

# Transitioning to Higher Education: An Assessment on the Readiness of Alternative Learning System (ALS) Graduates Pursuing Bachelor's Degree

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## ABSTRACT

This research sought to investigate the readiness of Alternative Learning System (ALS) graduates in transitioning into higher education, particularly in pursuing bachelor's degree programs. The ALS program offers accessible and flexible learning among out-of-school youth and adult learners who were unable to complete their formal education. This study investigates the academic preparedness, study habits, and motivational aspects influencing ALS learners to adapt to the demands of higher education. An in-depth interview was conducted both face-to-face and online, consisting of four (4) open-ended questions to comprehensively gather the participants' narratives and perceptions towards their academic readiness in shifting to higher education. The 10 selected participants were graduates of the ALS program from Don Carlos, Bukidnon, and currently enrolled in their bachelor's degree program. The qualitative data obtained from the interview were transcribed and analyzed thematically to identify recurring themes, patterns, and categories related to the readiness of ALS graduates. The findings aim to provide insights for educators and curriculum developers to enhance the support system of the ALS learners, particularly on implementing targeted interventions that reduce personal and external barriers to attain success in transitioning into higher education and improve ALS curriculum alignment with the higher institution in education.

**Keywords:** Alternative Learning System, readiness, bachelor's degree, transition, reasons

## INTRODUCTION

Education constitutes an indispensable weapon for both individual and societal development and yet there are still many people encounter significant barriers that prevent them from accessing it. The transition to higher education is recognized as a critical piece in student academic journey as it marked by both opportunity and also challenges. This shift often requires adjustment in academic skills, personal disciplines and access to resources. The government has implemented a programs like alternative learning system in order to bridge the gap in educational aspects as it provides individuals who are unable to access formal schooling with a flexible and accessible way in order to complete basic education (DepEd, 2020). ALS program is a platform that offers learners an inclusive, accessible route to pursue higher education and enhance their living standards. The program is in line with the Sustainable Development Goal 4 (SDG 4), which has a strong emphasis on equitable access to quality education and lifelong learning (Vindigni, 2024).

In the Philippines, ALS program has made it possible for individuals from disadvantaged backgrounds and to pursue their individual aspiration, particularly higher educations. ALS provides a valuable alternative for out of school youth and adult to learners to finish their academic journey. However, many of them still encountered significant challenges when transitioning to tertiary education due to their differences in learning experience, academic preparedness and also access to resources (Calabit et al., 2023). Additionally, the study of Vismanos et al. (2024) highlights the financial constraints as one of the key challenges faced by ALS learners.

According to De Villa (2024) there were about 54% of the ALS enrollees could not finish the ALS program in the Department of Education during the school year 2023-2024. Parents or working adults who have multiple commitments and prioritized work to support their families. This factor leads to the increasing rates of drop outs and withdrawal of the program. Additionally, the program's insufficient funding may potentially worsen the situation, as limited funding may result in inadequate learning materials and services. These challenges not only affect student's ability to complete their academic requirements but decrease the quality of education as a whole. Despite these barriers, the immense desire to keep going to pursue for a bachelor's program was evident among the ALS learners (Garbo, et al, 2019).

This study aims to assess the readiness of ALS graduates pursuing a bachelor's degree with a focus on academic preparedness, study habits, and adaptability to the challenges of higher education. The study will also give emphasis on the factors such as self-motivation, time management and also access to academic resources that can influence their success in transitioning to tertiary education.

### **Statement of the Problem**

Generally, the study aimed to explore and investigate the readiness of Alternative Learning System (ALS) graduates pursuing bachelor's degree in education.

Specifically, the study aimed to answer the following research questions:

1. What are the reasons of the learners for enrolling in ALS program?
2. How prepared are the graduates of Alternative Learning System (ALS) program in transitioning to bachelor's degree in education?
3. What are the challenges encountered by the students in enrolling the Alternative Learning System (ALS) program?
4. How effective are ALS programs in bridging the gap of transitioning between non-formal education to formal higher education?

### **Scope and Delimitation of the Study**

This study was focused and limited on the assessment of readiness among graduates of the Alternative Learning System (ALS) program into bachelor's degree in education. The respondents of the study were limited to the 10 selected ALS graduates of Don Carlos, Bukidnon who were willing to participate and available to be interviewed were included. The period of the study was also limited to school year 2024-2025.

