



(RESEARCH ARTICLE)



ADVOCACY AND SOCIAL MOBILIZATION (ADSOCMOB) IN THE ALTERNATIVE LEARNING SYSTEM: STAKEHOLDER INVOLVEMENT, IMPLEMENTATION, AND CHALLENGES IN TAGUIG CITY AND PATEROS

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ABSTRACT

This study determined the relationship between the advocacy and social mobilization (ADSOCMOB) implementation in the recruitment, retention, and completion rates of ALS learners and the extent of involvement of one hundred eight (108) ALS teachers, volunteers, facilitators, and one hundred one (101) community partners as respondents in the SDO Taguig City and Pateros. Data were collected using validated researcher-made questionnaires and analyzed through frequency and percentage, weighted mean, and Spearman Rank-order correlation. These respondents from different public and private sectors yielded a High Extent of involvement in the ALS ADSOCMOB. In addition, there is an overall High Extent result in the ALS implementation in terms of program management and governance, curriculum delivery and standards, and learning resources and materials.

The correlation analysis presented a significant positive relationship between stakeholders' level of involvement in advocacy and mobilization and the extent of ALS implementation. However, no significant relationship was found between the extent of ALS implementation and the challenges encountered in recruitment, retention, and completion. This implies that these challenges are influenced by external factors such as family support, learner motivation, work responsibilities, and economic conditions.

The study concluded that by means of strengthened participatory stakeholders' engagement, ALS implementation will be enhanced. It recommended that in order to promote sustainable and effective ALS implementation, SDO Taguig City and Pateros should institutionalize collaborative partnerships, expand psychosocial and learner support for skills training, solidify resource mobilization, and implement evidence-based capacity-building programs for teachers and partners.

Keywords: Polytechnic University of the Philippines, Alternative Learning System, Advocacy and Social Mobilization, Participatory Approach, Stakeholders' Involvement, and ALS Implementation

1 INTRODUCTION

Education is a foundation for personal and social transformation and has the power to create a better future. This enabler is part of individual growth and economic development that continuously attempts to resolve the pressing issues of poverty, conflict, disability, early pregnancy, labor participation, and others. The United Nations Sustainable Development Goal 4 (SDG 4) commitment to ensure inclusive and equitable quality education remains a major challenge due to more than 11% of adolescents dropping out before completing junior high school. This is rooted in 2019 Institute of Statistics data showing that approximately 258 million children and youth worldwide remain out of school, which includes 59 million children of primary school age, 62 million of lower secondary school age, and 138 million of upper secondary school age. These global realities on retention and completion have prompted UNESCO to strengthen second-chance education with stronger community engagement through advocacy (UNESCO, 2019 & UNESCO, 2020).

The Philippines is not isolated. In the Department of Education (DepEd), approximately 2.13 million Filipino students drop out of school annually, and it remains high at present (PSA 2021). To address this problem, DepEd implemented the Alternative Learning System (ALS), a free education program that provides accessible, equitable, and complete quality basic education in flexible modalities. Notwithstanding national efforts like Education for All, the institutionalization of ALS through Republic Act 11510, and the persistent participation of LGUs, NGOs, and community partners, dropout rates and out-of-school children, youth, and adults (OSCYAs) alarmingly increase nationwide. Only 15% of 5 to 6 million target OSCYAs across the country were attracted to enroll, and 40% failed to complete the program (Igarashi, T. et al., 2024).

It was also observed in the Schools Division of Taguig City and Pateros (SDO TaPat), based on the Learners Information System (LIS) in 2019-2024, that OSCYAs' data reflected 19,435 potential learners. After 10-month ALS learning sessions, 12,643 had retained and completed, but only 7,844 passed the test and graduated from the program. There were more or less 12,000 not completed and added to those unmapped and unreachable OSCYAs in the community. The researcher was motivated to discover this growing exclusion, which highlights the urgency for responsive interventions for ALS learners' recruitment, retention, and completion of the program. It was also noted that the internal strength and opportunity of SDO TaPat is having a great number of stakeholders and their active participation in the Advocacy and Social Mobilization program (ADSOCMOB) in the ALS implementation.

