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IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) AND THE 21ST CENTURY LIFE SKILLS OF SENIOR HIGH SCHOOL IN REGION XII: BASIS FOR CONTEXTUALIZED POLICY

Aurelio C. Cagang[i]
Mindanao State University,
General Santos City,
Philippines

Abstract:
This study evaluated the implementation of the Alternative Learning System (ALS) and the 21st-century life skills of Region XII senior high schools with an end view of proposing a contextualized policy recommendation. The study was conducted in the Department of Education across the region, specifically in Sultan Kudarat, North Cotabato, General Santos City, and Sarangani Province. It sought to answer problems on learning resources materials, learning environment, learning assessment, distance learning modalities, flexible learning programs, partnership with stakeholders, and learning facilities, and the 21st-century life skills focused on the information, media, and technology skills, learning and innovation skills, communication skills, and life and career skills of senior high school. This research employed the explanatory sequential mixed methods design, delving into implementing the Alternative Learning System (ALS). An in-depth interview was employed to explore the study's qualitative aspects and unveil the perceptions of the selected senior high school teachers. Results showed that the level of implementation and level of effectiveness in 21st-century life skills of the Alternative Learning System (ALS) was rated High by SHS teachers. There was a significant positive relationship between these variables, which means that high implementation would significantly affect the effectiveness of the 21st-century life skills of ALS. The results of the quantitative and qualitative data served as a basis for crafting the policy guidelines on specialization, hiring, deployment, promotions, and benefits of ALS teachers must be implemented. Results also revealed that financial or government subsidies to ALS learners to support their learning needs must be available, and the partnership of industry partners and possible work opportunities must be strengthened.

Keywords: ALS implementation, policy recommendation, 21st Century life skills, flexible learning program, career life skills, Philippines

[i] Correspondence: email aurelio.cagang@deped.gov.ph

1. Introduction

The 1987 Philippine Constitution recognizes and promotes other types of education other than formal education. Article XIV, Section 2, Paragraph 1 states that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; and paragraph 4 concisely inspires non-formal, informal, and indigenous learning systems as well as self-learning, independent, and out-of-school study programs, particularly those that respond to community needs.

The Philippines has been regarded as one of the poorest countries in Southeast Asia because of a lack of educational opportunities caused by illiteracy, out-of-school children (OSC), out-of-school youths (OSYs), and out-of-school adults (OSAs), which are the groups most affected by poverty (Apao *et al.*, 2014).

In the 2017 Annual Poverty Indicators Survey (APIS), out-of-school children and teens accounted for 9% of the estimated 39.2 million Filipinos between the ages of 6 and 24. In 2013, nearly 4 million Filipino children and teens, or one out of every 100, were out of school; 22.9 percent were married, 19.2 percent lacked the financial means to send their children to school, and 19.1 percent refused to go to school.

Children and teenagers who were not in school made up 9% of the estimated 39.2 million Filipinos aged 6 to 24. In 2013, one out of every 100 Filipino children and youth, or about 4 million, were out of school. 22.9 percent of the total number were married, 19.2 percent did not have enough family income to send their children to school, and 19.1 percent did not want to go to school (Loresco, 2019).

The Alternative Learning System is a type of education that allows students to create schedules based on their circumstances and needs. The Alternative Learning System (ALS) was established by Republic Act 9155 to provide primary education to out-of-school children, teens, and adults. The Department of Education's Bureau of Alternative Learning Systems is in charge of implementing ALS. Life skills aim to help ALS students improve their financial situation. Life skills focus on the attitudes, skills, and information required to earn a living while also promoting a healthy lifestyle.

The level of implementation of ALS in life skills in the Department of Education as described in DepEd Order 21, series of 2019 through curriculum implementation support system and DepEd fundamental principles are intended to comprehensively equip K-12 students to be effective in addressing national needs, pursuing further education, employment, entrepreneurship, or middle-level skills development, and improving the performance of senior high school teachers. This study aims to provide a concrete basis for developing programs, policies, and issuances relative to the implementation of the K to 12 Basic Education Program at each governance level of the Department. Other stakeholders, such as partners and partner schools, NGOs, parents, and advocates, benefit from the policy since it thoroughly describes the program, allowing them to participate in its effective execution and improvement.

They also consider that the graduate developed Filipino who has built the foundation for learning throughout life. The individuals equipped with the information, media, and technology skills, learning and innovation skills, communication skills, and life and career skills necessary to tackle the challenges and take advantage of the opportunities of the 21st century, with the senior high school ALS curriculum applied until reaching them to tertiary level. Lastly, it is a support for contextualization of policy recommendations in Region XII.

1.1 Statement of the Problem

The researcher aimed to evaluate the implementation of the Alternative Learning System (ALS) in 21st-century life skills of senior high schools of Region XII: basis for contextualized policy recommendation.

Specifically, this study sought answers to the following problems:

1. What was the level of implementation of the Alternative Learning System (ALS) in Region XII on the following parameters as assessed by ALS Senior High School:
   1.1 Learning Resources Materials;
   1.2 Learning Environment;
   1.3 Learning Assessment;
   1.4 Distance Learning Modalities;
   1.5 Flexible Learning Program;
   1.6 Partnership with Stakeholders; and
   1.7 Learning Facilities?
2. To what extent was the effectiveness of ALS in honing the 21st-century Life Skills of the learners as perceived by teachers relative to:
   2.1 Information, Media, and Technology Skills;
   2.2 Learning and Innovation Skills;
   2.3 Communication Skills, and
   2.4 Life and Career Skills?
3. Was there a significant relationship between the level of implementation of the Alternative Learning System (ALS) and the perceived effectiveness of 21st-century life skills in honing the life skills of the learners?
4. How do ALS senior high school teachers describe the implementation of ALS in Region XII?
5. How do ALS Senior High School teachers describe the effectiveness of the 21st century in honing the life skills of the learners?
6. What challenges did the ALS senior high school teachers encounter in implementing the ALS program in Region XII?
7. How do the quantitative data support the qualitative data of the study?
8. What contextualized policy recommendations can be proposed based on the results of the study?
9. Based on the study's findings, what advocacy video can be developed to enhance the implementation of the senior high school ALS program?

1.2 Significance of the Study

This study will benefit the national and regional coordinators and implementers who are involved in ALS life skills in implementing the program in the areas of learning assessment, learning environment, distance learning delivery modalities, partnership with stakeholders, learning facilities, learning resources, and flexible learning programs. It also involves different innovations for Alternative Learning Systems (ALS) in 21st-century learners of information, media, and technology skills; learning and innovative skills; communication skills; and life and career skills to access the contextualized policy recommendation.

The researcher believes that the results and findings of this study are beneficial to the following:

A. Department of Education Officials. They may receive more attention from government agencies to strengthen and improve the program due to the programs and benefits provided to them, such as ample resources. The officials would take the lead as providers and innovators of transformational learning, utilizing 21st-century skills and digital technology to support and augment instruction. They may also be provided with a global training session that will be revealed to the classroom in the upcoming innovation, making them more aware of their individual responsibilities. In addition, it can collaborate, transform, and serve for the good of humanity and host regional network forum sessions to promote an optional exchange/immersion program that will be determined as a result of this study through the regional network forum;

B. Regional Officials. All the programs conducted by the region are manifested by objective deliberation under the digital information that aligns with the needs of the senior high school teachers and is downloaded to the division for the implementation of 21st-century life skills implementation. The programs, activities, and related actions mandated to follow the regional policy recommendation are implemented.

C. Division and District. **Officials**. As a result of the findings, they will be able to influence the quality of performance of pupils both inside and outside of the endeavour. In addition, ALS implementation will be complemented by different skills. Because coordinating and working with industry and TESDA is a vital component of ALS-EST, it is critical that learning facilitators, schools, and divisions are given instructions on how to work with them;

D. School Heads or Administrators and District Alternative Learning System Coordinators (DALSC). They will be able to determine the most appropriate and correct development program for the learners in their community assignment, and they should continue to feel that engaging in various ALS programs has some influence on how kids perform in academic areas such as the A&E curriculum;

E. Teachers. Based on the study's findings, they can motivate learners by performing well in their stations. If learners see that their life skills can grow outside of the classrooms, they will learn how to manage their time outside of the importance of attending ALS events and lessons in the community classroom. Also, the teachers who are the learning facilitators will be encouraged to participate in various capacity-building activities and

go about their daily professional practice in order to increase their familiarity and experience to make their task of guiding the learners;

F. Parents. They will be able to see that their active participation in ALS programs, including the curriculum, is highly desirable in terms of the implementation of 21st-century life skills in determining and enhancing their children's skills and abilities in the A&E curriculum;

G. ALS SHS Learners to complete SHS, ALS learners must fulfill the competencies stated in the implementation of the ALS program to meet the competencies for middle-skills development, entrepreneurship, education in college, and employment exits from the basic education curriculum (which is an applied subject). They should additionally complete any of the following senior high school 21st-century life skills in SHS: information, media, and technology; learning innovation skills, communication skills, and life and career skills must additionally complete the introductory course. In addition, they must complete all specialization subjects in any academic strand (Accountancy, Business and Management [ABM], Humanities and Social Sciences [HUMSS], Science, Technology, Engineering, and Mathematics [STEM], or General Academic);

H. Stakeholders. As DepEd ALS providers aligned with the vision to inspire the learners and community, it should be verified that they carry out the program following DepEd's guidelines. As a result, it will be gradually included in training programs, subject to permissible funding agreements. Unfortunately, even the Department of Education as a whole requires reorientation and some ALS training regarding programs and technology knowledge to partner in the development of society. Key DepEd personnel will also be enlisted to boost program awareness and ensure institutional support for its activities. Furthermore, a stakeholder is vested in an organization's performance in achieving its mission—delivering desired outputs and ensuring the long-term survival of its products, services, and outcomes. It also helps learners achieve better results in the ALS program and maintain those higher levels of accomplishment;

I. The Researcher. The study's findings would give insights to the researcher in determining the 21st-century skills of the learners that are needed to solve problems and acquire new skills and information independently to adjust to the changes in their environment easily. Likewise, results would aid him in identifying the current trends in research that need to be addressed in evaluating the effectiveness of non-formal education program; and

J. Other Researchers. They will use the study as a reference, incorporating essential results, leading to new and updated insights on alternative learning systems implemented in various piloted senior high schools. The study can also be utilized in other fields of disciplines that seek policy recommendations and related topics in 21st-century Learning.

1.3 Scope and Delimitation

The scope of the study was on Alternative Learning System (ALS) Senior high school teachers from Region XII, particularly the Division of General Santos City, Division of Sultan Kudarat, Division of North Cotabato, Division of Sarangani, and Division of South Cotabato. The teachers who were not identified were not included in the study. Also, ALS learners were excluded from quantitative and qualitative data gathering. For the quantitative aspect of the study, enumeration techniques were used to purposively select all 106 ALS Senior High School teachers from 4 divisions in Region 12. The questionnaires were distributed to the teacher-participants in senior high school, and the researcher retrieved the authentic results personally after a week. For the qualitative component of the study, the Focus Group Discussion (FGD) was conducted to complement the quantitative data, which was included as the basis of the implementation of ALS on learning resources materials, learning environment, learning assessment, distance, learning delivery modalities, partnership with stakeholders, learning facilities, and flexible class program, and the effectiveness of 21st-century life skills to manifest the information, media and technology skills, learning and innovative skills, communication skills, and life and career skills to access the contextualize policy recommendation to have regional intervention plan, framework, and program in Region XII.

Key informants for the in-depth interview were taken from the sample. However, the number of informants was identified depending on the survey's results on the level of implementation of the Alternative Learning System (ALS) and 21st-century life skills. Only those who were found to have low engagement with ALS and the effectiveness of the 21st century of honing life skills were considered for the interview. Their perception of the level of implementation of 21st-century life skills and how they are effective will be taken for qualitative analysis).

2. Literature Review

This section presents the literature of the study. It includes magazines, journals, published and unpublished materials, online internet resources, books, articles, and other reading materials that help contextualize this study on the implementation of the Alternative Learning System (ALS) and 21st-century Life skills of Senior High school teachers operationally and guide a clear understanding of the readers and the flow of the study.

2.1 Legal Bases

Alternative to Formal Education. The Philippine Constitution of 1987 recognizes and promotes other types of education. Paragraph (1) of Article XIV, Section 2 declares that the State shall establish, maintain, and support a complete, adequate, and integrated education system relevant to the people's and society's needs. Paragraph (4) concisely encourages non-formal, informal, and indigenous learning systems, as well as self-

learning, independent, and out-of-school study programs, particularly those that respond to community needs.

The Governance Act for Basic Education, also known as Republic Act 9155, requires establishing an Alternative Learning System (ALS) to provide basic education to out-of-school children, youth, and adults. Furthermore, Section 12.1 Rule XII of Republic Act 9155 is clearly based on the belief that the primary goal of the Alternative Learning System is to provide learning opportunities that will allow out-of-school children, youth, and adult learners to continue learning in any way at any time. In any place, they want to improve their quality of life and become more valuable contributors to society. In support of the Education for All (EFA, 2015) goals, significant progress has been made in providing basic education and literacy development programs to out-of-school youth, children, and adults.

The Department of Education (DepEd) is responsible for developing, executing, and coordinating policies and designing programs and initiatives in formal and non-formal basic education. The Governance of Basic Education Act of 2001, also known as Republic Act 9155, established the Alternative Learning System (ALS) to minimize out-of-school youth and provide free basic education to those who want to learn but lack the financial means.

President Rodrigo Duterte signed Republic Act No. 11510, also known as the Alternative Learning System Act, to provide enough, timely, and quality attention and assistance to out-of-school children's fundamental learning requirements under exceptional circumstances. Referring to the Constitution, every Filipino has the right to accessible and high-quality education. We have made considerable progress in enhancing the quality of basic education in our country. Despite this, a 2020 survey by the UNESCO Institute of Statistics reported that more than 11% of youths drop out before finishing the last level of Junior High School. Citing the Philippine Statistics Authority, 9.3% of the estimated 39.2 million Filipinos aged 6 to 24 were classed as Out of School Youth in 2017. 83.1 percent of those surveyed were aged 16 to 24, 11.2 percent were aged 12 to 15, and 5.7 percent were aged 6 to 11.

As prescribed by Republic Act No. 10533, DepEd shall adhere to the following principles in pursuing the K to 12 Basic Education Program: The curriculum shall be learner-centered, inclusive, developmentally relevant, and appropriate. Relevant, responsive, research-based, and cultural-sensitive means that instruction must respect the cultural identities of the learners, contextualize and globalize, and use pedagogical approaches that are constructivism, inquiry-based, reflective, collaborative, differentiated, integrative, and spiral progression approaches to ensure mastery of knowledge and skills after each level. Furthermore, the curriculum should be flexible enough to enable schools to localize, indigenize, and enhance it based on their respective educational and social contexts.

The Alternative Learning System K–12 Basic Education Curriculum (ALS K–12 BEC) is a comprehensive curriculum that specifies the competency, content, key stages, and requirements for the ALS program as defined by the Act. The ALS K to 12 BEC is

based on the DepEd K to formal school curriculum and emphasizes 21st Century Skills, which include learning and innovation skills, information, media, and technology skills, communication skills, and life and career skills (DepEd Order No. 13, s. 2019).

