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**UNCOVERING ALTERNATIVE LEARNING SYSTEM (ALS) COMPLETERS'  
CHRONICLES IN THE SECOND CONGRESSIONAL DISTRICT OF  
ILOILO: BASES FOR PROGRAM RECOMMENDATION**

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**ABSTRACT**

The study analyzed the chronicles of ALS completers in the Second Congressional District of Iloilo, Schools Division of Iloilo using qualitative method and phenomenological research design. It was found out that the stories of ALS completers when they enrolled in senior high school focused on encouragement of other people, self-motivation and courage, self-confidence, enjoyment, and inspiration for the family. On the other hand, the stories of those who engaged in business were centered on courage and motivation, benefit of the family, perseverance, determination and life. The study also found out that the stories of ALS completers who stopped studying focused on encouragement of others, perseverance, and family. When enrolled in TESDA, they narrated stories on self-motivation, financial problem, helping parents, self-fulfillment, and perseverance. When employed, their narratives focused on encouragement of others, family, income, and perseverance. The results also revealed that the stories of ALS completers who got married included assuming family responsibilities, building a family, and getting pregnant.

**Keywords:** *Alternative Learning System (ALS), Completers, Second Congressional District of Iloilo*

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## INTRODUCTION

The Department of Education (DepEd) issues the enclosed policy titled Creation of the Bureau of Alternative Education (BAE) of the Department of Education (DepEd) in compliance with Republic Act No. 11510, also known as the Alternative Learning System Act. "An act institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in special cases and adults and appropriating funds therefor". Under Rule I of the general provisions, section 2, this IRR shall apply to out-of-school children in special cases, out-of-school youth, and out-of-school adults.

These include, among others, the following: indigenous peoples; learners with disabilities; teenage mothers; children in conflict with the law; persons derived of liberty; rebel returnees; learners in emergency situations; and other marginalized sectors who are unable to participate in formal schooling and have not completed basic education. These rules shall also apply to ALS learners, ALS program completers, and ALS graduates. It shall also apply to ALS implementors including, but not limited to ALS teachers, community ALS implementors, learning facilitators, and ALS providers.

The State's policy is to ensure that all citizens have access to quality education at all levels. To achieve this, the government will prioritize measures that promote human development, social progress, and equality, ultimately reducing social, economic, and political disparities.

The government aims to provide opportunities for out-of-school children and adults to improve their knowledge, values, and life skills through non-formal or indigenous education

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systems. These programs will be tailored to meet the unique learning needs and circumstances of each individual.

Moreover, the State will foster a strong partnership between the government and private sector to achieve these goals, ensuring that everyone has access to quality education and opportunities for growth and development

The Alternative Learning System (ALS) in the Philippines offers a practical alternative to traditional formal education. ALS provides access to education for those who cannot attend formal schools, combining non-formal and informal learning sources.

As mandated by the 1987 Philippine Constitution (Article XIV, Sections 1 and 2), the state ensures that all citizens have access to quality education. To achieve this, the government supports a comprehensive education system, promotes non-formal learning, and provides training programs for adults, people with disabilities, and out-of-school youth.

To implement these policies, ALS implementers were hired to deliver quality education to all, particularly in underserved communities, and ensure that everyone has access to relevant learning opportunities.

## MATERIALS AND METHODS

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the success stories of Alternative Learning System

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(ALS) program completers in the second congressional district of Iloilo, Schools Division of Iloilo from school year 2021-2023.

## Research Method

The research method utilized in the study was descriptive method under qualitative research using in-depth interview.

The descriptive method of research is a systematic approach used to observe and document various variables and conditions affecting a particular phenomenon without manipulating those variables. Its primary goal is to provide a detailed account of the characteristics, trends, and correlations within a specific population or situation (Singh, 2023).

The interviewer and the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions on a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through their responses to the questions.

## Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

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Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

### Participants of the Study

The participants of the study were the eighteen (18) selected ALS completers, with 3 completers in every category taken from the official number of ALS junior high school completers, enrolled in Senior High School, engaged in business, stopped schooling, enrolled in TESDA, employed, and got married from the school years 2021-2022 and 2022-2023.

### Sampling Design

Purposive sampling design was used in the study. According to Berg and Lune (2021), purposive sampling is a non-probability sampling technique commonly used in qualitative research. This method involves intentionally selecting participants based on specific characteristics, knowledge, experiences, or other criteria relevant to the research objectives. The goal is to gather information-rich cases that can provide deeper insights into the phenomenon being studied.

### Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

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The interview schedule contained one question with six (6) sub-questions focusing on the purpose of study.

Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

### Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School, then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

### Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went

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to the school/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but, prior to this, the researcher encouraged the participants sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words. The researcher consolidated all the collected data after series of interviews.

### Data Analyses

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

The aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

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## RESULTS AND DISCUSSIONS

The study analyzed the chronicles of ALS completers in the second congressional District of Iloilo, Schools Division of Iloilo, using a qualitative method and phenomenology research design. The participants were eighteen (18) selected ALS completers from various categories, including enrolled in senior high school, engaged in business, stopped schooling, enrolled in TESDA, employed, and married. Data was collected through an interview schedule. Voice and video recorders were also utilized to collect data. Permits were obtained from various sources, and the collected data was analyzed and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the stories of ALS completers when they enrolled in senior high school focused on the encouragement of other people, self-motivation and courage, self-confidence, enjoyment, and inspiration for the family.