There are limited resources on the relationship between ADSOCMOB and the extent of ALS implementation across the domains of program management and governance, curriculum delivery and standards alignment, learning resources and materials, teacher/facilitator capacity, and learning environment. Moreover, there is also limited empirical evidence on how the extent of ALS implementation relates to the persistent challenges encountered in recruitment, retention, and completion. Thus, these research gaps indicated the need for a comprehensive study into the role of stakeholders' involvement in enhancing implementation and addressing challenges in learners' participation and completion in the ALS.

This study also considered the DepEd NCR's research thrust for inclusive and accessible education in providing credible pathways to complete basic education. Taguig City and Pateros are striving to excel in learners' retention, literacy, and numeracy interventions, at the same time, strengthening community collaboration. This is aligned with DepEd NCR's 2027 3-year Goal that prioritizes its key pillars on keeping children and youth in school with a learner-centered environment to ensure no one is left behind (DepEd NCR, 2025).

The main objectives of this paper sought to examine the importance of advocacy and social mobilization (ADSOCMOB) to ALS implementation and how stakeholders' involvement can help address the perpetual issues and concerns. The identified challenges that affect the total improvement of the OSCYAs' recruitment, participation, and completion rate may contribute to ALS policy enhancement and serve as the basis for developing sustainable participatory ADSOCMOB strategies that surely benefit DepEd ALS implementers, community partners, policymakers, and future researchers.

2 THEORETICAL FRAMEWORK

This study is modeled on the principles of the Theory of Participatory Approach and Community of People Theory. The Participatory Approach was founded by Goethe and has been discussed extensively by Richard Tarnas (2006). They believe that its main essence is the active involvement of people in making decisions about the implementation of processes, programs, and projects that affect them. Participation evokes involvement of the community in the decision-making process of implementation of development projects (Maser, 1997).

According to Dinbabo (2003), Oakley (1991), and Paul (1987), the term participation refers to harnessing rural people's existing physical, economic, and social resources to attain the objectives of community development programs and projects. Also refers to participation as a shift, a self-transformational process, and learning by practice.

The study explored the three distinct elements of the Participatory Approach, which involves community involvement/participation, harnessing resources, and a transformational process. It is indispensable in the study pertaining to Alternative Learning System advocacies and social mobilization.

The Community of People Theory, often framed as “Sense of Community Theory”, likewise states the importance of shared experiences, mutual support, and a sense of collective purpose in fostering a strong community. It was first described by the community psychologist Sarason (1974) and was meant to capture the feeling people experience when they perceive themselves as having an interdependent connection with a broader community outside themselves.