The research was limited to the gathering of insights from a diverse group of ALS graduates in Don Carlos Bukidnon allowing for a comprehensive understanding of their perspectives regarding their readiness towards tertiary education and the effectiveness of the ALS program in bridging the gap of transitioning between non-formal education to formal education. The instrument of the study was also limited to a semi-structured interview questionnaire which were subjected to evaluation by the two research experts in terms of validity and reliability. Additionally, this instrument underwent pilot testing to further ensure its validity. The qualitative data collected were analyzed through thematic analysis.

In addition, the other limitations of the study were also anchored to the major research objectives. Therefore, the study was limited to the identification of the reasons of the learners for enrolling in ALS program, analysis of the preparedness of the graduates of Alternative Learning System (ALS) program in transitioning to bachelor's degree education, determining and addressing the challenges encountered by the students in enrolling the Alternative Learning System (ALS) program and analysis of the effectiveness of the ALS programs in bridging the gap of transitioning between non-formal education to formal higher education.

## **METHODOLOGY**

### **Research Design**

The study employed a phenomenological approach to investigate the lived experiences and perspectives of the ALS graduates for the collection of the qualitative data from the participants. As stated by Bliss (2016), the phenomenological inquiry is a qualitative research method focusing on understanding how individuals interpret and make sense of their lived experiences. This approach aligns well to the objectives of this study. The in-depth qualitative interviews conducted, both face to face and online, to the selected group of ALS graduates from Don Carlos Bukidnon to delve deeper into their personal experiences and perspectives on their readiness to transition from non-formal education to formal higher education. With these, a substantial insight can be obtained to measure the effectiveness of ALS program in preparing students towards higher education. The sample for the qualitative interviews was purposefully chosen to include ALS graduates from different backgrounds and age levels to ensure a rich variety of insights. Also, thematic analysis was employed in this study.

### **Locale of the Study**

This study was conducted within the municipality of Don Carlos Bukidnon, with participants limited to the selected graduates of the ALS program who transitioned into bachelor's degree in education program. This municipality is comprised of 29 barangays and is located in the southern part of the province of Bukidnon. It covers an area of 213.72 square kilometers, which constitutes about 2.04% of the province total area. The participants were limited to 10 ALS graduates who were chosen as a sample to be used in the study while ensuring a varied representation of students with diverse backgrounds and experiences in order to measure the effectiveness of the ALS program in preparing students to adapt for higher educational demands in a formal learning environment. In addition, the participants were interviewed using the semi-structured interview questionnaire, which was conducted though face-to-face and online method.

### **Respondents of the Study**

The participants of the study were comprised of all ALS graduates from the municipality of Don Carlos Bukidnon. The participants were selected and identified through surveys from their respective schools. These participants were chosen based on the criteria that they had completed the ALS program at least one year prior to the study and belong to low-income families.

### **Research Instruments**

The pertinent data in this study were gathered using a qualitative research instruction, specifically through a semi-structured interview questionnaire. This instrument contained sets of questions that were reviewed and validated by two research experts in terms of content accuracy and alignment to the research objectives. Revisions were made by the researchers based on the recommendations provided to ensure the content validity of the instrument. Additionally, the instrument underwent pilot testing with the three ALS graduates for refinement, ensuring the clarity and free from ambiguity prior to the actual data collection. The instrument was composed of four (4) open-ended questions designed to gather detailed information from the ALS graduate participants about their perspectives on their readiness to transition from non-formal education through ALS program into bachelor's degree program.

### **Sampling Technique**

The purposive sampling approach was employed to select a total of 10 ALS graduates from the municipality of Don Carlos Bukidnon. Participants were selected based on the following criteria: they must have completed the ALS program at least one year prior to the conduct of this study, must be currently enrolled in a degree program and come from low-income families. Additionally, the participants consist of both males and females,

aged between 25 to 35 years old. These selected 10 ALS graduates were subjected to a series of interviews in line with their level of readiness in transitioning from non-formal education through the ALS program to a bachelor's degree program.