2.2 Related Literature and Studies

2.2.1 Implementation of ALS

In general, Sevilla A. Panaligan (Chief Education Program Specialist) stated that the alternative learning method faces obstacles in terms of changes in supervision. This challenges the effective implementation of ALS initiatives regarding turnover of duties and capacity building. The lack of infrastructure, facilities, and equipment at the community learning centers complicates the implementation of the senior high school under the K to 12 Program (CLC). Due to a lack of learning facilitators (First Transnational Training of Trainers (TTT) (2019), ALS has only a little over 6,844 teachers (as of 2016) to reach the target learners and provide them with adequate alternative learning opportunities.

Brilliantes *et al.* (2019), in their study, "Status of SHS Implementation," found out that the enactment of the Enhanced Basic Education Act of 2013 (RA 10533) put into law the major reforms proposed to improve the country's educational system. The Senior High School (SHS) curriculum is a significant component of this law. This added Grades 11 and 12, bringing the total length of obligatory primary education to 13 years. The reform's fundamental purpose is to generate holistically developed students and well-prepared for 21st-century life skills.

Nacorda *et al.* (2019), in their study, "Effective Implementation of the Senior High School Curriculum: A Descriptive Analysis" posited that the operation of the Senior High School Curriculum in the Philippines faced different challenges before and after its full implementation; the education sector is making a careful step to ensure perfect execution of the system so that it can help the nation attain its goals. Different styles of assessment, critiquing, debating, and reviewing were conducted to eradicate errors in the system. It has been evaluated in this research review that the shortage or absence of such elements in the system will lead to incompetent graduates and failure to execute an effective curriculum. After several readings of different data, the study concluded that:

1) There is an existing level of difficulty in providing the required skills demanded by the different working industries due to the deficiency of infrastructures that can accommodate hands-on learning;
2) The education sector in the Philippines lacks financial support to invest more in their human capital and for essential infrastructures intended for workshop rooms or laboratories;
3) Business sectors are sceptical about hiring senior high school graduates. Therefore, a work-ready graduate for senior high school graduates is not achieved;
4) The job training of students from public schools is not well supported by business sectors;

5) There is a need to review learning guides or curriculum guides for senior high school since it displayed a congested curriculum and experiences a deficiency of time for hands-on learning activity;
6) There were few valid forms of assessment of the level of effectiveness of the senior high school system.

Learning resources constitute an essential support component of the ALS-EST program as they enhance and optimize the teaching-learning process. Creating an environment that encourages learning, comprehension, reflection, and participation is vital. For example, learning modules in text or video format are printed or non-printed materials that lead teachers and learners through the content of and learning activities for a subject matter. D.O. 14 s. 2012, and D.O. No. 25, s. 2003). 2020 included policy recommendations for the supply of learning resources in the implementation of the Basic Education Learning Continuity Plan (BE-LCP). Learners can use the learning resources as a toolkit to help them learn by providing them with products, instructions, and other information.

One of the most serious issues is the paucity of essential resources. There were not enough ALS learning materials on the market to allow for successful modular-based learning at home. Mobile instructors' operational funding was insufficient to cover the whole cost of instructional aids, additional learning materials, and student transportation. Since these funds barely covered 60% of the costs on average, teachers were frequently forced to pay the difference out of their own pockets (Igarashi, Acosta, Tenazas, 2020).

When clever mobile devices become common in modern culture, the Internet transcends time and location constraints and becomes a widely used educational tool. The existing evidence of expertise in education integrated with developing educational activities, supporting digital learning, and flexibly deploying technological tools, as well as learning motivation, demonstrates considerably favourable impacts on learning in learning outcomes. It is anticipated that it will be combined with current teaching trends and will use the benefits of digital learning to build practical teaching tactics that will improve teaching effectiveness (Lin *et al*., 2017).

In today's technologically driven world, incorporating technology into the teaching-learning process gives teachers a unique opportunity to enhance the skills of 21st-century students. Various institutions in the United States and elsewhere struggled to keep up with educational developments by purchasing software, computer programs, and other technology-related items. Teachers are also urged to create teaching materials to satisfy time demands. The Commission on Higher Education (CHED) in the Philippines prioritises developing students' creative capabilities, which would enrich their lifelong abilities. The K-12 Curriculum Guide was used to identify the abilities that were included in the video tutorials. Forty-five (45) specialists validated the video tutorials that were created. According to the evaluation results, the video tutorials were highly acceptable and relevant. Similarly, the films were deemed to be very relevant and applicable to 21st-century life skills. This result indicated that the created videos were, to

a large extent, acceptable. As a result, it can be inferred that these video resources were considered and that they may assist students in improving their computing skills. As a result, the generated video tutorials could be used as teaching resources, remediation, and enhancement activities by 21st-century teachers in the United States and overseas (Robles & Acedo, 2019).

Alternative learning environments are an alternate class or school that affords all students an environment that seeks to eliminate barriers to learning for students whose academic and social progress is negatively affected by the student's personal characteristics or situation (Arkansas Code Ann, 2016). Alternative learning environments have a role to play in arresting the freefall of at-risk youth struggling in the traditional classroom setting.

ALS facilitators convene classes in various venues because the ALS does not use dedicated public facilities. The learning environment for ALS enrollees varies substantially. ALS programs are held in public schools, community centers, and other public buildings, as well as private homes, churches, sports fields, other outdoor spaces, and other temporary and permanent locations. Of these facilities, only public schools are owned by DepEd. Local governments, community organizations, or private individuals provide all other venues. DepEd classifies ALS learning environments into five types, ranging from the most basic to the most sophisticated.

The education system focuses more on measuring student outcomes, allowing performance comparisons between programs purposely addressed to facilitate learners' learning through assessment and evaluation. This ensures that alignment, accountability, and action are essential to specify relative and shared outputs from activities that would influence the outcomes (Knowlton & Philips, 2013). Assessment is a joint process that involves both teachers and learners. It is used to track learner progress about learning standards and the development of 21st-century skills. It provides a basis for profiling student performance on the learning competencies and standards of the curriculum. DepEd Order No. 8, s. 2015, the policy guidelines on classroom assessment for K–12 Basic Education Curriculum (BEC) stated that assessment should be used to inform and improve classroom practices and promote learning outcomes.

Classroom assessment is a process of identifying, gathering, organizing and interpreting quantitative and qualitative information about what learners know and can do. Three areas are assessed in the classroom: content standards, performance standards, and learning competencies. Content Standards cover a specified scope of sequential topics within each learning strand, domain, theme, or component. They answer the question, "What should learners know?". Performance standards describe the abilities and skills that learners are expected to demonstrate concerning the content standards and integration of 21st-century skills. They answer the following questions: i. What can learners do with what they know? ii. How well must learners do their work? iii. How well do learners use their learning or understanding in different situations? iv. How do learners apply their learning or understanding in real-life contexts? v. What tools and measures should the learners use to demonstrate their knowledge? Learning

Competencies refer to the knowledge, understanding, skills and attitudes that learners need to demonstrate in every lesson and/or learning activity (DepEd Order No. 8 s. 2015) Learners enrolled in the Alternative Learning System (ALS)-Accreditation and Equivalency (A & E) Program formed the study's population. It is a program that provides an alternative learning pathway for out-of-school children, teens, and adults who are literate but have not finished the Philippine Constitution's 10-year basic education requirement. School dropouts can complete their primary and secondary education outside of the regular school system through this program (DepEd, 2016).

The blended online learning strategy is deemed to be the most practical method to adapt as it combines the advantages of synchronous and asynchronous strategies. The main motivation for choosing the blended strategy is to increase the student's participation in their own learning process rather than quietly sitting during a synchronous discussion. The basis of this approach is the cognitive load theory, on the basis that novice learners are immediately overwhelmed by many new ideas and terminologies and resort to surface learning (Darabi and Jin, 2013; Seery and Donnelly, 2012; Seery, 2013). This type of active learning pedagogy is called the "flipped classroom" approach (Bergmann and Sams, 2012; Olakanmi, 2017). In this learning approach, traditional lectures and homework are replaced by pre-class activities, such as viewing short, pre-recorded lecture videos. The class time is devoted to further reinforcing the topics through problem-solving examples, interactive activities and detailed discussions (Pienta, 2016; Rau *et al.*, 2017). However, the synchronous online class sessions (called the "virtual classroom") replaced the traditional face-to-face class for engaging the students with activities and guided problem-solving discussions in the traditional flipped classroom.

Over the last decade, there have been at least five meta-analyses that have addressed the impact of blended learning environments and their relationship to learning effectiveness (Zhao *et al.* 2005; Sitzmann *et al.* 2006; Bernard *et al.* 2009; Means *et al.* 2010, 2013; Bernard *et al.* 2014). Each of these studies has found small to moderate positive effect sizes in favor of blended learning when compared to fully online or traditional face-to-face environments. However, several considerations in these studies impact our understanding of the generalizability of outcomes.

DepEd Order No. 21, s. 2019 promulgated issuance of adaptable learning and materials. It sets forth Flexible Learning Options (FLOs), which include Alternative delivery mode and their corresponding learning resources that are responsive to learners' needs, context, circumstances, and delivery. In addition to this, Self-Learning Modules (SLM) have become an ideal learning resource and, therefore, a priority in remote or distance learning in all subject learning modules.

Modular learning is the most common type of distance learning, which is reflected in a poll conducted by the Department of Education (DepEd). The most popular distance learning mode among parents with children enrolled this academic year is learning through printed and digital modules. All public schools in the Philippines are now using it. Learners in remote regions are also considered if they do not have access to the Internet

for online learning (Bernardo, 2020). This also considers learners in remote locations who do not have access to the internet for online learning. Modular learning is a form of distance learning that uses Gducation level, the Department of Education (DepEd) has responded to the impact of the COVID-19 pandemic through its Basic Education Learning Continuity Plan (BE-LCP). The plan lays out the "*direction for basic education... [that] will be embodied in appropriate guidelines, rules, or directives, and operationalized through programs, projects, and activities*" (DepEd, 2020). Moreover, the plan is anchored on the following principles:

1) ensures learning continuity through curriculum adjustments;
2) alignment of learning materials;
3) deployment of multiple learning delivery modalities;
4) provision of corresponding training for teachers and school leaders; and
5) proper orientation of parents or guardians.

Notwithstanding these, of course, equity considerations and concerns will be addressed.

As children enter middle school, maintaining healthy relationships with their families and schools becomes more difficult. The school has good links with various stakeholders, including non-governmental corporations and so on. The school has developed good relationships with various stakeholders that need a parent's strategy methodically and comprehensively to enlarge and extend knowledge of parental engagement in schooling. They need to know what students want and need, as well as what instructors want. Quantitative measurements of school commitment and connections were integrated with 20 focus groups with ethnically diverse parents, youth, and teachers (N = 150) were used to conduct a grounded-theory study. According to these assessments, the most consistent ways of improving achievement were developing independence, connecting teaching to future achievement, and making announcements among shareholders (Hill *et al.*, 2018).

The management of the school's facilities is an essential component of its overall management. To meet educational goals and objectives, facilities must be available, used to their full potential, and managed properly. The teaching and learning process aims to inspire students to use critical thinking to change their behaviour. These activities occur in a controlled environment meant to facilitate learning rather than in a vacuum. The practice of ensuring that an organization's classroom buildings and other technical systems support its operations is known as learning facilities management. Overall, the classroom environment is conducive to productive education. As a result, the quality of educational and instructive facilities will improve. The quality of the school's goods and the learning facilities are intimately related. It discusses the concept, as well as its nature and several types. It explains the concept, nature, forms of learning facilities, and the importance of learning facilities in schools (Kingsley, 2019).

Student activities and learning facilities indirectly contribute to learning results by providing all Grade VII students with learning freedom. The five data analysis precursor tests have historically been used in route analysis: Lilliefors tests for ordinariness,

linearity, multicollinearity, heteroscedasticity, and autocorrelation. Students' activities and learning facilities were found to indirectly contribute to educational effects by 23.9 percent through learning freedom, 64 percent through learning independence, and 15.68 percent through independent learning facilities (Firdausy *et al.,* 2019).

President Rodrigo Duterte has institutionalized the Alternative Learning System in Basic Education for out-of-school children in special cases and adults. This, after Duterte on December 23 signed Republic Act No. 11510, also known as the Alternative Learning System Act, which aims to provide adequate, timely, and quality attention and support to the basic learning needs of out-of-school children in special cases and adults, including indigenous peoples (IPs). Under the law, the ALS program is expanded and strengthened to provide increased opportunities for out-of-school children in special cases and adult learners, including indigenous peoples, to develop basic and functional literacy and life skills and pursue an equivalent pathway to complete basic education. "*The law guarantees equitable access for all learners, including those who reside in the unreached, underserved, conflict-affected, and communities in emergency situations, to avail of systematic, flexible, and appropriate alternative basic education programs outside of the formal school system*" (Parrocha, 2021).

Technology has become an inseparable part of our daily lives. In fact, they are accustomed to being constantly connected to their devices over the Internet. Students in today's public schools are described as "*digital natives*." In 2013, 71% of people aged 3 and up in the United States used the Internet (Snyder *et al.,* 2016). Given the centrality of technology, schools must now include it in teaching and learning to prepare students for 21st-century skills and professions (Cakir, 2012; Luterberbach & Brown, 2011). Despite the ease of access to common technology devices in classrooms, various external and internal factors influence how well technology is implemented (Harrell & Bynum, 2018).

Education plays a critical part in a country's development and success. With the growth of science and technology, globalization and the internalization of education have become issues that all countries must address. Cultivating 21st-century abilities among students is a focal point of today's educational challenges. However, it is also a fact that a significant portion of the global population is made up of dropouts and out-of-school children. Those who do not attend formal schooling are most at risk. As a result, those who do not receive formal education have difficulty understanding and developing 21st-century abilities that will enable them to compete in a globalized society. Countries worldwide are working to overcome the challenges of the changing world and the knowledge economy. ALS, for example, has been developed and implemented in countries around the world to enable citizens to get an education through nonformal and informal schooling (Tindowen *et al.,* 2017).

Traditional Core Skills, Learning and Innovation Skills, Career and Life Skills, and Digital Literacy Skills, often known as Information, Media, and Technology Skills, are identified by the Partnership for 21st Century Skills. The Learning and Innovation Skills domain was explored, and the Career and Life Skills domain was unpacked, even though traditional fundamental skills like reading, writing, and arithmetic are well-known and

may not require further explanation (Kivunja, 2015). In some studies, learning innovation has been developed to increase higher-order thinking skills (e.g., critical thinking, problem-solving, creative thinking, and critical thinking) by putting theoretical ideas into practice and mixing them with media characteristics. Learning settings, skill sets, multimedia, online lessons, and mobile learning are all options.

Azil and Ghouar's (2021) research indicated that they looked into the efficacy of combining learning and innovative skills (communication and collaboration) in EFL oral expression sessions. Learning and innovation abilities are increasingly being acknowledged as talents that distinguish pupils who are prepared for increasingly complicated life and work contexts in the twenty-first century from those who are not. The study was carried out at Barika University centre in the academic year 2017/2018; when dealing with oral communication, forty first-year students used diverse, active learning strategies to address their speaking problems, with communication and teamwork as the significant competencies. Learning and innovation skills influenced students so that they could translate learning opportunities into involvement in dynamic conversations, the expression of thoughts and ideas, the presentation of knowledge, and the evaluation of each other's points of view.