2.1 Conceptual Framework

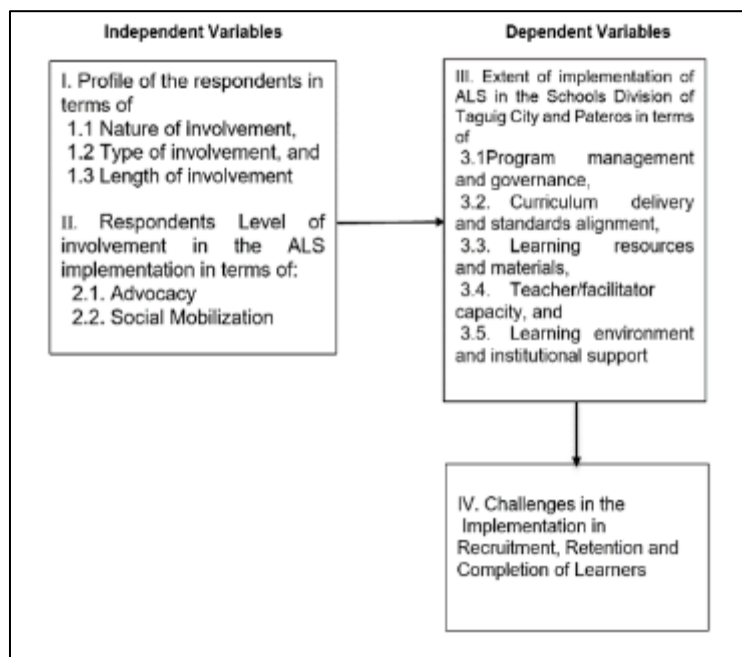


Figure 1: Research Paradigm

The conceptual framework illustrates the major components: 1) respondents' profile, 2) respondents' level of involvement in ALS implementation, 3) extent of ALS implementation, and 4) challenges in learner recruitment, retention, and completion. These components collectively explain how stakeholder participation contributes to the successful delivery of ALS and the attainment of its educational objectives.

The framework reflects the principles of stakeholder participation and community-based education, recognizing that educational programs become more effective when schools, communities, local government units, and other stakeholders work collaboratively toward common educational goals. Advocacy increases public awareness and encourages learner participation, while social mobilization strengthens community ownership and shared responsibility for educational success. Together, these mechanisms reinforce program implementation and promote equitable access to quality alternative education.

Effective implementation is expected to mitigate challenges related to learner recruitment, retention, and completion, thereby contributing to the overall effectiveness and sustainability of the Alternative Learning System. The framework underscores the importance of stakeholder collaboration, community engagement, and continuous program improvement in expanding educational opportunities for out-of-school youth and adult learners, known as Advocacy and Social Mobilization or ADSOCMOB.

2.2 Statement of the Problem

Specifically, it sought to answer the following questions:

- What is the respondents' level of involvement in the ALS implementation in terms of its:
 - Advocacy
 - Social Mobilization?
- What is the extent of ALS implementation in the Schools Division of Taguig City and Pateros on the following:
 - program management and governance,

- curriculum delivery and standards alignment,
 - learning resources and materials,
 - teacher/facilitator capacity, and
 - learning environment and institutional support?
- What are the challenges were encountered in the ALS implementation by the respondents in the following?
 - Recruitment
 - Retention
 - Completion
- Is there a significant relationship between the respondents' level of involvement in the advocacy and social mobilization and the extent of implementation of ALS?
- 5. Is there a relationship between the extent of ALS implementation and the challenges encountered in recruitment, retention, and completion?

2.3 Hypotheses

The study examined the following null hypotheses at the 0.05 level of significance:

There is no significant relationship between the level of involvement in advocacy and social mobilization and the extent of implementation of ALS.

There is no significant relationship between the implementation of ALS and the challenges encountered in the recruitment, retention, and completion.

2.4 Scope and Limitations of the Study

The study focused on evaluating the level of involvement of the selected respondents (teachers and partners) in the ALS ADSOCMOB Program and assessing the extent of ALS implementation in SDO TaPat, especially their challenges in learners' recruitment, retention, and completion rate. This paper followed the provisions of Republic Act 11510, an Act Institutionalizing the ALS in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds, particularly Sections 13 to 17.

As specified in Section 17, the DepEd shall partner with LGUs in the delivery of ALS Programs to their constituents and partner with other agencies and stakeholders, help to identify and prioritize prospective ALS learners, provide access to a conducive learning environment, and contribute available resources to ALS programs. Empowering this mandate, the study surveyed the profile of the respondents' nature, type, and length of involvement in the ALS Program in School Year 2025-2026 of all the ALS implementers from school- and community-based learning centers in SDO Taguig City and Pateros.

2.5 Significance of the Study

This research may assist ALS administrators in crafting better policies and programs to incorporate community participation in decision-making. It gives recommendations based on facts for enhancing ALS implementation, resource deployment, and support systems for learners.

Community Partners/Service Providers. They may learn how to support ALS in terms of advocacy, financing, skill training, and mobilizing communities. The research may motivate barangays and other community members to build stronger partnerships to reach more out-of-school learners.

Teachers and Facilitators. This study may provide suggestions on effective instruction and best practices in engaging learners through a participatory process. It suggests ways to reinforce teachers and facilitators' training packages and professional development to improve ALS delivery.