### Data Gathering

A letter of approval was sent first to the mayor's office of Don Carlos Bukidnon to ask permission to conduct the study indicating the main purpose of the study including the perceived benefits. The same letter was addressed to the deans of the Colleges where the participants were enrolled. Finally, a letter of consent was obtained from all the participants to ensure that the ethical standards were met. The semi-structured interviews both face to face and online, were conducted to the selected ALS graduates. The interviews were scheduled on their convenient time to encourage a more open communication with regards to their readiness in transitioning from non-formal education through ALS program to bachelor's degree program.

### Statistical Technique

The qualitative data obtained from the interview were transcribed and analyzed thematically. The responses were transcribed verbatim, and the transcripts were carefully read and coded to identify recurring themes, patterns, and categories related to the readiness of ALS graduates in transitioning from non-formal education through ALS program to bachelor's degree program.

### Ethical Consideration

Ethical consideration is one of the most important aspects in doing research. To fully ensure that the ethical standards of the study were met, the researchers assured that every participant received a consent letter and was able to sign it before administering the study. The researchers also assured the participants about the initiative to protect the confidentiality of their identities as sources of data and that their answers or data provided would be used for research purposes only. Additionally, participants were oriented by the researchers about the main purpose of the study and that they were not subjected to any harm. The participants were assured that the findings of the study would be reported with full transparency.

## DISCUSSION OF THE FINDINGS

### Research Question No. 1: What are your reasons in enrolling ALS program?

#### Theme: Breaking Down Personal Barriers to Pursue Education and Opportunities.

This theme shows how these individuals overcome the barriers around them to pursue education and opportunities that will help them obtain their goals in education. The responses presented the strong desire of the participants to complete their education despite various personal challenges. The barriers that stand between them and education includes age limits, early parenthood, work commitments and financial instability. This theme is supported by the following responses:

Participant 1: *"My reason in enrolling ALS program is to finish my education and pursue my ambition."*

Participant 3: *"I chose to enroll in ALS program because I am quite old to study in high school. This program provides me an opportunity where I can finish my study and find a decent work."*

Participant 4: *"To finish my study even though I'm overage and to continue to enroll vocational courses and to work abroad."*

Participant 5: *"When I was studying in high school, it was difficult for me to balance my time because I got pregnant early and I decided to stopped for the meantime. Now, I opted to enroll ALS it gives me opportunity to continue my studies."*

Participant 7: *“As, a 30-year-old mother, I believe my age is not appropriate for a high school student age that’s one of the reasons why I enrolled the ALS program and I want to continue my studies as well.”*

Participant 8: *“I got pregnant at an early age that’s why I decided to stop my studies before. The school that offered ALS is not that far from where I live, so I decided to continue my studies.”*

Participant 10: *“One of the reasons why I enrolled ALS is because I got married early and I can’t afford to go to high school because I am not financially stable. ALS provides opportunities to get education regardless of age, economic status or whether your employed or not.”*

The response of the first participants showed the confidence and sense of trust of the ALS graduate towards the capacity of attaining their academic and future career-oriented aspirations as they transition into pursuance of bachelor’s degree. By equipping learners with vital learning competencies and life skills, the ALS are capable of offering learners with formal education approach with the aid of flexible and accessible learning practices. According to Aniasco (2024), the educational services and preparations offered by ALS are capable of supporting the graduates’ readiness and competence in passing the Accreditation and Equivalency Test, enabling them to gain access to educational opportunities offered by higher education. In addition, the ALS program also ensures the inculcation of the values such as commitment, diligence, endeavor, independence and self-discipline that are also vital and indispensable in preparing time for tertiary learning and higher education journey.

On the other hand, the interview responses also imply that the age and marital status of ALS graduates may also significantly influence their transitioning into bachelor’s degree. Mature students are often attributed with maturity, sense of accountability and commitment and enriched life experiences that can support their decisions when it comes to their educational transition and endeavor. On the other hand, marital status defines the demands and needs for ALS graduates to balance time management and task distribution between their family-oriented responsibilities and personal educational concerns and engagements. These findings are supported by the study of Abel (2024), which highlighted the relationship between age and marital status. He noted that older ALS graduates who are married or have dependents tend to experience greater challenges. Despite these barriers, participants exhibit strong resiliency to break the cycles of poverty and improve their quality of life.