Communication is critical in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication – listening, speaking, reading, and writing – and should know how to utilize this proficiency effectively in a school environment. Being able to do this has been proven to impact the success students achieve in their academic lives and the teacher's career success. Communication should be studied, especially in the educational sector, because it can improve learning and establish a friendly environment between instructors and students. It refers to transferring information from one person to another or from one group to another. Effective communication is the practice of transmitting ideas, thoughts, knowledge, and information in a way that best achieves the purpose or intention. Bonding, information exchange, and being heard and understood are online communication goals, just as they are in face-to-face contact. Cultivating a sense of community will enhance student's learning experiences and help them stay connected throughout the course. Because there is no body language online, engaging with students takes a little more time and planning than communicating with students in a traditional setting (Alawamleh *et al.,* 2020).

In today's competitive world, oral communication skills must be developed among students to gear them with appropriate knowledge of presentations. Being communicatively competent likewise boosts marketability and viability for work in various careers in the future, thus reiterating the essential of being equipped. Simulation is a more recent strategy aiming to achieve communicative rather than grammatical competence. This means that performance and actual output are represented in one's actual real-life situations. Many teachers want their students to apply the book knowledge to the real world, to see how the abstract concepts and theories play out in the real world, to be able to experience real-world processes and to become motivated to

become involved in the real-world processes that are discussed in class. Through this, teachers may conclude the long-term effect of their lessons on their students.

Effective communication can achieve and retain the desired effect and improve the message's effect. As a result, it achieves the purpose for which it was designed. Change, action, awareness, education, or the transmission of a specific philosophy or perspective are all aims that might be pursued. Effective communication includes both talking and listening (Velentzas and Borni, 2014).

In all areas of study, students require 21st-century abilities for work and life, including various talents such as life and career planning, learning and innovation, and digital literacy. Various debates have been over how everything will be different in the twenty-first century (Trilling & Fadel, 2009). Students and instructors are the primary concern, as are the educational difficulties they face in the twenty-first century. To ensure that Malaysia achieves developed nation status, the major hurdles to TVET must be solved. Malaysia's basis for vocational education has formed, allowing the government to plan and progress toward that aim (Hassan, 2010). However, the problem that we will face in the next few years, particularly in light of the country's current economic crisis, is that vocational instructors must become more competitive and responsive to the changes that are occurring. They must have adequate qualifications, and other staff or teachers must be well-educated.

By learning new skills, individuals better understand the world and the tools they need to live a more productive and satisfying life. People discover solutions to deal with the obstacles that life inevitably throws at us. Educators, school reformers, college professors, employers, and others believe that the 21st-century skills set consists of knowledge, skills, work habits, and character traits that are essential for success in today's society, especially in postsecondary education and modern occupations and industries. In general, 21st-century skills can be used in all academic subject areas, educational, career, and civic settings throughout a student's life. While the precise talents deemed to be 21st-century skills may differ from person to person, place to place, or school to school, the term does represent a broad—if sometimes nebulous and shifting—consensus. To thrive in the information age, students must develop a set of competencies known as 21st-century skills (Dudhade, 2021).

3. Material and Methods

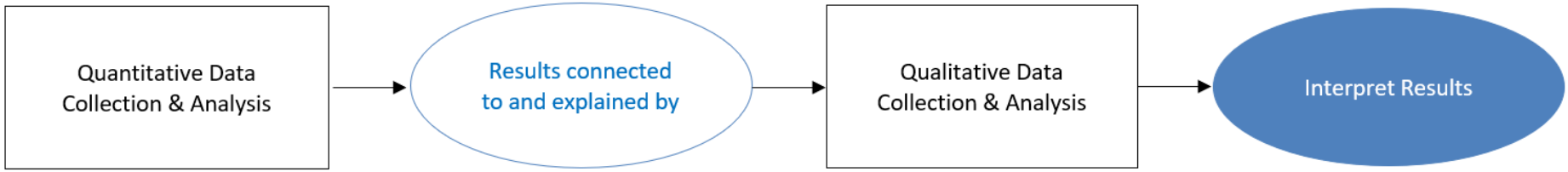
This research employed the explanatory sequential mixed methods design combining both quantitative (descriptive-correlation) and qualitative in delving into the Implementation of the Alternative Learning System (ALS). It included the learning resources materials, learning environment, learning assessment, distance learning modalities, flexible learning program, partnership with stakeholders, and learning facilities and the 21st-century life skills focused on the information, media, and technology skills, learning and innovation skills, communication skills, and life and

career skills of senior high school in Region XII: basis for contextualized policy recommendation.

Hjorth and Hinton (2019) pointed out that quantitative and qualitative methods provide rich and contextualized information, thus using mixed methods for this research. As Wisdom and Creswell (2013) discussed, mixed methods design allows a researcher to use quantitative and qualitative data to develop a wide-ranging grasp of the research problem. In detail, this research endeavoured to utilize the explanatory sequential design as it begins by collecting and analyzing the quantitative data (first phase) and then explaining or expanding the initial data intensively using the qualitative means (second phase) (Creswell & Plano Clark, 2018). In the study, the first phase involved identifying the level of implementation of the alternative learning system. Next, data was analyzed and used as a reference for the second phase, which unveiled the comments and suggestions of the participants for improving the content.

For the quantitative part that answered the first, second and third questions, the descriptive correlation was mainly applied as it described the present conditions and assessed the relationship between two phenomena (Calmorin & Calmorin, 2012). This study determined the degree of association between the variables of interest, namely the implementation of alternative learning systems and the 21st century in honing the life skills of senior high school teachers in Region XII.

Moreover, this research employed a qualitative research design, which answered the fourth, fifth, sixth, seventh, and eighth questions, considering that there was a need to expose the viewpoints of the ALS senior high school teachers as to how the 21st century in honing the life skills contents be influential. This was appropriate since a complex and detailed understanding of the problem was required (Creswell & Poth, 2018). Specifically, this qualitative research used the case study as an empirical inquiry since it was deemed fit for the topic, considering that this study aimed to develop an in-depth description and analysis of the case. It sought to answer the "what" and "how" of a process, and in the context of this study, the content implementation of ALS and the effectiveness of 21st-century life skills made the case study method relevant. It investigated a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context were unclear. This type of study necessitates a theory to guide the data collection process (Yin, 2014).



Procedures			
• Stratified random sampling (N = 106) • Survey through validated survey questionnaires • Weighted mean & Pearson r • Using SPSS	• Use quantitative findings to connect to or come up with qualitative questions in explaining and strengthening the results	• Purposeful sampling • One-on-one semi-structured in-depth interviews through a validated interview guide • Thematic analysis using Quirkos software • Thick description of themes • Member-checking procedure	• Discuss the extent to which the qualitative phase supports the quantitative findings of the study
Products			
• Correlation between the level of implementation and the extent level of effectiveness vis-à-vis 21st century life skills of ALS senior high teachers		• Interview transcripts • Themes • Sub-themes	• Discussion • Implications • Future Research • Contextualized Policy Recommendation of Region XII

Figure 3: Explanatory Sequential Mixed Methods Design

For the first phase, data were gathered through adopted and modified survey questionnaires that were validated by the Regional Education Program Supervisor II (REPS) of the Department of Education – Region XII, the Education Program Specialist of ALS (EPSA) DepEd North Cotabato, and the Education Program Supervisor for Learning Resources Management Section in Sarangani. Data gathered were analyzed using mean, percentage, and Pearson r. In the second phase, data were collected from the in-depth individual interview with the help of the validated interview guide questions. Captured using the video recorder and the field notes, responses were then analyzed on thematic analysis as postulated by Braun and Clarke (2006) adopted and modified. This involved the following steps:

1) Become familiar with the data,
2) Generate initial codes,
3) Search for themes,
4) Review themes,
5) Define themes,
6) Write up,
7) Become familiar with the data.

The emerging themes were clustered and analyzed with supported studies.

3.1 Respondents of the Study

Table 1 shows the distribution of respondents to this research study. The respondent schools in this study were the nine schools that offered ALS to senior high school teachers in Region 12. Total enumeration was used as a sampling technique to purposively select the 106 senior high school mobile teachers for the school year 2019-2020 of the ALS implementation program. The respondents were from the Divisions of Cotabato Province, Sarangani Province, Sultan Kudarat, and General Santos City. The respondents from the following schools consisted of ten (10) in Dilangalen NHS, eight (8) in President Roxas NHS, seven (7) in Kabacan NHS, eleven (11) in Glan School of Arts and Trade, ten (10) James L. Chiongbian NSAT, sixteen (16) Malandag NHS, twenty-three (23) Isulan NHS, twelve (12) Lanton NHS, and nine (9) Villamor College of Business Arts in private school.

As to the second phase (qualitative part), the key informants for the in-depth interview were purposively taken from the sample. However, the number of informants was identified depending on the survey's results on the level of implementation of the Alternative Learning System (ALS) and 21st-century life skills. Only those who were found to have low engagement with ALS and the effectiveness of the 21st century of honing life skills were considered for the interview. Their perception as to the level of implementation of how 21st-century life skills are effective will be taken for qualitative analysis.

Table 1: Distribution of Respondents

Division	Public Schools	ALS SHS Teachers
Cotabato Province	Dilangalen NHS I.D. 304432	10
Cotabato Province	President Roxas NHS ID: 304496	8
Cotabato Province	Kabacan NHS	7
Sarangani Province	Glan SAT / ID: 304524	11
Sarangani Province	James L. Chiongbian NSAT/ID: 304529	10
Sarangani Province	Malandag NHS	16
Sultan Kudarat	Isulan NHS ID: 304590	23
Gen. Santos City	Lanton NHs ID: 341678	12
Gen. Santos City	Private School	
Gen. Santos City	Villamor College of Business & Arts ID: 403900	9
Total	**9 Schools**	**106**

3.2 Research Instrument

Adopted and modified survey questionnaires were used in the quantitative data collection. With these tools, the level of implementation of alternative learning systems for senior high school teachers was determined. Since the tools were adopted and modified by the researcher, they will undergo validation with the help of the Regional Education Program Supervisor of the Department of Education – Region XII, the Education Program Specialist of Alternative Learning System of DepEd North Cotabato, and the Education Program Supervisor for Learning Resources Management Section of DepEd Sarangani.

The survey questionnaire for the level of implementation of the Alternative Learning System followed the 5-point Likert scale, ranging from 1 (very low) to 5 (very high). The indicators were divided into 7 categories, namely:

1) Learning Resources and Materials;
2) Learning Environment;
3) Learning Assessment;
4) Distance Learning Modalities;
5) Flexible Learning Program;
6) Stakeholder Partnership; and
7) Learning Facilities.

The survey and the in-depth interview were conducted virtually for each participant. The survey questionnaires were sent via Facebook Messenger and/or Gmail, depending on the preference of the research participant. The Google Meet platform was utilized for the in-depth interview due to its user-friendly features. Responses from the participants were captured through video recording. Field notes further served as supporting information and evidence. Such procedures were done online to protect the interviewer and the interviewees against the deadly coronavirus disease and to adhere to the health and safety protocols set by the government.

4. Results and Discussion

This chapter presents the results and discusses the level of Alternative Learning System (ALS) Implementation and the level of effectiveness of 21st century Life Skills of senior high school teachers. Various results are presented in succeeding tables.

4.1 Implementation Level of Alternative Learning System (ALS)

Table 2.1: Implementation Level of ALS in terms of Learning Resources Materials

Indicators	Mean	Description
1. Learning modules are available on time.	4.34	High
2. All subjects have learning modules.	4.39	High
3. The coverage of learning modules is enough to be finished per semester.	4.32	High
4. Learning modules provide alternative innovation of class teaching.	4.20	High
5. Learning modules are easy to understand.	4.20	High
6. Learning modules guide both teachers and learners through the content and learning activities.	4.37	High
7. Learning modules challenge learner's capacity to improve their critical thinking ability.	4.22	High
8. Learning resources serve as a learning toolkit for learners, providing materials, instruction, and other details to aid the learning process.	4.26	High
9. Learning resources describe this unplanned remote teaching and learning in emergencies.	4.17	High
10. Learning resources develop a set of well-fit instructional materials to master learning competencies.	4.22	High
Mean	**4.27**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Table 2.1 shows the result on the level of implementation of the alternative learning system (ALS) in terms of Learning Resource Materials as evaluated by the participants, which were rated ***High*** with a mean ($\bar{x}$***=4.27).*** All subjects have learning modules, and learning modules guide both teachers and learners through the content and learning activities ***(***$\bar{x}$***=4.37)***, learning modules were available on time ***(***$\bar{x}$ ***=4.34)***, the coverage of learning modules was enough to be finished per semester ***(***$\bar{x}$ ***=4.26)***, and learning resources served as a learning toolkit for learners where produces, instruction and other details are provided to aid the learning process ***(***$\bar{x}$***=4.26),*** learning modules provided alternative innovation of class teaching ***(***$\bar{x}$ ***=4.20)***, learning modules were easy to understand ***(***$\bar{x}$ ***=4.20)***, learning modules challenged learner's capacity to improve critical thinking ability ***(***$\bar{x}$ ***=4.22)***, learning resources described this unplanned remote teaching and learning in emergencies ***(***$\bar{x}$ ***=4.17)***, and learning resources developed a set of well-fit instructional materials for the mastery of learning competencies ***(***$\bar{x}$***=4.22).*** All indicators were rated as ***High*** denoting that all subjects have learning modules and are available on time. This implied that most of their responses were consistent across the different

indicators. It implies that most of the responses are consistent across the different indicators.

Table 2.2: Implementation Level of ALS in terms of Learning Environment

Indicators	Mean	Description
1. In whatever learning modalities, there is close coordination between teacher and student regarding learning tasks to comply.	4.30	High
2. The teachers are provided opportunities to clarify regarding learning tasks provided by the division.	4.00	High
3. There is a culture of openness established between teachers and learners that prevents conflict from happening.	4.40	High
4. Learners have access to school learning resources when needed.	4.40	High
5. Learners can feel that the school provides a safe learning environment wherein they feel supported, welcomed, and respected.	4.60	Very High
6. The learners make sure their learning environment is conducive for a better learning performance.	4.40	High
7. The learners share a knowledge base as a resource for their subsequent questions.	4.20	High
8. School teachers' perception of the facilitation learning environment and learning through experimentation among senior schoolteachers.	4.30	High
9. Teachers can act as collaborators, planners, experimenters, and producing work to learners' learning outcome.	4.50	Very High
10. Learners provide more flexibility and individualization through the use of new technology and implemented in online or blended learning designs.	4.30	High
Mean	**4.34**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49=Poor; 1.00 – 1.49 = Very Poor)

Table 2.2 shows the Level Implementation of the Alternative Learning System (ALS) in terms of Learning Environment which was rated **High** with a section mean ($\bar{x}$***=4.34)***. It was found that learners can feel that the school provided a safe learning environment wherein they feel supported, welcomed, and respected ***(*$\bar{x}$*=4.60)***. Teachers could act as collaborators, planners, experimenters, and producing work to learners' learning outcome ***(*$\bar{x}$*=4.50)*** which were rated as ***Very High*** that means learners felt that the school provides safe learning environment wherein, they feel supported, welcomed, and respected. On the other hand, the teachers were provided opportunities to clarify regarding learning tasks provided by the division ***(*$\bar{x}$*=4.00)***, school teachers' perception of facilitation learning environment and learning through experimentation among senior schoolteachers ***(*$\bar{x}$*=4.30)***, and learners provided more flexibility and individualization using new technology and implemented in online or blended learning designs ***(*$\bar{x}$*=4.30).*** Further, the learners shared knowledge base as a resource for their subsequent questions ***(*$\bar{x}$*=4.20).*** In addition, it was also found that in whatever learning modalities, there is close coordination between teacher and student in terms of learning tasks to comply ***(*$\bar{x}$*=4.30),*** learners have access to learning resources of the school when needed ***(*$\bar{x}$*=4.40),*** the learners made sure of their learning environment as conducive for a better learning

performance ***($\bar{x}$=4.40)***, and there was a culture of openness established between teachers and learners that prevents conflict to happen ***($\bar{x}$=4.40)***. These indicators were rated with an interpretation of **High** respectively that means in whatever learning modalities, there was a close coordination between teacher and student in terms of learning tasks to comply. This was supported with the study by Madudili (2021) in which he posited that a learning environment with readily accessible and usable facilities will ensure effective teaching and learning, as well as student academic achievement.