Out-of-School Children, Youth, and Adults. This research may contribute to better access to ALS and more learner-centered programs that are more inclusive to address their needs. It also makes known the struggles that they endure, thus helping improve support for their education and job prospects.

Future Researchers. This research may lay the groundwork for future research into ALS improvement, participatory educational strategies, and education policy changes. It offers insightful data and information for researchers who are keen on educational innovations and non-traditional learning systems.

3 RESEARCH DESIGN

The study utilized a descriptive-correlational research design. The descriptive component determined the level of ALS ADSOCMOB involvement, extent of ALS implementation, and challenges in the implementation of the ALS program. The correlation component examined the relationship between the level of ALS ADSOCMOB involvement and the extent of ALS implementation, and their relationship to the challenges encountered. Descriptive-correlational research, as described by Miksza (2023), is a quantitative research design aimed at establishing relationships between variables without any manipulation.

According to Shinija (2024), descriptive research aims to observe, describe, and document aspects of a situation as it naturally occurs. She stresses that descriptive studies may sometimes serve as a starting point for hypothesis generation or theory development and are designed to gain more information about ADSOCMOB in the SDO Taguig City and Pateros. This method established, analyzed, and described the findings on the level of involvement in advocacy and social mobilization, extent of ALS implementation, and the challenges in recruitment, retention, and completion in the ALS program.

3.1 Population, Sample Size, and Sampling Technique

The study was conducted with a total population of 269 respondents, which are categorized into two groups. The first group includes full-time and part-time ALS teachers, facilitators & volunteers, and the second group is the Community ALS Partners/ALS Service Providers. It has a 100% retrieval rate and was successfully gathered and analyzed.

Cochran sample size formula was used to determine the ideal number of respondents at a 5% margin of error and a 95% confidence level. A stratified random sampling technique was employed by assigning a unique identification number within their respective stratum, then selecting the required sample size for each group through a draw-lots procedure. Each respondent is a part of a statistical population where members have an equal chance of being chosen. The respondents represented at least 77.69% of the total population.

The following table presents the distribution of the population and sample size for each group:

Table 1: Population and Sample

Population Group	Population	Sample
Full-time ALS Teachers	22	21
Part-time ALS Teachers/facilitators/volunteers	112	87
Community ALS Partners/ALS Service Providers	135	101
Total	269	209

3.2 Research Instrument

The instrument consists of 62 - item statements and was used by the researcher in the collection of data for the completion of this study. The 70% or 45 items were researcher-made survey questions for the extent of implementation and the challenges encountered, which were carefully crafted and designed to gather ideas and perceptions of the respondents about the research, and the adopted 30% or 19 items with modification in the level of advocacy and social mobilization. The tool has two sets meant to gather needed data to assess the level of involvement in advocacy and social mobilization, the extent of ALS implementation, and the challenges encountered in the ALS Program using a 4-point Likert scale. SET A collected data from the teachers/ facilitators/volunteers, and SET B collected data from the community partners and service providers.

The questionnaire was developed from related literature and validated by three ALS Supervisors and one PUP Graduate School professor. It was pilot-tested with 60 ALS teachers and partners, yielding Cronbach's Alpha of 0.85 for Set A and 0.88 for Set B, indicating good internal consistency. The survey was administered through Google Forms and printed copies when necessary.

3.3 Data-Gathering Procedure

Following standard practice, the researcher sought permission from the Office of the Schools Division Superintendent of the Division of Taguig City and Pateros to undertake the study on 209 teachers and partners. The researcher also

asked permission from the School Principals of the CLCs, Barangay Chairmen of partner LGUs, and Heads of other private institutions.

The questionnaires were personally administered to the respondents with the assistance of the ALS cluster coordinators. Two sets of Google Forms were sent to the cluster coordinators, who then sent them to the respective respondents under their supervision. Likewise, the researcher informed all respondents about the study's purpose, goals, objectives, and the significance to keep them informed. The researcher assured the respondents that their participation was entirely voluntary, and their responses were handled with utmost confidentiality. The consent form was obtained before the survey.