It was found out that the stories of ALS completers when they engaged in business focused on courage and motivation, benefit of the family, perseverance, and determination and life.

It was also found out that the stories of ALS completers when they stopped schooling focused on encouragement of others, perseverance, and family.

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The results of the in-depth interview found out that the stories of ALS completers when they enrolled in TESDA focused on self-motivation, financial problem, helping parents, self-fulfillment, and perseverance.

It was found out through in-depth interview that the stories of ALS completers when they employed focused on encouragement of others, family, income, and perseverance.

It was also found out that the stories of ALS completers who got married included assuming family responsibilities, having a family, and getting pregnant.

Based on the findings, the following insights were drawn:

Learners overcame initial nervousness and enrolled in ALS after being encouraged. Despite health issues and lack of self-confidence, they also persevered. ALS completers chose Senior High School, highlighting lifelong learning and aspiring for high-paying jobs.

Completers considered the Alternative Learning System (ALS) valuable, despite facing challenges like creating work samples and balancing motherhood with work. Despite modest earnings, they remained focused on their children's future.

ALS completers struggled financially that unable them to realize their ambition in life.

ALS completers, despite challenges, remained determined and learned skills for living and for better opportunities.

The struggles of ALS completers did not hinder them to earn a living to support their family.

ALS completers were family centered. They would do their best to make their family a priority.

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## CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

The school should create a supportive and enriching environment for ALS learners, helping them not only to complete their education but also thrive in their future endeavors.

The school should create an empowering environment for ALS completers, enabling them to achieve their educational and career goals, while ensuring a brighter future for their families.

ALS completers should be given opportunities to find pathways to achieve their ambitions despite financial struggles. It's vital for them to seek support and explore all available resources.

ALS completers should be guided properly in building their determination and skills to create better opportunities for themselves. Encouraging a proactive approach to personal and professional development may empower them to achieve their goals.

ALS completers should be provided with ample opportunities to enhance their ability to earn a living and support their families while continuing to grow personally and professionally. Their determination, combined with the right resources and support, can lead to even greater opportunities for success.

ALS completers should be guided on how to effectively prioritize their families while pursuing their own goals and aspirations. Their dedication to family-centered values may foster a nurturing environment that supports growth and resilience for all family members.

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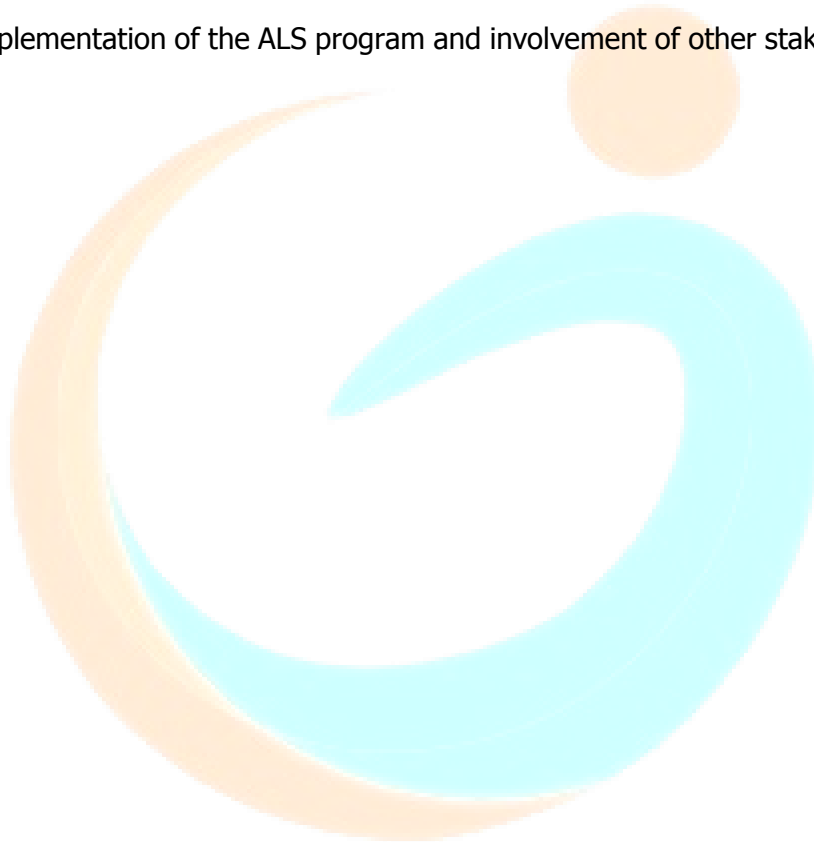
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A copy of a proposed program recommendation should be shared with the Schools Division Office, District office, and to the other school heads for their information and guidance, and if necessary be implemented in their respective schools.

A similar study is also encouraged to be conducted in the future, considering other variables not used nor mentioned in the study. If possible, a quantitative research in line with the level of implementation of the ALS program and involvement of other stakeholders on the program.



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