Table 2.3 reveals the level of Implementation of the Alternative Learning System (ALS) in terms of learning assessment which was rated as **High** with a section mean of ***($\bar{x}$=4.43)***. The findings revealed that the teacher provided assessment activities to evaluate students' learning before, during or at the end of the lesson ***($\bar{x}$=4.47)***, used varied assessment strategies ***($\bar{x}$=4.49)***, provided feedback on their students' work to reflect on their own learning in the course ***($\bar{x}$=4.45)***, and created assessments to obtain valid and trustworthy information about students' current achievement toward learning competencies ***($\bar{x}$=4.45).*** These indicators were rated as **High** which means that the teacher used varied assessment strategies and provided assessment activities to evaluate students' learning before, during or at the end of the lesson.

Table 2.3: Implementation Level of ALS in terms of Learning Assessment

Indicator	**Mean**	**Description**
1. The teacher provides assessment activities to evaluate students' learning before, during or at the end of the lesson.	4.47	High
2. The teacher uses varied assessment strategies.	4.49	High
3. The teacher provides assignments as reinforcement activities to measure learners' understanding of the lesson.	4.34	High
4. The assignment given is adequately challenging and is required within a reasonable time frame.	4.34	High
5. The teacher uses formal and informal student feedback.	4.44	High
6. The teacher uses Portfolio assessment, which is based on the principles of assessing learning processes, learning outcomes, and continual evaluation.	4.49	High
7. Teacher provides comprehensive information on learners' performance using refashioned instructional delivery, appropriate and sensitive to their needs.	4.43	High
8. The teacher provides feedback on their students' work to reflect on their own learning in the course.	4.45	High
9. The teacher creates assessments to obtain valid and trustworthy information about students' current achievement toward learning competencies.	4.45	High
10. Teachers should utilize correctly what can be used to track both instructional achievements, and they should require remediation in addition to monitoring facts acquisition.	4.43	High
Mean	**4.43**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

In addition, they also provided feedback on their students' work to reflect on their own learning in the course and create assessments to obtain valid and trustworthy information about students' current achievement toward learning competencies. Indicators 3, 4, 5, 6, and 7 were also rated as **High** which denoted that the teacher provided assignments as reinforcement activities to measure learners' understanding of the lesson ***($\bar{x}$=4.34)***, in which it was adequately challenging and was required within a reasonable time frame ***($\bar{x}$=4.34).*** Further, the teacher used portfolio assessment based on the principles of assessing learning processes, learning outcomes, and continual evaluation ***($\bar{x}$=4.49)***. The teacher used formal and informal student feedback ***($\bar{x}$=4.44).*** It was also found that they provided comprehensive information on learners' performance using refashioned instructional delivery, appropriate and sensitive to their needs ***($\bar{x}$=4.43)***.

Moreover, they utilized correctly that could be used to track both instructional achievements and required remediation in addition to monitoring facts acquisition ***($\bar{x}$=4.43)***. These findings were supported by No. 8, s. 2015 wherein it posited that teachers were encouraged to use multidimensional evaluations to address the diversity of their students.

Table 2.4 shows the Level Implementation of the Alternative Learning System (ALS) in terms of Distance Learning Modality which was rated as **High** with a section mean of ***($\bar{x}$= 4.33).*** All indicators were rated as **High** that means the blended approach of Face-to-Face with Modular Distance Learning / Online Distance Learning Modality/ Radio-Based Instruction provided effectiveness ***($\bar{x}$=4.30)***, created harmonious relationship between teacher and learners ***($\bar{x}$=4.36)***, and gave learners opportunity to interact with teachers ***($\bar{x}$=4.28)***. Further, the learning module stressed development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives and draw conclusions ***($\bar{x}$=4.25)***. The teacher sought feedback from students and provided additional resources or explanations when necessary ***($\bar{x}$=4.36)***. They also stressed the development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives and draw conclusions ***($\bar{x}$=4.26)***.

Table 2.4: Implementation Level of ALS in terms of Distance Learning Modality

Indicators	Mean	Description
1. Blended approach of Face-to-Face with Modular Distance Learning / Online Distance Learning Modality/ Radio-Based Instruction provides effective learning.	4.30	High
2. Blended approach of Face-to-Face with Modular Distance Learning / Online Distance Learning Modality/ Radio-Based Instruction creates harmonious relationship between teacher and learners.	4.36	High
3. Blended approach of Face-to-Face with Modular Distance Learning / Online Distance Learning Modality/ Radio-Based Instruction allows learners to interact with teachers.	4.28	High

4. The learning module stresses the development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives, and draw conclusions.	4.25	High
5. The teacher seeks student feedback and provides additional resources or explanations when necessary.	4.36	High
6. The teacher stresses the development of critical thinking by challenging learners to understand complex ideas, analyze, compare/contrast, evaluate arguments considering different perspectives, and draw conclusions.	4.26	High
7. The students are given opportunities to gather information, synthesize, analyze and solve problems.	4.39	High
8. The teacher promotes interaction via discussions and collaborative tasks wherein students actively participate.	4.35	High
9. The teacher creates a firm structure and routine, as well as organizing and structuring activities to allow learners to work independently as appropriate for their age.	4.40	High
10. The students are given opportunities to gather information, synthesize, analyze and solve problems.	4.42	High
Mean	**4.33**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Moreover, the students were given opportunities to gather information, synthesize, analyze, and solve problems ***($\bar{x}$=4.42)***. On the other hand, the teacher promoted interaction via discussions and collaborative tasks wherein students actively participated ***($\bar{x}$=4.35)***. They also created a firm structure and routine, as well as organizing and structuring activities to allow learners to work independently as appropriate for their age ***($\bar{x}$=4.40)***. Joacquin *et al.* (2020) affirmed with the present findings in which they mentioned that the primary goal of distance education was to provide education to people who live far away from persons who are unavailable, under-resourced, less wealthy, or unreachable.

Table 2.5: Implementation Level of ALS in terms of Flexible Class Program implementation

Indicators	**Mean**	**Description**
1. Differentiated class programming is established to cater for the needs of varied learners.	4.48	High
2. The school encourages greater independence and autonomy on the part of the learner.	4.34	High
3. The school enables and empowers learners and gives them greater control of their learning to become more self-directed.	4.05	High
4. The school includes students in the planning stages, as well as in the implementation to ensure that the school's policies match students' goals and needs.	4.92	Very High
5. The school provides varied flexible options wherein students can choose which learning modality to choose	4.08	High
6. The school ensures that there is learning continuity through curriculum adjustments in a flexible class program.	4.13	High

7. The school adopts and implements the flexible model of blended learning despite much opposition to open classes because of the virus.	4.17	High
8. The school uses a variety of flexible learning delivery alternatives with restricted internet connection.	4.16	High
9. The school has absolutely required, prompted by the need for educational institutions to adopt the new normal in this COVID-19 era.	4.25	High
10. The school facilitates with other learners at their own speed and on their own time in various spaces.	4.18	High
Mean	**4.18**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Table 2.5 unveils the Level Implementation of Alternative Learning System (ALS) in terms of Flexible Class Program implementation which was rated as **High** with a section mean of ***($\bar{x}$=4.18).*** All indicators have shown a high interpretation which denoted that differentiated class programming was established to cater to the needs of varied learners and the school encouraged greater independence and autonomy on the part of the learner ***($\bar{x}$=4.48)***. Further, the school enabled and empowered learners and gave them greater control of their learning to become more self-directed ***($\bar{x}$=4.05).*** Moreover, the school included students in the planning stages, as well as in the implementation to ensure that the school's policies match students' goals and needs ***($\bar{x}$=4.92),*** which was interpreted as **Very High**. There was also a **High** implementation of the school's provision of varied, flexible options wherein students could choose which learning modality to choose ***($\bar{x}$=4.08)*** and ensured that there was learning continuity through curriculum adjustments in the flexible class programs ***($\bar{x}$=4.13)***.

Moreover, the school adopted and implemented the flexible blended learning model despite much opposition to open classes because of the virus ***($\bar{x}$=4.17)***. The school used a variety of flexible learning delivery alternatives with a restricted internet connection ***($\bar{x}$=4.16).*** It has absolutely required, prompted by the need for educational institutions to adopt the new normal in this COVID-19 era ***($\bar{x}$=4.25)***. Lastly, the school facilitated other learners at their own speed and on their own time in various spaces ***($\bar{x}$=4.18).***

Table 2.6 shows the level of Implementation of the Alternative Learning System (ALS) in terms of Partnership with Stakeholders, which was rated as **High** with a section mean of ***($\bar{x}$=4.05).*** The table also revealed that the school has established strong partnerships with varied stakeholders ***($\bar{x}$=4.25)***, were all rated as High. This means that the school has adequate partners to cater to the work immersion requirement of the learners ***($\bar{x}$=4.13)*** and scholarship / part-time job opportunities from the school's stakeholders were available ***($\bar{x}$=4.24)***. Further, the school cannot manage resources, such as startup costs and supply drawbacks of partnerships ***($\bar{x}$=4.08)*** as the lowest rating. In addition, the school's stakeholders took responsibility for the achievement of the learning outcomes through their active participation in school activities, programs, and projects ***($\bar{x}$=4.61)***.

Table 2.6: Implementation Level of ALS in terms of Partnership with Stakeholders

Indicators	Mean	Description
1. The school has established strong partnerships with varied stakeholders (such as non-government organizations, people's organizations, government agencies, private entities, etc.)	4.25	High
2. The school has adequate partners to cater for the work immersion requirement of the learners.	4.13	High
3. Scholarship / part-time job opportunities from the school's stakeholders are available.	4.24	High
4. The school cannot manage resources, such as startup costs and supplies drawbacks of partnerships.	4.08	High
5. School stakeholders take responsibility for achieving the learning outcomes by actively participating in school activities, programs, and projects.	3.61	High
6. Stakeholders provide a management plan for effectively implementing partnership programs to stakeholders.	3.90	High
7. Stakeholders help the employability of disadvantaged youths by providing them with work experience and preparing them for the workforce.	3.75	High
8. The school must improve early childhood student learning by creating a culture of opportunity in a low-performing school.	4.13	High
9. The school has adequate partners to cater for the work immersion requirement of the learners.	4.25	High
10. The stakeholders engage especially in the beneficial context of rural community destinations, tackling concerns that may be limiting the destination's performance.	4.20	High
Mean	**4.05**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Moreover, stakeholders provided a management plan for effectively implementing partnership programs to stakeholders ***($\bar{x}$=3.90)***. It was also found that there was a high implementation of stakeholders' help to the employability of disadvantaged youths by providing them with work experience and preparing them for the workforce ***($\bar{x}$=3.75)***. Consequently, the school have improved early childhood student learning by creating a culture of opportunity in a low-performing school ***($\bar{x}$=4.13)*** and having adequate partners to cater the work immersion requirement of the learners ***($\bar{x}$=4.25)***. Lastly, the stakeholders engaged especially in the beneficial context of rural community destinations, tackling concerns that may be limiting the destination's performance ***($\bar{x}$=4.20)***.

Table 2.7 reveals the Level of Implementation of Alternative Learning System (ALS) in terms of Learning Facilities, which was rated as High with a section mean of ($\bar{x}$=4.30). All indicators have shown a High interpretation of each indicator's implementation level. The findings unveiled that overall, classroom facilities were suitable for ensuring effective learning ($\bar{x}$=4.33), and laboratory facilities were suitable for practical teaching-learning and research ($\bar{x}$=4.25). Further, learning facilities have a learning motivation and learning discipline on student accomplishment ($\bar{x}$=4.31). In

addition, Internet facilities with sufficient speed were available ***($\bar{x}$=4.36),*** and there was adequate indoor and outdoor medical and sports facilities were available ***($\bar{x}$=4.33),*** and the teacher had trouble teaching some science concepts and was ill-equipped to handle some science equipment ***($\bar{x}$=4.34).*** Moreover, it was also found that learning facilities were utilized in the learning process to assist students in learning ***($\bar{x}$=4.17)*** and school facilities were all components to influence and support the process of achieving educational goals in schools ***($\bar{x}$=4.42).*** The table also presented that there are learning facilities that look into procedures that focus on facility support and management in the field ***($\bar{x}$=4.31).***

Table 2.7: Implementation Level of ALS in terms of Learning Facilities

Indicators	**Mean**	**Description**
1. Overall, fun facilities are suitable for ensuring effective learning.	4.33	High
2. Laboratories facilities are suitable for practical teaching-learning and research.	4.25	High
3. learning facilities have a learning motivation and discipline for student accomplishment.	4.31	High
4. The library has adequate, up-to-date reading and reference materials to meet academic and research needs.	4.13	High
5. Internet facilities with sufficient speed are available.	4.36	High
6. Adequate indoor and outdoor medical and sports facilities are available.	4.33	High
7. The teacher has trouble teaching some science concepts and is ill-equipped to handle some science equipment.	4.34	High
8. Learning facilities are utilized in the learning process to assist students in learning.	4.17	High
9. School facilities are all components that influence and support the process of achieving educational goals in schools.	4.42	High
10. Learning facilities look into procedures that focus on facility support and management in the field.	4.31	High
Mean	**4.30**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

However, it was found that teachers have trouble teaching some science concepts and are ill-equipped to handle some science equipment. Furthermore, managing the school's facilities was an essential component of its overall management. These findings were affirmed by a related study conducted by Kingsley (2019), in which he stated that for educational goals and objectives to be met, facilities must be available, used to their full potential, and managed properly. The purpose of the teaching and learning process was to inspire students to use critical thinking to change their behaviour. These activities occurred in a controlled environment that facilitated learning rather than in a vacuum. The practice of ensuring that an organization's classroom buildings and other technical systems supported its operations was known as learning facilities management.

Table 2.8: Summary Table on Level Implementation of Alternative Learning System (ALS) in Region XII

Indicators	Mean	Description
1. Learning Resources Materials	4.27	High
2. Learning Environment	4.34	High
3. Learning Assessment	4.43	High
4. Distance Learning Modalities	4.33	High
5. Flexible Class Implementation	4.18	High
6. Partnership with Stakeholders	4.05	High
7. Learning Facilities	4.30	High
Mean	**4.27**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49=Poor; 1.00 – 1.49 = Very Poor)

Table 2.8 shows the overall rating on the Level of Implementation of Alternative Learning System (ALS), which was rated **High** with a mean of ($\bar{x}$***=4.27)***. All indicators were rated **High,** which means they have a high implementation on the Learning Resources Materials ***(*$\bar{x}$*=4.27)***, Learning Environment ***(*$\bar{x}$*=4.34)***, Learning Assessment ***(*$\bar{x}$*=4.43).*** Distance Learning Modalities ***(*$\bar{x}$*=4.33),*** Flexible Class Implementation ***(*$\bar{x}$*=4.18).*** Partnership with Stakeholders ***(*$\bar{x}$*=4.05)*** *and* Learning Facilities ***(*$\bar{x}$*=4.30).*** It suggested that there was no significant dispersion of the data, which implied that most of the responses were consistent.