After the questionnaires were accomplished, the results were tallied and statistically treated with the help of a statistician. The gathered data were used as bases of analyses and interpretation of findings. This paper adhered to the research ethical standards of the university through the Open University Research Ethics (OUSREC) to monitor and evaluate the compliance and adherence of the study to avoid maleficence and focus on beneficence in the conduct of the study.

3.4 Statistical Treatment of Data

The researcher utilized the percentage distribution to convert frequencies into their corresponding proportion or percentage value relative to the total number of responses. The weighted mean and standard deviation were employed to assess the extent of implementation of the ALS, to measure the level of respondents' involvement in terms of Advocacy and Mobilization, and to determine the severity of the extent of challenges encountered by the respondents in recruitment, retention, and completion of ALS learners. Then, Spearman Rank-Order Correlation was used to test the significant relationship between the variables.

4 RESULTS AND DISCUSSION

The research determined ALS teachers' and community partners' levels of ADSOCMOB involvement, the extent of ALS implementation, and the challenges in learners' recruitment, retention, and completion. It also investigated the relationships among stakeholder involvement, ALS implementation, and challenges encountered in the ALS Program.

Both teacher and stakeholder respondents identified distinct challenges impacting ALS recruitment, retention, and completion. Teachers were highly involved in internal communications but needed to participate in assemblies and meetings with community members to promote ALS programs. Likewise, the partner respondents demonstrated a high level of engagement across all indicators of advocacy. Social mobilization activities, such as networks with government agencies, NGOs, and community organizations, highlight the importance of collaboration in ALS programs in the yearly planning, and the encouragement of learners to pursue further education or employment remain areas for improvement.

The respondents' extent of implementation for the five domains (program management and governance, curriculum delivery and standards alignment, learning resources and materials, teacher/facilitator capacity, and learning environment) indicated a great extent. The adequacy of one learning module per learner and the availability of equipment and instructional materials in learning centers were found out as the pressing issues. Community partners and service providers considered the high extent of implementation when there is the presence and regular monitoring of an ALS coordinator and awareness of the policy RA 11510, enough learning resources and materials, notably the provision of internet access to digital and alternative resources, and sustained partnerships with public and private agencies for skills training.

The challenges in recruitment, retention, and completion were identified by the respondents. The teacher respondents' greatest challenges in recruitment were learners prioritizing work due to financial needs and family discouragement due to social judgment. The challenges in retention involved the difficulty of balancing work and study schedules and employment responsibilities. Regarding completion, irregular attendance affecting assessments and portfolios emerged as the greatest barrier. However, partners and service providers agreed that recruitment, retention, and completion of ALS learners are affected by various challenges. According to them, the greatest barriers in recruitment were financial needs leading learners to prioritize work and irregular work schedules. Few were retained due to employment responsibilities and work-study schedule conflicts. Fewer completed due to weak family, peer, or community support.

In addition, there is a positive correlation between the teachers/volunteers/facilitators' level of involvement in advocacy and social mobilization and the extent and implementation of ALS, indicating that the relationship is statistically significant. Likewise, the relationship between partnership and ADSOCMOB shows a strong positive correlation, indicating a strong positive association between the two variables.

Lastly, there is no relationship between the extent of implementation of ALS and the challenges encountered by the teachers/volunteers/facilitators and partners/service providers. The relationship between ALS implementation and the challenges from both of the groups of respondents exhibited weak negative correlations with recruitment, retention, and completion.