This theme showed the benefits of the ALS program in education as the means to achieve individual goals, attain stability, and enhance self-confidence of the participants. The participants exhibited strong desire to finish their education with the help of ALS program despite facing difficulties. This means ALS program plays an essential role in breaking cycles of marginalized individuals and providing a pathway towards inclusive education among out-of-school youth and adult learners (Llego, 2017). Additionally, ALS offers accessibility and flexibility, which encouraged some participants to enroll the program. These findings prove that ALS can be a life-changing experience for those determined individuals who want to overcome challenges and seeks to grow in both personal and professional aspects.

## **Research Question No. 2: How did you prepare for a bachelor’s degree program?**

### **Theme: Perceived Confidence and Readiness towards Transition to Higher Education**

This theme discusses how the participants perceived their confidence and preparedness as they moved from the Alternative Learning System (ALS) to taking a bachelor's degree. It highlights their belief in the knowledge they acquired from ALS and the measures they took to prepare themselves for the demands of college life. This theme is supported by the following responses:

Participant 1: *“I prepared myself for a bachelor’s degree program through focusing on my studies and stay motivated and committed to learning.”*

Participant 4: *“I focus on my study and develop some skills needed to prepare myself for a bachelor’s degree.”*



Participant 6: *"I took my studies seriously with the support of my family. They serve as my inspiration that is the reason why I am striving hard every day."*

Participant 9: *"Preparing myself for my bachelor's degree program, I focused on establishing my tough academic foundation, a combination of challenging school experiences and preparing for the entrance exam tests, and also by considering my source of financial assistant. I will place emphasis by developing study and time management in order to achieve my college degree."*

Participant 10: *"Being an ALS graduate, we are also acquired basic foundation of knowledge in Math, Science, English and many more just like in normal high school classes. I think this helps me to prepare myself in pursuing my bachelor's degree".*

ALS program provides educational access and eradicate illiteracy by providing basic education to students, particularly out-of-school youth and adults. The participants pointed out academic readiness as the primary contributor to build their confidence. They expressed that building a strong foundation in learning is through dedication to their studies. This aligns in the study of Acosta & Acosta (2017) which claimed that academic preparedness is a vital factor for being ready in shifting for higher education

In addition, the interview responses also imply that the decisions of the ALS graduates to pursue transition into bachelor's degree maybe also significantly influenced by personal motivation and focus towards education and level of family support. According to Mamba et. al (2021), personal motivation and focus towards studies influence the goals and drive of the ALS graduates to attain long-term academic goals and recover from their prior educational setbacks and challenges. Meanwhile, family support is deemed indispensable in terms of its capacity to ensure the provision of emotional, social and even financial support systems to ALS graduates who are facing adjustments in their journey towards engaging in a different level of learning in bachelor's degree. This finding is supported by the study of Baccal & Ormilla (2021) which highlighted the importance of engagement of community and stakeholder to ensure the success of students in their academic journey.

The participants' experiences showed how perceived preparedness and confidence are shaped by a combination of academic preparation, independent study, family support, and general knowledge. These results highlight the need for educational institutions to provide special resources and assistance to help students transition to higher education. The experiences of the participants illustrate how perceived confidence and preparedness are influenced by various factors such as academic preparation, independent learning, support from family, and basic knowledge. These findings emphasize the necessity for educational institutions to offer special support and resources to facilitate the transition of students to higher education.

### **Research Question No. 3: What are the challenges you have encountered in enrolling ALS program?**

#### **Theme: Overcoming Resource Constraints and Balancing Responsibilities**

This theme embodies the experience of the challenges ALS graduates had while in the program, more specifically balancing multiple responsibilities as well as overcoming resource limitations. The following statements support this theme:

Participant 1: *"I encountered some difficulties in managing my time because at first, I couldn't balance my work and my studies."*

Participant 3: *"It's harder than what I expected since I am working with my small business and studying at the same time. I am also doing my responsibilities as a parent to my children."*

Participant 7: *"One of the challenges I encountered is about time management because I am very busy with my work that sometimes I could not submit all the assigned module tasks within the deadline."*

Participant 9: *“Financial needs and other responsibilities hinder me. And also, I experienced limited resources, combined with these factors/challenges that make significant difficulties I experienced during my ALS program study.”*

Participant 10: *“The challenges I have encountered in ALS is that there are lack of learning resources and time management.”*

The interview responses imply that the three focal and serious challenges and hurdles faced by the ALS graduates in transitioning into bachelor's education are in terms of time constraints or difficulties in time management, financial problems and scarcity of learning resources. Difficulties in time management of ALS graduates can be justified by the limitations in time accessible for completely accomplishing their learning tasks especially when they have pre-occupations to accountabilities in family, occupation and other aspects of daily life outside education. The study of Bondaug (2024), found that limited time typically leads to heightened academic pressures, stress, fatigue and frustrations among ALS learners as they often have external commitments, duties and accountabilities.

