terms of functional networking system have no significant difference on the implementation of Alternative Learning System (ALS) in the City Division of Puerto Princesa.
11. A significant difference is noted in the level of perception on leadership and effectiveness on the implementation of Alternative Learning System (ALS). While the level of perception of implementers and stakeholders on management, commitment and capability building has no significant difference towards implementation of Alternative Learning System (ALS).
12. Implementers and learners level of perception has no significant difference on literacy development, skills development, impact on learners, and advocacy and social mobilization on the implementation of Alternative Learning System (ALS).

RECOMMENDATIONS

1. Strengthen implementers' intellectual and professional growth to a more effective delivery of ALS programs by maximizing trainings attended and enrollment to graduate studies.
2. Conduct a regular community orientation about Alternative Learning System (ALS) programs and projects to ALS implementers, stakeholders and Local Government Units.
3. Implementers should work closely and coordinate with local officials and potential partners in literacy development by firming up agreements attending meetings, sessions, updating literacy partners and give feedback to stakeholders to any supported programs and projects
4. Conduct regular and intensive monitoring of different ALS programs implemented in the community.
5. Encourage learners to attend ALS regular learning sessions by serving them the basic needs in literacy and by inculcating to them the value of education.
6. Practice transparency in terms of financial plans, budget implementations, allocation, implementation of special programs/projects, in attending trainings, workshops to have strong collaboration among implementers.
7. Provide sufficient distribution of modules based on the number of learners on different literacy programs in all learning strands to achieve full literacy development.
8. Conduct tracking of ALS learners/beneficiaries in terms of completers, passers, Technical Vocational graduates, College graduates and those that engage in livelihood or entrepreneurship to measure the impact of ALS programs.
9. Allow and support implementers to conduct advocacy and social mobilization in the community to keep their awareness of ALS programs.
10. Engage implementers in community planning to align needed support to skills and literacy development.
11. Document success stories among learners and significant changes in the community.

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