4.1 Relationship Between the Respondents' Level of Involvement and the Extent of Implementation of ALS

Table 2: Significant Relationship between the Respondents' Extent of Implementation and the Advocacy

Advocacy							
Extent of Implementation	Teachers		Community Partners		p-value	Decision	Remarks
	Correlation Coefficient	Interpretation	Correlation Coefficient	Interpretation			
Program Management and Governance	0.541	Moderate Positive Correlation	0.434	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Curriculum Delivery and Standards Alignment	0.592	Moderate Positive Correlation	0.594	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Learning Resources and Materials	0.501	Moderate Positive Correlation	0.637	Strong Positive Correlation	<0.001	Reject Ho	Significant
Teachers / Facilitator Capacity	0.419	Moderate Positive Correlation	0.667	Strong Positive Correlation	<0.001	Reject Ho	Significant
Learning Environment and Institutional Support	0.497	Moderate Positive Correlation	0.651	Strong Positive Correlation	<0.001	Reject Ho	Significant

The descriptive analysis was used to show all five domains of ALS implementation that exhibited Moderate to Strong Positive Correlations with Advocacy. All of the p-values fell below the 0.05 significance threshold, resulting in rejecting the null hypothesis in every case. This indicates that the extent to which ALS is implemented has a statistically significant bearing on the advocacy experienced by teachers, volunteers, facilitators, community partners, and service providers, suggesting that implementations are strongly aligned with advocacy efforts.

High-quality information makes advocacy credible, trusted, and impactful when it comes to: raising awareness and educating the audience; engaging and mobilizing stakeholders by showing direction; empowering legislators and decision-makers; and ultimately, changing behaviors and policies.

Literature from Libertad, C., & Caingcoy, M. (2020) affirmed that advocacy is supporting and recommending beneficial solutions to successfully address problems. It is a set of activities that challenge social justice issues in an attempt to bring about social change. It is an attempt to influence public policy through one-way communication and the practice of awareness and compliance as agents of change.

Table 3: Significant Relationship between the Respondents' Extent of Implementation and the Social Mobilization

Social Mobilization							
Extent of Implementation	Teachers		Community Partners		p-value	Decision	Remarks
	Correlation Coefficient	Interpretation	Correlation Coefficient	Interpretation			
Program Management and Governance	0.307	Weak Positive Correlation	0.461	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Curriculum Delivery and Standards Alignment	0.235	Weak Positive Correlation	0.477	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Learning Resources and Materials	0.416	Moderate Positive Correlation	0.573	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Teachers / Facilitator Capacity	0.377	Weak Positive Correlation	0.480	Moderate Positive Correlation	<0.001	Reject Ho	Significant
Learning Environment and Institutional Support	0.431	Moderate Positive Correlation	0.580	Moderate Positive Correlation	<0.001	Reject Ho	Significant

Table 3 describes a weak positive correlation, indicating support for social mobilization for ALS implementation across Program Management and Governance, Curriculum Delivery and Standard Alignment, and Teachers/Facilitators' Capacity for social mobilization, but to a limited extent. This implies that social mobilization primarily functions for community engagement and stakeholder participation, while the three dimensions function as a formal governance system, instructional requirements, and professional development.

Thus, it was established that social mobilization is a part of program operations. This indicates that ALS implementers partner with community stakeholders in order to promote the ALS services to potential learners. This type of mobilization merges promotional activities (resulting in enrollment and participation) and informational dissemination (explaining program benefits and procedures to local communities), which strengthens ALS visibility and commitment (Cornelio, 2025).

The Spearman rank-order correlation analysis revealed a moderate positive correlation between the level of involvement in advocacy and social mobilization and the extent of ALS implementation. Since the p-value is less than 0.05, the null hypothesis was rejected, confirming that there is a statistically significant relationship between respondents' level of involvement and the extent of implementation. This suggests that how actively partners engage in advocacy and social mobilization affects the extent of implementation of ALS.

4.2 The Relationship Between the Level of Involvement and the Challenges Encountered by the Respondents

There is no significant relationship between the extent of implementation of ALS and the recruitment challenges encountered by the respondents. These data do not provide evidence of a statistically significant linear relationship between Extent of Implementation and Recruitment Challenges. However, Amin Sharifan et. al (2026) argued that even small correlations can be meaningful in policy contexts; conversely, large but imprecise correlations should be treated with caution.