4.2 Extent of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) Senior High School Teacher

Table 3.1 shows the Level of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) Senior High School in terms of Information, media, and technology skills, which was rated as **High** with a section mean of ***(*$\bar{x}$*=4.33).*** All indicators were rated as **High**, which means that participants in accessing information in an effective manner that was related to the learners' learning ***(*$\bar{x}$*=4.34)*** and found resources such as databases, documentary films, and websites to be utilized in class as sources of information ***(*$\bar{x}$*=4.20).*** Further, it helped learners appreciate literature and another creative expression of information ***(*$\bar{x}$*=4.25)***. In addition, encouraged collaborative learning it participate effectively and generate valuable information ***(*$\bar{x}$*=4.41).*** It evaluated the resources and the available information ***(*$\bar{x}$*=4.30)***. Moreover, it provided opportunities for learners to gather information online ***(*$\bar{x}$*=4.42)*** and offered a variety of ways of learners to repackage the information and authentic media experience ***(*$\bar{x}$*=4.32).*** It was also found that it helped the learners recognize the false information in all forms of media ***(*$\bar{x}$*=4.29)*** and used ITC in creating materials for learners' use ***(*$\bar{x}$*=4.42)***. Lastly, it incorporated and integrated different forms of media into my instruction ***(*$\bar{x}$*=4.33).***

Table 3.1: Extent of Effectiveness of ALS in Honing the 21st Century Life Skills in Terms of Information, Media, and Technology Skills

Indicators	Mean	Description
1. Participates in accessing information in an effective manner which is related to the learners' learning.	4.34	High
2. Finds resources such as databases, documentary films, and websites to be utilized in class as sources of information.	4.20	High
3. Helps learners appreciate literature and another creative expression of information.	4.25	High
4. Encourages collaborative learning to participate effectively and generate valuable information.	4.41	High
5. Evaluate the resources and the available information.	4.30	High
6. Provides opportunities for learners to gather information online.	4.42	High
7. Offers a variety of ways for learners to repackage the information and authentic media experience.	4.32	High
8. Helps the learners recognize false information in all forms of media.	4.29	High
9. Incorporate and integrate different forms of media into my instruction.	4.33	High
10. Uses ITC in creating materials for learners' use.	4.42	High
Mean	**4.33**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

A similar study by Akingbola (2018) affirmed the present findings. He expressed that technology could be incorporated into curriculum design to facilitate teacher-student interactions and in-class engagement, resulting in a collaborative learning environment promoting students' educational goals. Furthermore, teachers who used handhelds in class could effectively engage students in learning and cooperation by employing digital media to create collaborative learning environments. With handheld computers in the classroom, the teacher could use a variety of instructional approaches to encourage class engagement, such as lectures, discussions, and small-group work (Sung *et al.*, 2016). Teachers utilized these tools to help students learn more effectively in the classroom.

Table 3.2: Extent of Effectiveness of ALS in Honing the 21st Century Life Skills in Terms of Learning and Innovation Skills

Indicators	Mean	Description
1. Brainstorms and seeks out opportunities for learners to improve their ideas and the way they react to situations.	4.27	High
2. Manipulates models and simultaneously allows the learners to experiment and create new ideas.	4.18	High
3. Makes graphic organizers illustrate complex topics.	4.24	High
4. Provides learners with performance standards by which their work will be evaluated	4.26	High
5. Observe the learners while they are having their self-learning in the classroom.	4.26	High
6. Ensures that a more comprehensive approach to inquiry that includes wonder and reflection must be used in the classroom.	4.32	High

7. Uses engaging instructional strategies suitable to the instructional purpose and learners' level and learning styles.	4.28	High
8. Guides the learners in examining the reliability, bias, or credibility of claims by means of giving activities that suit in.	4.26	High
9. Facilitates learners in organizing, classifying, questioning, or evaluating the works of their classmates.	4.30	High
10. Considers contexts or incorporates different perspectives to evaluate thoughts or action.	4.33	High
Mean	**4.27**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Table 3.2 unveils the Level of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) Senior High School in terms of Learning and Innovation Skills, which was rated as **High** with a section mean of ($\bar{x}$***=4.27).*** All indicators were rated as **High**, which means that they brainstorm and sought out opportunities for learners to improve their ideas and the way they react to situations ***(*$\bar{x}$*=4.27)***. Further, the findings revealed that provided learners with performance standards by which their work will be evaluated ***(*$\bar{x}$*=4.26)***, made graphic organizers to illustrate difficult topics ***(*$\bar{x}$*=4.24),*** and manipulated models and simultaneously for the learners to experiment and create new ideas ***(*$\bar{x}$*=4.26).*** In addition, I observed the learners while they were having their self-learning in the classroom ***(*$\bar{x}$*=4.26),*** ensuring that a more comprehensive approach to inquiry that included wonder and reflection must be used in the classroom ***(*$\bar{x}$*=4.32),*** and used engaging instructional strategies suitable to instructional purpose and learners' level and learning styles ***(*$\bar{x}$*=4.28).***

Moreover, it facilitated learners in organizing, classifying, questioning, or evaluating the works of their classmates ***(*$\bar{x}$*=4.30)***, guided the learner in examining the reliability, bias, or credibility of claims using giving activities that suit ***(*$\bar{x}$*=4.26)*** and considered contexts or incorporated different perspectives to evaluate thoughts or actions ***(*$\bar{x}$*=4.33).***

Table 3.3 reveals the Level of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) Senior High School in terms of Communication Skills, rated **High** with a section mean of ($\bar{x}$***=4.34).*** All indicators were rated **High** which means that it provided opinions and ideas and sought opinions and ideas of others ineffective communication ***(*$\bar{x}$*=4.36)***. In addition, findings also revealed that it negotiated and discussed ideas while being flexible to meet the goals of the group ***(*$\bar{x}$*=4.36).*** Moreover, they performed identified tasks to meet the goals of the group ***(*$\bar{x}$*=4.34)*** *and* listened to and offered ideas without interrupting ***(*$\bar{x}$*=4.31).*** They also demonstrated that they were aware of their own emotions, thoughts, and feelings and kept them under control for the good of the group ***(*$\bar{x}$*=4.39)***. Additionally, they moved the group towards resolving conflict ***(*$\bar{x}$*=4.34)*** (if it exists) so goals could be met and listened carefully, repeated, or rephrased to make things clearer ***(*$\bar{x}$*=4.34)***. It was also found that it made everyone relaxed and promoted harmony ***(*$\bar{x}$*=4.39)*** and students tend to stay quiet for some time and then

join in ***($\bar{x}$=4.33)***. Thus, 2007 denoted that there was no significant dispersion in the responses collected.

Table 3.3: Extent of Effectiveness of ALS in Honing the 21st Century Life Skills in Terms of Communication Skills

Indicators	**Mean**	**Description**
1. Provides opinions and ideas and seeks the opinions and ideas of others through ineffective communication.	4.36	High
2. Negotiates and discusses ideas while being flexible to meet the group's goals.	4.36	High
3. Performs identified tasks to meet the goals of the group.	4.34	High
4. Listens without interrupting.	4.27	High
5. Offers ideas without interrupting.	4.31	High
6. Be aware of your own emotions, thoughts, and feelings and keep them under control for the group's good.	4.39	High
7. Moves the group towards resolving conflict (if it exists) so goals can be met.	4.34	High
8. listens carefully and repeats or rephrases to make things clearer.	4.34	High
9. Makes everyone relaxed and promotes harmony.	4.39	High
10. Stays quiet for some time and then join in.	4.33	High
Mean	**4.34**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

A study conducted by Velentzas and Borni (2014) supported these findings. Effective communication would achieve and retain the desired effect and improve the message's effect. As a result, effective communication achieved the purpose for which it was designed. Change, action, awareness, education, or the transmission of a specific philosophy or perspective are all aims that might be pursued. Effective communication included both talking and listening.

Table 3.4: Extent of Effectiveness of ALS in Honing the 21st Century Life Skills in Terms Life and Career Skills

Indicators	**Mean**	**Description**
1. Builds harmonious relationships with learners by knowing when to talk and when to listen.	4.55	Very High
2. Gives value and respect to other opinions, ideas, and beliefs.	4.60	Very High
3. Ensures that learners' differences are accepted and other needs of individual learners are addressed to the best extent possible regardless of the other background.	4.49	High
4. Respect cultural differences and work effectively with people from a range of social and cultural	4.56	Very High
5. Participates in training that promotes peace and understanding of cultural diversity.	4.51	Very High
6. Manages and documents conflicts that arise in the classroom.	4.47	High
7. Design learning activities that reflect the different backgrounds and needs of the learners.	4.43	High

8. Treats each learner as an individual deserving of respect or not as a representee of the group.	4.44	High
9. Practices cooperative learning by encouraging cooperative learning tasks and discouraging negative competition among learners.	4.50	Very High
10. Select materials that reflect the different backgrounds and needs of the learners.	4.42	High
Mean	**4.50**	**Very High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Table 3.4 shows the Level of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) in terms of Life and Career Skills, which was rated as **Very High** with a section mean (***$\bar{x}$=4.50).*** Most of the Indicators were all rated as ***Very High,*** which means that it built a harmonious relationship with learners by knowing when to talk and when to listen ***($\bar{x}$=4.55).*** Further, it ensured that learners' differences were accepted and other needs of individual learners were addressed to the best extent possible regardless of the other background ***($\bar{x}$=4.49)***. Additionally, they respect cultural differences and work effectively with people from a range of social and cultures ***($\bar{x}$=4.56)***. Participated in training that promoted peace and understanding of cultural diversity ***($\bar{x}$=4.51)***.

Moreover, it gave value and respect to other opinions, ideas, and beliefs ***($\bar{x}$=4.60)***. They also managed and documented conflicts that arose in the classroom ***($\bar{x}$=4.47)***. They treated each learner as an individual deserving of respect or not as a representative of the group ***($\bar{x}$=4.44)*** and practiced cooperative learning by encouraging cooperative learning tasks and discouraging negative competition among learners have a mean of ***($\bar{x}$=4.50)*** *respectively.* On the other hand, indicators 7, 8 and 10 were rated as ***High*** which means that it designed learning activities that reflected the different backgrounds and needs of the learners. Consequently, selected materials that reflected the different backgrounds and needs of the learners ***($\bar{x}$=4.43).*** In connection, a significant study conducted by Bantulo (2016) supported the findings of the study in which he stated that both field implementers and critics agreed that it was beneficial for ALS students who were interested not only in academics but also in having career readiness skills.

Table 3.5: Summary on the Level of Effectiveness in 21st-century Life Skills of Alternative Learning System (ALS) Senior High School

Indicators	**Mean**	**Description**
1. Information, Media and Technology Skills	4.33	High
2. Communication Skills	4.34	High
3. Learning and Innovation Skills	4.27	High
4. Life and Career Skills	4.50	Very High
Mean	**4.36**	**High**

Legend: (4.50-5:00 = Very High; 3.50 – 4.49 = High; 2.50 – 3.39 = Moderate; 1.50 – 2.49 = Poor; 1.00 – 1.49 = Very Poor)

Table 3.5 reveals the overall Level of Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS) rated **High** with a grand mean of (***$\bar{x}$=4.36)***. The

findings unveiled that information, media and technology skills, communication skills, and learning and innovation skills were rated as **High** with a section mean of **($\bar{x}$=4.33)**, **($\bar{x}$=4.34)**, and **($\bar{x}$=4.27)** respectively. Life and career skills were rated as Very High, with a section mean of ***4.50*** on the learning and innovation skills. In this connection, a significant study conducted by Baguio (2019) supported the findings of this study, wherein he wrote about the technical and vocational schools available to Filipinos, focusing on the many life skills that employers in the global workplace want. He posited that there was an alternative learning system available in the country for people who were not privileged to complete their basic schooling owing to socioeconomic, geographic, or even tragic circumstances but would later desire to complete their elementary and high schools. Further, he emphasized that 21st-century skills can be used throughout a student's life in all academic subject areas, educational, career, and civic settings. While the precise talents deemed to be 21st-century skills may differ from person to person, place to place, or school to school, the term does represent a broad, if sometimes nebulous and shifting consensus.

4.3 Relationship between the Level of Implementation of the Alternative Learning System (ALS) and the Perceived Effectiveness of the 21st Century Life Skills of the Learners

Table 4 shows the correlation analysis between the Level of Implementation and Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS). The computed *r value* was 0.849, meaning there was a strong positive relationship between the level of implementation and effectiveness in 21st-century life skills of ALS. Furthermore, the p-value was < 0.00001, and it was significant at $p < 0.05$. Therefore, there was a significant strong positive relationship, which means that a high implementation level would significantly affect the effectiveness of the 21st-century life skills of ALS.

Table 4: Correlation Analysis between Level of Implementation and Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS)

Correlated Variable	Computed r value	Coefficient of Determination r^2	p-value	Degree of Relationship	Interpretation
Level of Implementation and Effectiveness in 21st Century Life Skills of Alternative Learning System (ALS)	0.8471	0.7176	<.00001	*Strong Positive relationship	**Significant**
Critical Value (2-tailed p-value at α0.05) **high x variable scores go with high y variable scores (and vice versa)*					

4.4 Qualitative Results

Consequently, the qualitative data are shown on thematic analysis as postulated by Braun and Clarke (2006) adopted and modified. This involved the following steps: 1) Become familiar with the data, 2) Generate initial codes, 3) Search for themes, 4) Review

themes, 5) Define themes, and 6) Write-up. The emerging themes were clustered and analyzed with supported studies.

Table 5: Summary Table on the Integration of the Quantitative and Qualitative Findings on the Level of Implementation of Alternative Learning System

Indicators on the Level of Implementation of Alternative Learning System	**Quantitative Result**	**Qualitative Result**	**Participants' Code**
Learning Resources Materials	**High** (M = 4.27)	• Time allocation in teaching • Availability of classroom • Funding support	KII - P1, P5, P6, P9
Learning Environment	**High** (M = 4.34)	• Challenges on learners in terms of budget, materials reproduction, interest and types of learners	KII – P1, P2, P5, P9
Learning Assessment	**High** (M= 4.43)	• Virtual reading and writing assessment	KII -P8, P9
Distance Learning Modalities	**High** (M= 4.33)	• Utilizing radio stations • livestreaming	KII – P7
Flexible Learning Program	**High** (M= 4.18)	• Flexibility of time • Approach to accommodate the learner	KII – P1
Partnership with Stakeholders	**High** (M=4.05)	• Evidence-based training • Practicum challenges o inmates' students • Extending the voucher program	KII – P7, P9
Learning Facilities	**High** (M = 4.30)	• Learning facilities are suitable for ensuring effective learning	KII- P6

Table 5 presents a summary table integrating the quantitative and qualitative findings on the implementation level of the Alternative Learning System. The indicators include Learning Resources Materials, Learning Assessment, Distance Learning Modalities, Flexible Learning Program, Partnership with Stakeholders, and Learning Facilities.

Figure 5 illustrates the Quirkos word count that capsulized the articulated situations and thoughts. Keywords highlighted from the participants' sentiments were Alternative Learning System (ALS), teachers, learners, learning, implementation, senior high school, time, skills, century, and training.