Table 4: Relationship between the Extent of Implementation of ALS and the Recruitment Challenges

Recruitment Challenges					
Extent of Implementation	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Program Management and Governance	0.910	Weak Positive Correlation	0.349	Failed to Reject Ho	Not Significant
Curriculum Delivery and Standards Alignment	0.123	Weak Positive Correlation	0.203	Failed to Reject Ho	Not Significant
Learning Resources and Materials	0.111	Weak Positive Correlation	0.252	Failed to Reject Ho	Not Significant
Teachers / Facilitator Capacity	0.154	Weak Positive Correlation	0.110	Failed to Reject Ho	Not Significant
Learning Environment and Institutional Support	0.029	Weak Positive Correlation	0.762	Failed to Reject Ho	Not Significant

Across all five dimensions of ALS implementation — Program Management and Governance, Curriculum Delivery and Standards Alignment, Learning Resources and Materials, Teachers/Facilitator Capacity, and Learning Environment and Institutional Support — the computed correlation coefficients reflected only weak to very weak positive correlations, with p-values well above the 0.05 level of significance.

This failed to reject the null hypothesis for all five dimensions, indicating that none of the specific areas of ALS implementation were significantly related to the recruitment challenges encountered by the respondents. Among the five, Learning Environment and Institutional Support yielded the lowest correlation coefficient, at 0.029. These findings imply that the extent of ALS implementation across different program areas exerts no significant influence on the recruitment-related challenges experienced by the respondents.

Table 5: Relationship between the Extent of Implementation and the Retention Challenges

Retention Challenges					
Extent of Implementation	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Program Management and Governance	0.077	Weak Positive Correlation	0.432	Failed to Reject Ho	Not Significant
Curriculum Delivery and Standards Alignment	0.055	Weak Positive Correlation	0.577	Failed to Reject Ho	Not Significant
Learning Resources and Materials	0.114	Weak Positive Correlation	0.246	Failed to Reject Ho	Not Significant
Teachers / Facilitator Capacity	0.179	Weak Positive Correlation	0.066	Failed to Reject Ho	Not Significant
Learning Environment and Institutional Support	0.116	Weak Positive Correlation	0.235	Failed to Reject Ho	Not Significant

Table 5 shows weak positive correlations between all five implementation domains and retention challenges. The extent of ALS implementation is not significantly related to the retention challenges reported by respondents. This implies that retention issues are largely driven by work-study conflicts, as identified. In particular, work-study conflicts emerged as the primary barrier to learner retention, suggesting that even well-implemented ALS programs cannot fully address challenges arising from learners' employment responsibilities and financial obligations.

This finding is consistent with the UNICEF Philippines (2021) report, which identified livelihood demands, employment, and economic pressures as major reasons why out-of-school youth and adults discontinue participation in ALS despite the availability of learning opportunities.

Similarly, Albert et al. (2024), in their process evaluation of the Philippine Alternative Learning System, reported that 45% of working ALS learners experienced difficulty balancing work and study, making employment responsibilities one of the most significant barriers to learner persistence. Their findings emphasize that while ALS implementation may be effective in instructional delivery and teacher commitment, learner retention remains heavily influenced by socioeconomic realities that require flexible learning arrangements and targeted support services rather than improvements in implementation alone.

Table 6: Relationship between the Extent of Implementation of ALS and the Completion Barriers Encountered

Completion Challenges					
Extent of Implementation	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
Program Management and Governance	0.049	Very Weak Positive Correlation	0.616	Failed to Reject Ho	Not Significant
Curriculum Delivery and Standards Alignment	0.121	Very Weak Positive Correlation	0.210	Failed to Reject Ho	Not Significant
Learning Resources and Materials	0.201	Weak Positive Correlation	0.036	Reject Ho	Significant
Teachers / Facilitator Capacity	0.091	Very Weak Positive Correlation	0.348	Failed to Reject Ho	Not Significant
Learning Environment and Institutional Support	0.075	Very Weak Positive Correlation	0.438	Failed to Reject Ho	Not Significant

Table 6 presents the significant relationship between the extent of implementation of ALS and the completion barriers encountered by the respondents. Among the five dimensions of ALS implementation, only Learning Resources and Materials showed a statistically significant relationship with completion barriers. This suggests that the adequacy and availability of learning resources and materials are meaningfully associated with the barriers learners face in completing the ALS program.