Figure 5: Quirkos Word Cloud that capsulized the implementation of Alternative Learning System (ALS) and the 21st Century Life Skills of Senior High School Teachers

4.4 How ALS Senior High School Teachers Described the Implementation of ALS in Region XII

Figure 6 shows a screenshot of the coded qualitative analysis, which was done using the Quirkos Software. This licensed software analyses text data to show the graphical interface in nodes or themes represented in bubbles.

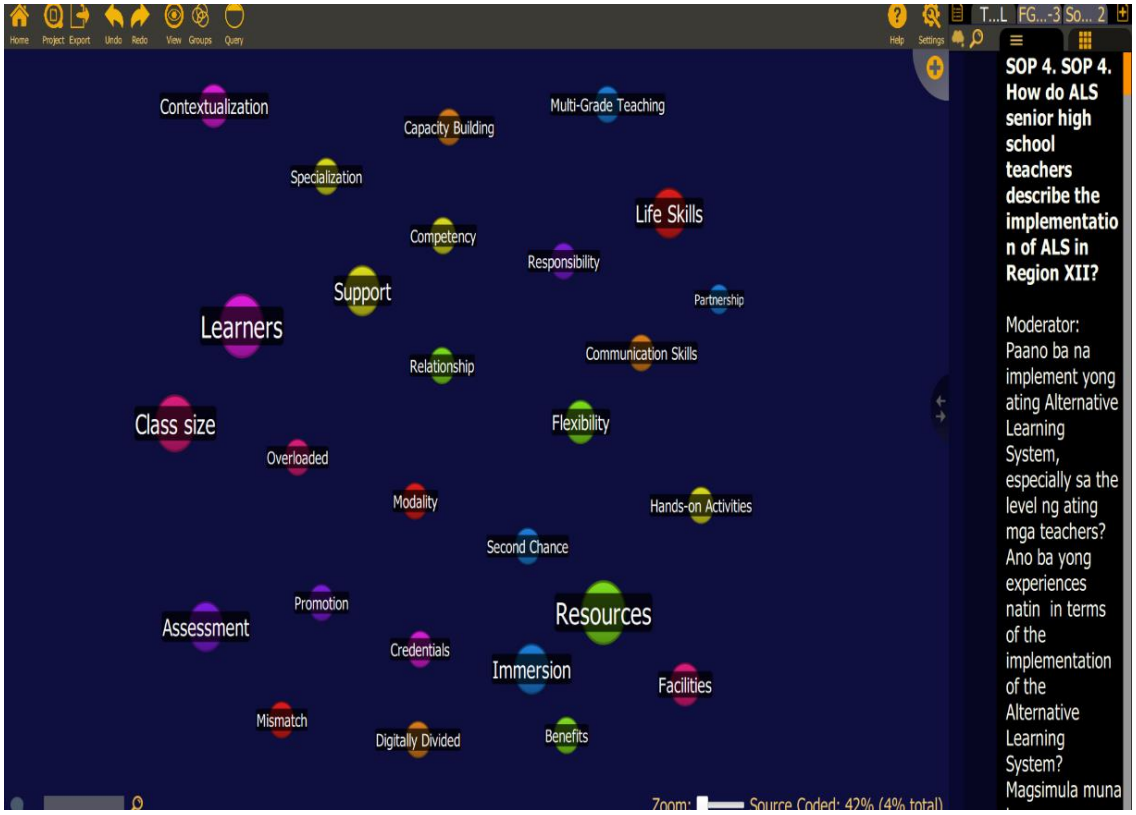


Figure 6: Screenshot of Quirkos Coded Qualitative Analysis

The nodes are represented in various colours and would create a common understanding in exploring the ALS implementation and the effectiveness of honing 21st Century Skills. The nodes were: Contextualization, Capacity Building, Multi-Grade Teaching, Specialization, Competency, Life Skills, Responsibility, Support, Learners Relationship, Learners, Relationship, Communication Skills, Class Size, Overload, Modality, Hands-On Activities, Second Chance, Promotion, Assessment, Credentials, Immersion, Facilities, Mismatch, Digitally Divide, and Benefits.

Main Theme: ALS Implementation in Honing 21st Century Life Skills

4.4.1 Subject Specialization

The Focus Group Discussion (FGD) revealed that the teachers in senior high school were teaching based on tracks and strands. This subject specialization was mentioned in the FGD by P1.

> *"Senior High School sir, although ALS siya pero wala namo gi allow na 1 or 2, or 3 persons lang ang involved, kasi pag Senior High School man gud, naa katong ginatawag na specialization, kung halimbawa kung si teacher English siya… dapat ang itudlo niya English even sa ALS, so kasi ang normal na ALS".* (P1)

("In senior high school, sir, although it's in the ALS, we do not allow that there will only be less than three persons (teachers) who are involved. When we are talking about senior high school, there is the thing called specialization. For instance, if the teacher specializes in English, it follows that he or she will be teaching English as well even in ALS".)

This proved that specialised teachers could handle the class effectively, and ALS SHS needed more specialized teachers.

4.4.2 Interpersonal Relationships

There was a cordial and collaborative relationship among ALS implementers, as mentioned in the statement of P2.

"And good thing then din kasi yong ALS district coordinator at saka yong principal may magandang relationship din po actually yong mga ALS teachers po namin doon sa West Malungon." (P2)

("And it's a good thing that our ALS district and the principal of the school along the ALS teachers of West Malungon have already established good and healthy relationship.")

The interview with P2 emphasized that teachers and principals were collaboratively involved in implementing ALS SHS.

4.4.3 Multi-Grade Teaching

The class sessions were integrated into Grade 11 and Grade 12 in the significant subject subjects. Multi-Grade Teaching was evident in the interview to P3, as ALS teachers were providing their services in all grade levels.

"Sa amin as teachers.. tatlo kasi yong level na hinandle namin…Basic literacy, Elementary at High school" (P3)

("For us as teachers, we are handling three levels, Basic Literacy, Elementary and High School.")

4.4.4 Sense of Responsibility

The teachers were embodied with a sense of responsibility by monitoring students and doing home visitations. Being responsible, P4 emphasized that teachers were being responsible in dealing with their students during the pandemic, as shown in the conversation:

"Our responsibility as ALS teacher is not only confined in making sure that our making our learners pass but it also our responsibility as well to monitor them in senior high school." (P4)

This statement proved that ALS teachers are responsible for ensuring the learning and monitoring of learners at the next level.

4.4.5 Inclusive Education

Students were included in the curriculum and activities. This statement was transpired during the FGD with P5:

"Isa sa mga recipients na mga estudyante ay nasa prisohan… ang grade 11 palang ang nahatag nila is more than 20, ang grade 11…sa BJMP." (P5)

("Among of the few student-recipients are in jail… In BJMP, there were about more than 20 grade 11 students.")

This interview with P5 gave an avenue for learning to those learners who were in jail.

4.4.6 Staff Mobilization

Teachers teaching senior high school were sent to trainings and seminars for enhancement of teaching methods and strategies. P6 amplified this statement:

"Na wala talaga kaming teachers diyan sa ALS, kaya overloaded na yong aking Senior High School teacher, may dalawa,ah no tatlo, teacher na skills din na magtuturo diyan ngayon sa Senior High School."(P6)

("We do not have any teacher in ALS. That is why our senior high teachers are overloaded. There are also about two to three skilled teachers who are teaching in senior high school.")

P6 wanted to express that ALS SHS teachers mobilized and overloaded with their subject loads.

4.4.7 Learning Modalities

Blended instructions were conducted during the COVID-19 pandemic. This was explained during the FGD with P7 :

"Aside from utilizing radio station, we really highlighted the conversion of it to live streaming." (P7)

P7 emphasized that learning m-learning modes were not limited to modules only but also included Radio-Based Instruction and live streaming.

4.4.8 Partnership of Stakeholders

Schools were engaged in community mobilization by signing support from Local Government Units (LGU) and industry partners. The continued support of stakeholders was revealed in the interview to P8:

> *"We conducted a capacity building on RBI or Radio-Based Instruction."* (P8)

With the LGU's and stakeholders' help, the SHS Pilot schools could broadcast their lessons on the approved frequency.

4.4.9 Program Support

The regional office had its continuity plan to support its program implementation. P9 mentioned this expression of support:

> *"We provided them support operation, this is the source of program support and panel."* (P9)

The interview with P9 assured the ALS SHS pilot schools that the Regional Office had support programs to improve the facilitation of the implementation.

4.4.10 Flexibility of Class Program

Teachers teaching ALS were used to in flexible approach to accommodate learners. The flexibility of teachers was revealed in the statement of P1:

> "*Ang pinakamagandang part siguro ng ALS is yong flexible yong class, yung approach, lahat talaga mo na pwedeng iyong gawin just to accommodate them.*" (P10)
>
> ("The best part of ALS is the flexibility of time and the approach that one will do anything to accommodate them.")

Both students and teachers were set on a flexible time approach to meet the competencies.

4.4.11 Career Path and Promotions

The position movement of ALS teachers must be reviewed for a smooth transition from one plantilla to another. This was the battle cry of P4:

> *"Sa promotion medyo nagkaproblema ako…dapat pa MT na kami pero mayrong problema*." (P11)

("There's a bit of an issue about promotion… we are supposed to be promoted to a MT position but there's a problem,")

Issues on promotions and career paths were the sentiments of P4, who was hopeful for any career movement.

Furthermore, the emerging themes on subject specialization as being revealed in the FGD that teachers in senior high school were teaching based on tracks and strands, interpersonal relationships, which means that cordial and collaborative relationships among ALS implementers, multi-grade teaching, sense of responsibility, inclusive education, staff mobilization, learning modalities, partnerships with stakeholders, program support, flexibility of class program, chances, career path and promotions. It implied continued support among ALS-implementing schools. The sense of responsibility was embodied in the teachers to have inclusive education at multi-grade levels and flexibility of class programs as they were catered to in various learning modalities. Hence, partnerships with stakeholders could provide the school implementers with the facilities and tools to provide program support and funding. Most of the ALS learners have chances to work in various industries and are prioritized in government hiring, like in military service.

The success of ALS implementation will depend on the capacity to foster partnerships at the local level, including the provinces, cities, municipalities, and barangays (Abasolo, 2017). Further, to guarantee that they are trustworthy and related to the DepEd's objectives, partnerships must be developed and coordinated with the commercial sector, foreign organizations, national government agencies, LGUs, and other community-based organizations.

A study conducted by Labarrete (2021) examined the teaching methods used by ALS program implementers to teach learners who were classified as Persons Deprived of Liberty (PDLs), Indigenous People, and Nonliterate Adults. The data indicated that face-to-face interaction is the primary mode program implementers use among the three kinds of learners. The use of both contemporary and historical technologies, as well as a radio, facilitates this educational delivery method. Home visits were also carried out. The fact that the ALS program implementers have sincerely and creatively looked for ways to give their learners a personalized and meaningful learning experience was evident in the usage of diverse instructional assistance in supporting instruction in the ALS. It also hinted at the purpose of alternative education. Hence, it may be asserted that ALS's method of delivering education was sensitive to the different demands of students in light of those conditions. Aaron (2006), as cited by Labarrete (2021), posited that alternative education was anything that was non-traditional educational. Flexible timetables, lower teacher-student ratios, and tailored curricula were some of its prevalent characteristics. A similar study conducted by Vicente (2019) revealed that the most significant Violent Extremist Inmates were thought to be in the Alternative Learning System (ALS), which was perceived as the most critical intervention program.

Participants felt that the ALS needed to be improved as a tool for deradicalizing violent extremist inmates.

A study by Pinca (2015) revealed that the lack of instructional resources affects both the traditional and alternative education systems. One could argue that if there are not enough books for the formal education system, there are twice as few in the alternative learning system. These issues were made worse by the school administrators themselves, who offered additional responsibilities to the mobile teachers to hinder their performance rather than recommending they concentrate on leading learning sessions and scheduling more mobile courses. Alternative high schools often offer psychological and vocational support services delivered by a multidisciplinary team in addition to academic instruction (Arzadon and Nato, 2019).

Arzado and Nato (2021) conveyed that the Alternative Learning System offers marginalized students a second chance at education so they can get a better career and continue their studies. The Alternative Learning System Program of the Department of Education offers its recipients a once-in-a-lifetime treasure that serves as a guide and the key to a new and better life. This implied that if a learner enrolled in ALS and succeeded on the equivalency test, he/she must have received an elementary or high school diploma. This allowed learners to pursue additional education in a technical-vocational or higher education institution, find better work, and boost their confidence. On the other hand, a study by Arpilleda (2018) conveyed the existing problem of the lack of support of local officials and huge class size.

4.5 Effectiveness of the 21st century in honing the life skills of the learners as described by Senior High School Teachers

Responses from the FGD revealed that the emerging themes were life skills, extended consideration, communication skills, technical writing, innovation skills, hands-on activities, learning assessment, online assessment, learning environment, contextualization, and no financial support. It implied that students' life skills were being practiced by letting them apply their learning in various occupations, such as making application letters, demonstrating their ICT skills and applying their stored knowledge in the chosen specialization through their communication, innovation and technical skills. Also, it implied that the teachers and industry partners must closely monitor job training to improve their contextualization, online learning and assessment. Thus, they need capital startups to sustain themselves after gaining their skills.

The acknowledgement of the importance of shared educational purpose, parent and community involvement, quality teachers, attention to student needs, and career and self-interest exploration are hallmarks of a successful 21st-century education (Kaufman, 2013). Thus, practicing flexibility of teachers, outputs-based performance, and online-based assessment are the keys to achieving 21st-century education.

Informal Education (InfEd) in ALS is in-time learning, that is, "*learning a skill at a time most needed*" (right now). More importantly, the student of this course is encouraged to create opportunities by exposing learners to programs, projects, activities or events

that promote self-actualization, community development and/or entrepreneurship, and productivity for certification (e.g., TESDA National Certificate I and II). (CMO 83. s. 2017)

It has been proven that physical facilities and equipment can have a deep influence on teacher and student outcomes and can affect health, behaviour, engagement, learning, and achievement growth (Baccal & Ormilla, 2021).

Work immersion enabled the learners to reinforce significant application of the theories or concepts in the classroom to real-life situations in the workplace. It nurtured the character and values of the students significantly. It paved the way for promoting the thrust of DepEd in producing competent senior high school graduates ready for college, employment, or entrepreneurship. In addition, based on their lived experiences, the students found the program beneficial and worthwhile. The study further recommends looking into the Work Immersion experiences of students from other strands and tracks of senior high school (Bustamante, 2019).

Main Theme: Effectiveness of 21st Century Life Skills

4.5.1 Communication Skills/ Technical Writing

As mentioned in the interview with P2, the ALS learners were given activities to develop their communication skills and technical writing skills.

> *"Sa mga outputs po and then ang mga part ng assessment po namin ay yong pagsulat ng mga liham pang-negosyo."* (P2)

> "(It was evident in our outputs and parts of our assessment like letter writing for business.")

The interview with P2 implied that the ALS teachers confirmed that the learning activities would suit the learners. The learners' outputs served as evidence that they learned from their lessons.

4.5.2 Extended Consideration

The teachers would give ample time to comply with and complete the activities, tasks, and performances of ALS learners by extending the deadlines, simplifying lessons, and reconsidering reasons.

> *"Regular students would comply their requirement in one or two-week time, but for them it would take a month"* (P1)

The conversation revealed that P1 really reconsidered the students upon complying with the lesson's submission and extended deadlines in order for the learners to comply.

4.5.3 No Financial Support

Most ALS learners could not apply their knowledge and skills after the training since there is no financial support from the government or individuals for start-ups for small and medium enterprises.

> *"The problem is wala pakoy nakita mga among ma-train nga nagnegosyo to that skills. The problem is wala pong starting capital yan so yon ang nakikita ko".* (P4)
>
> ("The problem is that we have not yet seen someone who we can train for business. The problem is that we lack the capital to start such. That is what I see thus far.")

The talk with P4 suggested that after getting training for ALS learners, there should be a partner industry for employment or starting capital to establish a certain business, a small shop for NCII in welding, hairdressing, cookery, etc.

4.5.4 Innovation Skills/ Hands-on Activities

The innovative skills of ALS learners were seen during their hands-on activities as mentioned in the FGD to P3.

> *"Ginapa-hands on namo sila from mag-operate og kanang laptop mag On/Off na tapos hangtud sa basic na Microsoft".* (P3)
>
> ("We let them do hands-on activities on how to manipulate laptop from switching it on and off to basic Microsoft.")

In the FGD, P3 emphasized that the learners learned computer skills by bringing the laptop to learners' home and let the them perform basic operations on how to turn on/off the laptop and word processing.

4.5.5 Resources

For the ALS implementers, sharing the school facilities with learners was scheduled on Saturdays and Sundays as stated in the dialogue with P5.

> *"We provided them with time for ALS to use the facilities of the school."* (P5)

The dialogue with P5 stressed using the school facilities during the scheduled days since regular students used them from Monday to Friday.

4.5.6 Continued Support

Some of the learners were experiencing lagging behind in their training, so the ALS teachers extended support so that the learners could finish the classes.

"Kailangan matapos nyu ang klase o maka-graduate na kayo at tsaka kailangan report talaga sa school, kay we will provide you, kasi hindi po kayo naka NCII." (P6)

("You need to finish your classes. It's a must to report in school because we will provide you, because you have not undergone NCII".)

The conversation with P6 revealed that ALS teachers encouraged their students not to drop or quit as soon as the training starts.

4.5.7 Innovation Skills/ Immersion

ALS learners were innovative during their immersion as emphasized in the conversation with P7.

"Mag On JobTraining at aanuhin lang magpa-picture lang sila para malaman nila sila ang nag undergo ng OJT kahit na doon lang" (P7)

(To do on-the-job training and they would take photo to indicate that they have undergone OJT on the meantime.")

P7 monitored the learners' performance by sending photographs of their on-job-training showing how they innovatively used their learning.

4.5.8 Learning Assessment/ Online Assessment

To supplement the modular modality, ALS teachers were utilizing the online platform as mentioned by P8.

"What we are doing is that we conducted online or virtual reading and writing assessment." (P8)

The statement of P8 revealed that ALS teachers had conducted online assessments to verify the learners' knowledge of reading and writing.

4.5.9 Learning Environment/ Contextualization

The use of vernaculars or local dialects to simplify the lessons were stressed in the FGD with P3.

"Kami naga English pud mi pero unahon sa dyod namo sa og pasabot sa ilaha (referring to the ALS learners) in their dialect para ma ano na.. para sa basic literacy." (P3)

("We certainly use English as a medium of instruction but first we teach the lesson in their dialect for better understanding and basic literacy.")

P3 stressed that they used the vernaculars or local dialects sparingly to make lessons simple and easy to understand. English language was still the medium of teaching, and shifting to dialect would help with better interpretation.

4.5.10 Learning Resources/ Assimilation

As revealed by the P8 interview, ALS teachers would find remedies to meet learning needs by assimilating other learning resources and using blended learning.

> *"Our teachers are constantly adjusting to meet the needs of others, especially when it comes to learning materials."* (P8)

P8's interview revealed that learning resources are being produced from modules to LAS, then LAS to RBI scripts and PowerPoint presentations.

4.5.11 Learning Assessment/ Quality Assurance

During pandemic times, ALS teachers were able to assess the learning and outputs of students, which were sent from group chats. Pictures of written outputs and video performance were assessed using rubrics.

> *"All of the outputs are photo-documented and are sent to the group chats and then the teacher of the students is there to catch them and check on their paper."* (P7)

Also, P7 expressly confirmed that ALS teachers could conduct quality assurance of ALS learners' outputs in the group chats.

The above results imply that students' life skills were being practised by letting them apply their learning skills and put their stored knowledge in the chosen specialization through their communication, innovation, and technical skills. Also, it infers that job training must be closely monitored by teachers and industry partners to improve contextualization, online learning, and assessment. Thus, they need capital startups to sustain themselves after gaining their skills.

The acknowledgement of the importance of shared educational purpose, parent and community involvement, quality teachers, attention to student needs, and career and self-interest exploration are hallmarks of a successful 21st-century education (Kaufman, 2013). Thus, practising teacher flexibility, outputs-based performance, and online-based assessment are the keys to achieving 21st-century education.

Informal Education (InfEd) in ALS is in-time learning, that is, "*learning a skill at a time most needed*" (right now). More importantly, the student of this course is encouraged to create opportunities by exposing learners to programs, projects, activities, or events that promote self-actualization, community development and/or entrepreneurship, and productivity for certification (e.g., TESDA National Certificate I and II). (CMO 83. s. 2017)

It has been proven that physical facilities and equipment can deeply influence teacher and student outcomes and can affect health, behavior, engagement, learning, and achievement growth (Baccal & Ormilla 2021).

Work immersion enabled the learners to reinforce significant application of the theories or concepts in the classroom to real-life situations in the workplace and nurtured the characters and values of the students significantly. It paved way in promoting the thrust of DepEd in producing competent senior high school graduates ready for college, employment, or entrepreneurship. In addition, based on their lived experiences, the students found the program beneficial and worthwhile. The study further recommends looking into the Work Immersion experiences of students from other strands and tracks of senior high school (Bustamante, 2019).

In summary, Table 6 presents quantitative and qualitative data on the four major indicators of ALS's effectiveness in honing the learners' 21st-century skills. The indicators were Information, media, and technology skills, communication skills, learning and innovation skills, and life and career skills.

Table 6: Summary Table on Effectiveness of ALS in Honing the 21st Century Life Skills of the Learners

Indicators on Extent of Effectiveness of ALS in Honing the 21st Century Life Skills of the Learners	**Quantitative Result**	**Qualitative Result**	**Participants' Code**
Information, Media, and Technology Skills	**High** (M=4.33)	• ALS learners were given activities & technical writing tasks	KII – P2
Communication Skills	**High** (M=4.34)	• Evident in learners' outputs • Assessment such as letter writing	KII - P2
Learning and Innovation Skills	**High** (M=4.27)	• Hands on activities • Manipulate laptops	KII – P3
Life and Career Skills	**Very High** (M=4.50)	• Regular students comply their requirements on time • Need to finish classes	KII – P1, P6

4.6 Challenges Encountered by the ALS Senior High School Teachers in the Implementation of the ALS Program in Region XII

Main Theme: Challenges Encountered in ALS Implementation

4.6.1 Learning Facilities and Environment

As stressed in the conversation with P6, the challenges of SHS ALS implementers were the learning facilities and the environment in which the tracks and strands were offered.

> *"Mayrong mga tools and equipment sa TESDA na mobile ma'am, pwede siguro doon kung halimbawa ma-establish sa TESDA pwede hiramin ang tools and equipment doon natin ilagay sa loob ng BJMP."* (P6)

("There are mobile tools in TESDA ma'am, if ever to borrow from TESDA with these tools and equipment and to be placed inside BJMP.")

4.6.2 Classifying Learners

Each student had his/her own Learner Reference Number (LRN) in the Department of Education using the Learner Information System (LIS). With these, the learners in ALS must be tag and separated as suggested by P7.

"Senior High School ALS must be separated in LIS as one (1) section." (P7)

P7 suggested that in assigning the ALS learners in Senior High School, they must be separated as one section based on the tracks and strands.

4.6.3 Mismatch of Students Interest

In selecting tracks and strands in Senior High School, ALS learners were mismatched with their choice and interest, as transpired in the interview with P1.

"They would like to have STEM, they really love it there. But when they encountered Calculus and other higher Math, they retreated." (P1)

P1 conveyed that ALS learners were mismatch in respect to their choice and interest. Since, Senior High School offerings based on tracks and strands, ALS learners should align themselves in order to pass the subjects, continue learning and preventing them from dropping out.

4.6.4 Budget Allocation

It was pointed out during the FGD that teachers encountered problems about funding because there was no MOOE. As stressed by P9:

"Another thing is walang MOOE, oo yon nga lang nagpapasalamat lang tayo this school is risking, nagri-risk para lang magkaroon ng piloting of the ALS Senior High School". (P9)

("Another is that we do not have MOOE, we are gratified and fortunate that this school is risking big time for the piloting of the ALS senior high school".)

P9 conveyed his recognition about the school's effort in providing funds to pilot ALS in senior high school in the absence of the MOOE.

4.6.5 Increase of Enrollment

With the increase of enrollment, school implementers encountered scenario on how to accommodate the SHS ALS learners as stated on the interview of P2.

"Daghan man kaayong nagpa-enrol alangan pod nga imong abogon. Gi-accommodate namo ang 130 na sila." (P2)

("A lot has enrolled and it's not proper to reject their registration. We have accommodated 130 of them.")

Due to the increased enrollment, P2 stated that they accommodated all students even if there were problems with the insufficiency of teachers and facilities.

4.6.6 Mismatch of Teachers

It was noted that teachers in the schools whose Tracks and Strands were being offered were not NCII holders. A mismatch of teachers was noticed when the schools were most of the teachers were not NCII holders.

"In terms of capability, they cannot decide yet because we do have TechVoc program." (P5)

P5 reiterated that schools with tracks and strands offerings should tailor their offerings based on the teacher's professional capability to avoid mismatch in teaching since Senior High School focused on specialization.

4.6.7 Insufficiency

Schools encountered problems such as insufficient rooms. For ALS District Learning Centers, the room used for classes was an issue to accommodate an increasing number of learners, as transpired in the FGD with P5.

"Natunga mi og oras kay pila lang pud kabuok among rooms diha sa eskwelahan" (P5)

("We were divided as to time allocation, and there were only a few rooms in the school.")

P5 pointed out that due to the increase in enrollment, there was an insufficiency of rooms. To mitigate the problem, time allocation and a schedule were set to avoid congestion in the rooms.

4.6.8 Digitally Divide

Not all ALS SHS learners had their own gadgets. As P6 mentioned, cellphones, laptops, tablets, and other digital devices were not available to the learners.

"Karamihan sa mga estudyante natin walang android cellphone, so ang ginagawa nila pumunta sila sa school manghiram ng cellphone ng iba." (P6)

("Majority of our learners do not have cellphones, so what they are doing is that they went to school to borrow the cellphones of their colleagues.")

P6 confirmed that the majority of their learners do not own digital devices to cope with their lessons. To alleviate the situation, ALS learners borrow gadgets from their friends, classmates, neighbours, and teachers.

4.6.9 Immersion

Immersion was part of the Senior High School activities. SHS ALS learners in BJMP could not perform their practicum since the facilities were lodged in the implementing schools. An immediate remedy was to use only the TESDA mobile gadgets, and learners could not go out for their immersion.

"The point is that on how to facilitate practicum to those that are in BJMP." (P9)

P9 worried about immersion for those SHS ALS learners who were in the BJMP. In fact, immersion was also a requirement in the Senior High School program.

The emerging themes on learning facilities focusing on senior high school pilot schools should best fit students' interests and classify them based on their offerings and geographical locations. Also, it was implied that budget allocation was lodged to the piloted schools. Teachers' deployment analysis should be revisited to check for mismatches in teachers' teaching in the field and the insufficiency of classrooms to cater to the classes. Due to the advent of technology and the challenges of the pandemic, teaching strategies were dependent on the technology in which students were left behind and no gadgets to be used; thus, the digital divide should be addressed for learning opportunities. Hence, immersion practice was solely effective for students who could finance their training, Personal Protective Equipment (PPE) and accommodations. There should be mechanisms in the Department of Education to improve immersion practices in schools that go to accredited testing centres, such as before, during, and after the national competency assessments.

A similar study by Arpilleda (2018) revealed an existing dilemma with teachers' experience in ALS, suggesting that they require additional instruction and exposure to ALS pedagogy and other pertinent topics. Most of these teachers received a Very Satisfactory grade for their teaching effectiveness across the three criteria of personal attribute, competence, and professional development. This implied that they succeeded in their work even though they were new to it and that it was outside their area of expertise. On the other hand, 50% of them received satisfactory ratings for professional development. This finding supported the claim that they were inexperienced employees without enough ALS pedagogy training or other seminars.

Further, students also faced issues with the accessibility of classroom facilities. Every class period, they moved from one location to another, and their learning environments were unsuitable for learning. In addition, he also emphasized the lack of

financial support from officials, which was vital in strengthening the Alternative Learning System. Regarding the students' performance, immersions were advised for exposure and sessions to address the issue of low cultural knowledge with their professors (Abasolo, 2017). On the other hand, in another study by Esteban and Cruz (2021), more than 13% of students still do not have access to the Internet, which had serious ramifications and calls for thoughtful policy development. While mobile learning was developing, it was necessary to remember that some students still had low-tech devices, making it challenging for them to access online course materials.

Table 7: Summary Table on Challenges Encountered in the Implementation of ALS Program in Region XII

Major Theme	Theme Cluster	Qualitative Results	Participants code
Challenges Encountered by Teachers in the Implementation of ALS Program	• Learning Facilities	• Problems with learning facilities and environment	P6
	• Classifying Learners	• Separation of ALS Senior High School in LIS as one section	P7
	• Budget Allocation	• No MOOE	P9
	• Learning Assessment	• Mismatch of students' interest	P1
	• Increased Enrolment	• Accommodating all enrollees	P2
	• Mismatch Teachers	• Lack of teachers' capability (No TechVoc Program)	P5
	• Insufficiency	• Insufficiency of rooms due to division of time allocation	P5
	• Digitally divide	• Majority of the learners do not have cell phones	P6
	• Immersion	• How to facilitate those who are in BJMP	P9

4.7 Quantitative Data that Support the Qualitative Data of the Study

This study revealed that learners and resources including class size, life skills, immersion and assessment saturated the discussion in Focus Group Discussion (FGD).

Senior High School TVL students were advanced in demonstrating the competencies of collaboration, communication, critical thinking, entrepreneurship, environmental literacy, information technology, and occupational health. At the same time, they are experts in demonstrating learning and innovation and lifelong learning competencies.

The employers in the TVL sector consider collaboration, communication, environmental literacy, information technology, learning and innovation, lifelong learning, and occupational health to be essential workplace competencies, while critical thinking and entrepreneurship are also important.