This finding is supported by UNESCO (2022), which emphasized that quality learning materials are essential in flexible learning systems because they enable learners to study independently and at their own pace. UNESCO noted that insufficient or inaccessible instructional resources often lead to reduced learner engagement and increased dropout rates, particularly among disadvantaged and adult learners. The report further stressed that contextualized and inclusive learning resources are critical in promoting learner persistence and successful program completion.

4.3 The Relationship Between the Level of Involvement and the Challenges Encountered by the Respondents

Table 7: Relationship between the Level of Involvement and the Recruitment Challenges

Challenges Encountered					
Level of Involvement	Correlation Coefficient	Interpretation	p-value	Decision	Remarks
ALS Advocacy	0.030	Very Weak Positive Correlation	0.756	Failed to Reject Ho	Not Significant
ALS Social Mobilization	0.193	Very Weak Positive Correlation	0.044	Reject Ho	Significant

Table 7 presents the significant relationship between the level of involvement of ALS teachers, volunteers, and facilitators and the challenges encountered. The level of involvement in ALS Social Mobilization showed a statistically significant weak positive correlation. This suggests that the extent of engagement in social mobilization activities is meaningfully associated with the challenges experienced by respondents. These findings imply that social mobilization efforts, more so than advocacy activities, are closely linked to the difficulties encountered in recruiting ALS learners.

5 CONCLUSIONS

Anchored on the findings of this study, the researcher has come up with the following conclusions:

ADSOCMOB strongly supports ALS implementation. Areas needing improvement include intensifying community-based mobilization activities, encouraging learners to pursue further education or employment, and supporting their progression pathways. Implementation across the five program domains—program management and governance; curriculum delivery and standards alignment; learning resources and materials; teacher/facilitator capacity; and learning environment—is broadly strong. To enhance these domains, it is noteworthy to establish private-sector coordination, collaboration for resources and pathways, availability of equipment and instructional materials in learning centers, adequacy of learning modules per learner, and alignment of teachers to areas of specialization. The consistent challenges originated from economic and work-related pressures, which are the most persistently cited at every stage of the ALS learner journey in recruitment, retention, and completion. The higher levels of respondents' involvement in the ADSOCMOB are significantly related to a greater extent of implementation. But neither high extent of ALS implementation nor high extent of involvement in ADSOCMOB is significantly related to the challenges encountered in ALS. These challenges are influenced by factors beyond stakeholders' involvement, such as social stigma, poverty, employment obligations, and responsibilities to the family. ADSOCMOB primarily increases awareness but does not remove challenges. Completion in the ALS programs depends more on learner-specific and external circumstances.

Recommendations

Based on the findings of the study, the following are recommended:

- The ALS implementers may continue diversifying outreach modalities by complementing internal communication and institutional advocacy with regular presence at assemblies, gatherings, and community events to promote ALS, asking partners to develop concrete progression plans for learners' education-to-work roadmaps.
- The ALS implementers may strengthen private sector engagement by establishing formal partnerships (MOUs) with local businesses, training centers, and industry associations to provide internships, skills training, equipment donations, and employment pathways for ALS completers.
- The ALS implementers may establish collaborative plans with LGUs and partners to address economic barriers through linkages and incentives to provide conditional support to learners. Institutionalize periodic resource and needs assessments by scheduling annual reviews of materials, equipment, and digital needs at learning centers, and a biennial private sector mapping to update potential partners and opportunities. for their effect on recruitment, retention, and completion.
- Strengthen ALS local steering committees that include LGU, TESDA, NGOs, faith-based groups, and private employers to coordinate outreach, resource sharing, and placement opportunities to reduce the social pressure among the working learners and for them to catch up even if they could not attend the face-to-face classes.
- SDO TaPat may consider planning and organizing a Pilot Participative Collaborative approach to integrate high levels of collaborative strategies to go beyond the traditional routinary involvement of stakeholders.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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