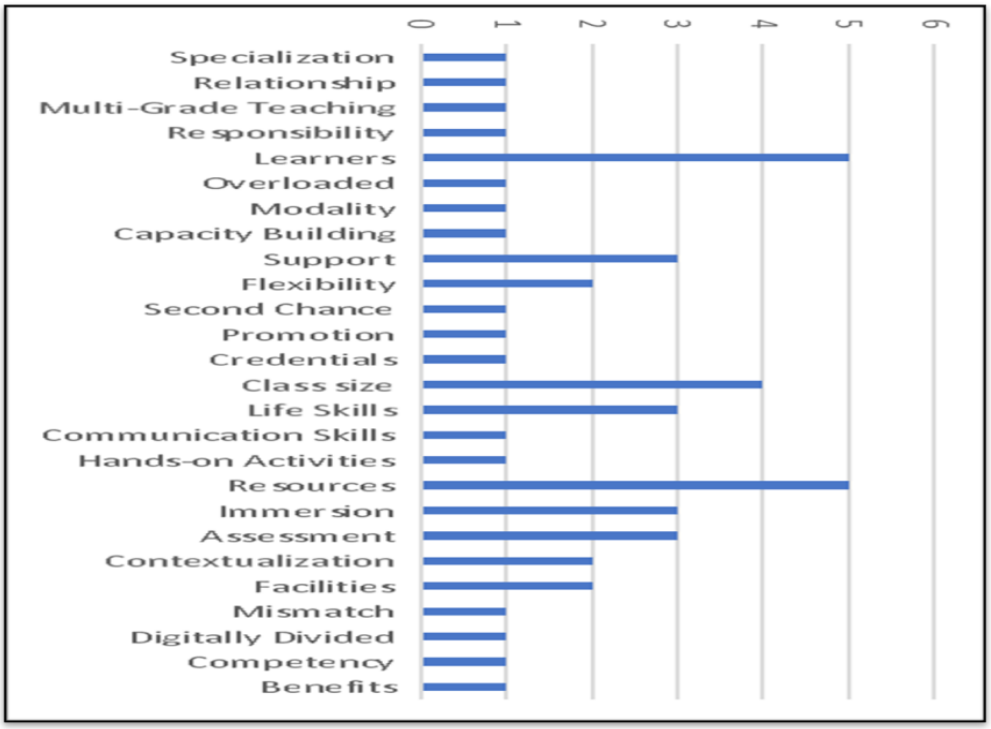


Figure 7: Quirkos Analysis on Quantitative and Qualitative in ALS Implementation and 21st Century Life Skills of Senior High School Teachers

The student's performance in work immersion was generally outstanding across all strands; few achieved satisfactory performance in work immersion. There was no significant difference between the competency level of students and employers' competency expectations in terms of collaboration, critical thinking, entrepreneurship, environmental literacy, information technology, learning and innovation, and lifelong learning. On the other hand, the two groups significantly differed in terms of communication and occupational health. This implies a gap between the competency level of TVL students and employers' expectations regarding communication and occupational health (Roble, 2021).

No significant difference existed between the students' work immersion performances when they were grouped according to their sex and socio-economic classification. In contrast, a significant difference was found when students were grouped according to their TVL strand and specialization. Students in the ICT strand tended to get higher performance ratings for work immersion than those from the Home Economics strand.

In light of the findings of the study, the following recommendations were laid: TVL Students can focus on developing their competency level in collaboration, communication, entrepreneurship, environmental literacy, information technology, learning and innovation, lifelong learning, and occupational health as these are the competencies that are deemed to be essential by employers in the industry. Curriculum planners must consider the competencies that employers find essential for their business to thrive. More emphasis should be given to tasks and assessments that develop the

students' competence in collaboration, entrepreneurship, environmental literacy, information technology, innovation, and lifelong learning, especially for communication and occupational health competencies where gaps were determined.

1) It was also significant to note that employers find the 80-hour work immersion insufficient for students in the TVL track. Curriculum planners could consider allowing more time for students to be immersed and learn by experience to enhance their chances of getting employment should they decide to apply for a job or run a business after graduation.
2) The schools may hold orientations before the students are deployed in their immersion. The orientations may focus on the use of written and verbal communication in the workplace and the application of Occupational Health and Safety (OHS) standards since the employers determined these competencies to be very important. It is also recommended that additional training be conducted during the immersion, as reflected in the MOUs (Memorandum of Understanding) between the school and partner establishment.
3) the school's mandate was to ensure their TVL graduates were equipped and job-ready. Therefore, it was recommended that teachers and administrators emphasise and focus on developing their competencies in communication and occupational health to fill the gaps. This could be done by allowing students to explore, communicate, and collaborate to achieve specific learning tasks and effective assessments designed to enhance and develop the abovementioned competencies. Elective subjects focusing on workplace communication and occupational health and safety may also be offered to ensure these competencies are developed accordingly (Asian Journal on Perspectives in Education Volume 1, Issue 2 72).
4) Future researchers who want to embark on competency-based assessment can use the same instrument used in this study, but it must be administered on a larger scale. For instance, TVL tracks were given more emphasis in public schools than in private schools, and an evaluation of whether students' competency level met the employers' competency expectations will bring more meaningful and useful results knowing that TVL students in the public schools are more likely to look for employment after graduation. They may also embark on studies comparing the competencies of SHS TVL students in the public and private schools as there could be a discrepancy in the competencies being developed and to know which area of the curriculum and instruction should be improved.
5) Also, since the current study was conducted on Senior High School TVL Track students, other researchers may consider assessing students' competency levels under different tracks. Other Senior High School tracks like STEM, ABM, HUMMS, Arts and Design, Sports, and GAS also offer work immersion. It will be interesting to know how students under these tracks fare in their immersion programs and whether expected competencies based on the curriculum are met. Similarly, future researchers may also consider other variables that might

influence students' competency levels, like academic achievement, co-curricular activities, career assessment results, and intelligence quotient, among others. The results of such studies will be a big addition to the developing body of knowledge and literature about the impact of K to 12 in the Philippines.

4.8 Contextualized Policy Recommendations as Proposed by Senior High School Teachers

Table 8 shows the emerging themes, which are as follows: alignment of competency, benefits, rewards, financial resources, reproduction of learning materials, strengthening partnerships and opportunities. This implies that in teaching, there must be an alignment of the competencies being taught in every specialization, and teachers must be knowledgeable about the assigned subjects. It was noted in the Focus Group Discussion (FGD) that the competencies of TESDA needed alignment with the competencies set by the Department of Education (DepEd). It was also implied that teachers teaching Senior High School Alternative Learning System would be compensated for service rendered as service credits since the class and teachers' program was set for Saturdays and Sundays. Financial resources and the reproduction of learning materials were attached to the operational expenses of the piloted schools. There should be strong partnerships among industry in the community to create opportunities for ALS Learners.

Main Theme: Policy Recommendation in Alternative Learning System (ALS)

4.8.1 Alignment of Competency

Teachers teaching in Alternative Learning System (ALS) Senior High School were challenged to align competency in TESDA and DepEd. This was revealed in the following statement of P6:

> *"The training regulation of TESDA that we adopted."* (P6)

This statement implies that teachers should adopt TESDA training regulations for their learners to pass national competency albeit to DepEd learning competencies.

4.8.2 Opportunity

School implementers signified their intentions to be SHS ALS piloted schools to give opportunities to learners. As being cited in the interview of P9:

> *"We issued Region Memo calling for nominations, tapos ito si ma'am R7, ito si sir R8 sila yong first na nagrespond and even Sarangani and kayo po yon."* (P9)
>
> ("We issued Region Memo that calls for nominations and ma'am P7 and sir P8 are among the few who first responded in Sarangani.")

This interview showed that the region recognized the intentions of SHS Pilot implementers in Region XII.

4.8.3 Strengthening Partnership

Immersion and industry partners expressed their support to students through the vouchers program.

> *"Yong ibang ALS learners sinabay sila sa JDVP program ibig sabihin yong naghands on din sila."* (P2)
>
> ("Other ALS learners are included in the JDVP program, meaning they are also doing hands-on activities.")

4.8.4 Reproduction of Learning Materials

SHS Implementers were financially challenged to reproduce modules since there was no allocation for ALS SHS Learners. These lines were supported on the Focus Group Discussion with P2:

> *"Makita kasi namin na malaki talaga ang problema namin sa budget kasi 2000 plus ang students namin plus sa time na nagre- reproduce hindi po talaga kakayanin"* (P2)
>
> ("We can really observe that we have a big problem with the allocation because we are accommodating more than 2000 students already. We can no longer bear the cost of learning material reproduction.")

This implies that the implementer encountered a budget allocation problem regarding the reproduction of learning modules due to increased student enrollment.

4.8.5 Financial Resources

Technical Vocational implementers' practicum and laboratory equipment were challenged, particularly regarding the cost of personal protective equipment and its facilities. These challenges were addressed through partnership with the Local Government Unit (LGU) and private companies. P9 mentioned SHS Implementers statement:

> *"It is as though we are begging or asking from our stakeholders albeit our partners."* (P9)

This conversation expressed that the teacher resorted to solicitations or sponsorships for equipment and expenses incurred for training and assessment.

4.8.6 Benefits and Awards

Being pilot implementers of SHS ALS, teachers were hopeful for additional benefits and awards for the services rendered therein. As pointed out in the conversation of P9:

> *"We have the specialization that would teach in Senior High School. It is hoped that hardship allowance would finally be formal."* (P9)

P9 hoped that teachers teaching SHS ALS would benefit through hardship allowance and recognition of their efforts.

The above results imply that in teaching, there must be an alignment of the competencies being taught in every specialization, and teachers must be knowledgeable about the assigned subjects. It was noted in the Focus Group Discussion (FGD) that the competencies of TESDA needed to align with the competencies set by the Department of Education (DepEd). It was also implied that teachers teaching senior high school Alternative Learning System would be compensated for service rendered as service credits since the class and teachers' program was set during Saturdays and Sundays. Financial resources and the reproduction of learning materials were attached to the operational expenses of the piloted schools. There should be strong partnerships among industry in the community in order to create opportunities for ALS Learners.

Based on the study of Jaca, and Javines (2022), they suggested the importance of alignment of competency and shared responsibility of the school, stakeholders and industry partners in the implementation of the curriculum:

It is suggested that the government focus more on the challenge of "buy-in" in the context of competency-based programs to facilitate a well-balanced perspective of ongoing educational reform in the Philippines.

It is recommended that the mastery of essential competencies as one of the K-12 program's core objectives be provided with a clear blueprint across all the different levels of the educational system.

Likewise, a bi-annual consultative meeting is recommended for students, teachers, administrators, parents, and industry partners to share best practices and create action plans for more relevant and productive school and industry partnerships.

Table 8: Summary Table on Contextualized Policy Recommendations as Proposed Senior High School Teachers

Major Theme	Theme Cluster	Qualitative Results	Participants code
Proposed Contextualized Policy Recommendations	• Alignment of Competency	• Training regulation of TESDA	P6
	• Benefits Reward	• Subject specialization	P9
	• Financial Resources	• Partnership with stakeholders	P9
	• Learning Resource	• Lack of funds for reproduction of learning materials	P2
	• Reproduction of learning materials	• Learners included in the JDVP Program meaning they are doing hands on activities	P2 P5
	• Strengthening Partnership Opportunity	• Strong partnership among industry to create opportunities to ALS learners	P9

5. Recommendations

This section contains theoretical and practical recommendations, further research ideas, new approaches, suggestions and concerns regarding potential social and cultural impacts, etc.

Based on the conclusions of the study, the researcher would like to recommend the following:

1) ALS Implementers may consistently shape and sustain positive working relationships with the stakeholders to win their full cooperation in implementing the ALS programs and projects.
2) Policy guidelines may be implemented that entitle ALS teachers to promotion to the next higher levels based on the CSC qualification standards. The DepEd must ensure equal opportunities and standard implementation on the promotion and compensation of ALS Teachers.
3) The DepEd, in coordination with other partners in government, academe, and the private sector, may implement policy guidelines on the recruitment and deployment process of ALS teachers and may develop and conduct regular training programs and workshops for ALS Teachers, Community ALS Implementers, and Learning Facilitators to ensure that they have the necessary knowledge and capacity to carry out the programs under the ALS curriculum as well as enhance their skills on their roles as academic, administrative and community leaders.
4) The same benefits and professional development packages awarded to regular teachers in terms of fellowships, scholarships, and training opportunities in all learning areas of the basic education curriculum may also be given to ALS Teachers.
5) The Department of Education (DepEd) may design a proper monitoring and evaluation tool to identify priorities and needs and ensure proper technical assistance to ALS implementers in the field.

6) The local school boards may be authorized to set aside a portion of the proceeds for the delivery of ALS programs within the LGUs' respective areas of jurisdiction, including, but not limited to, hiring additional Community ALS Implementers within the LGU's area of jurisdiction.
7) A Separate online tracking system for ALS students may be developed to monitor their academic status and achievements. Also, an evaluation system may be established to assess the impact of the ALS program and the progress of the learners who have completed it.
8) The DepEd may establish guidelines for institutionalizing ALS SBM in collaboration with the operations and administration strands responsible for SBM implementation to guarantee the successful delivery and operation of ALS programs.

6. Conclusion

In this final section, the main findings are concisely reiterated. Only conclusions supported by the study findings should be included.

Based on the findings, the following conclusions were made:

1) The overall rating of the Level of Implementation of Alternative Learning System (ALS) was high**.**
2) The overall rating of the Level of Effectiveness in 21st Century Life Skills of the Alternative Learning System (ALS) was **High.**
3) There was a **significant**, strong positive relationship, which means that high implementation would significantly affect the effectiveness of 21st-century life skills for ALS.
4) It was suggested that ALS-implementing schools must continue to assist one another. The teachers felt a duty to provide inclusive education across several grade levels and flexibility in the class schedule to accommodate different learning modes. The school implementers collaborated with stakeholders, which may obtain facilities and tools for program support and funds. Most ALS students have opportunities to work in a variety of industries and are given preference in government hiring, such as in the military forces.
5) By allowing students to apply their learning in different occupations, such as writing application letters, showcasing their ICT skills, and using their stored knowledge in the chosen specialization through their communication, innovation, and technical skills, it was implied that students were practising their life skills. Additionally, it emphasized that teachers and industry partners must constantly supervise online learning, evaluation, and on-the-job training to enhance contextualization. As a result, after they have acquired the necessary abilities, they require funding to survive.
6) It was mentioned that learning facilities targeted at Senior High School piloting schools should best match the students' interests and categorize them based on the

school's offers and geographical locations. Additionally, it is indicated that funding for the piloted schools was submitted. Examining teachers' deployment has to be redone to check for insufficient classroom space and mismatched instructors who are instructing in the field. The digital gap has to be addressed in order to improve learning possibilities because of the obstacles posed by pandemics and the introduction of technology, which made teaching practices heavily dependent on technology and left students behind and unable to utilize gadgets. The only students who could afford to pay for their training, Personal Protective Equipment (PPE), and accommodations might benefit from immersion practice. The Department of Education should have procedures in place to enhance the immersion practices used by schools that visit approved testing facilities before, during, and after the national competence assessments.

7) It was indicated that teachers needed to be informed about the allocated subjects and that there should be congruence between the competencies being considered in each specialization. Focus Group Discussion (FGD) participants emphasized that TESDA competencies needed to be aligned with those established by the Department of Education (DepEd). Since the class and teacher programs were scheduled for Saturday and Sunday, it was also inferred that instructors instructing the senior high school Alternative Learning System would get benefits in the form of service credits as compensation. Financial resources and the reproduction of learning materials were attached to the operational expenses of the piloted schools. There should be strong partnerships among industries in the community to create opportunities for ALS learners.

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Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author(s)

Aurelio Castro Cagang, Education Program Supervisor of the Department of Education - Sarangani Province, Professor of Ramon Magsaysay Memorial Colleges - Graduate School, Doctor of Philosophy (PhD), Major in Educational Management, Mindanao State University, Philippines. Master of Arts in Education, Major in Educational Administration, Holy Trinity College of General Santos City, Philippines.

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