Meanwhile, in the context of financial challenges, it is evident that many ALS learners typically belong to economically-challenged and financially-burdened families and households that prioritize daily living and occupation over educational needs. The financial requirements to support and sustain tuition fee, educational materials, transportation and daily school expenses can be financially-burdening for poor families of ALS students. These financial constraints may lead ALS students to other crucial interrelated problems such as the pressure of being working students and in terms of adverse hurdles against their academic success. This aligns with the study conducted by UNICEF (2021), which emphasized the financial constraints can hinder the academic success of ALS learners.

On the other hand, the challenges in terms of scarcity of learning materials are also crucial for ALS graduates as they are hindered to access relevant academic contents to support their skill development needed for transitioning into higher education. The gaps in access to educational resources may impede the ALS students' capacity to master content knowledge and competencies that are required to prepare for transition, complete and accomplish learning tasks and assignments and engage in online and blended learning which are common in bachelor's education. The findings of Magatines et al, (2024) revealed the need for effective allocation of learning resources to ensure the smooth transition of ALS graduates to higher education.

Individuals who manage multiple roles, such as employment, study, and family responsibilities, frequently encounter difficulties with balancing their responsibilities and overcoming resource constraints. The experiences of the participants are highlighted in this study, with particular emphasis on how time management and resources constraints interact to help them achieve their goals. According to the phenomenological study conducted by Leonin (2024) revealed that the common challenges among ALS learners include financial difficulties, working while learning, and parenting responsibilities. Similarly, single mother enrolled in ALS encountered the same dilemma particularly balancing responsibilities with schooling however expressed high interest to continue their education (Bermudo & Moleno, 2021).

The experiences of the participants highlight the importance of modifications to educational system as well as personal resiliency. Addressing these hurdles through adequate financing, flexible learning schedules, and sufficient support will be essential for making alternative education more accessible and beneficial for underprivileged students.

**Research Question No. 4: What are your recommendations in other ALS graduates pursuing bachelor's degree?**

**Theme: Efficient Study Habits and Persistence in Bridging the Transition to Higher Education**

The theme deals with the importance of having a motivation and persistence in finding proper learning routines

and practices for bridging from the Alternative Learning System (ALS) to attaining a bachelor's degree.

Here are the following responses that supports this theme:

Participant 1: *"I simply recommend to stay focus and motivated. Never give up and believe in yourself."*

Participant 2: *"We should improve our study skills in preparation for pursuing bachelor's degree program and stay motivated."*

Participant 3: *"There will be many challenges along the way. However, if you are eager to learn then you can achieve your dreams. You just need to persevere and develop some skills you needed to easily adapt when you study in college."*

Participant 5: *"I encourage that you continue to study and achieve your goals since poverty won't hinder you from succeeding and finishing your education."*

Participant 6: *"I recommend to develop enough time in building your study habits so that it will not that hard for you to adjust when you want to pursue to study in college."*

Participant 8: *"Build your self-confidence, have the courage to prove that despite being ALS graduates we can still thrive in college and be successful in life."*

Participant 9: *"I would advise prioritizing good time management and study skills to be able to balance the academic requirements with any work or family obligations you may have."*

Participant 10: *"Please remember that you must have great study habits because they are one of the attributes required for college studies."*

In general, the interview responses imply that in order to thrive in higher education journey, the ALS graduates need to embrace improvement among themselves in terms of focus and motivation towards learning, good study habits, building academic resiliency and proper time management skills. This is supported by the study of Mamba et al. (2021) that emphasized the importance of improving study habits and academic supports for ALS learners in transitioning into formal higher education. These recommendations foster empowerment among ALS graduates in terms of opportunity to approach their educational endeavor and transition to higher education with stronger confidence and discipline. These are also integral ways to help ALS graduates overcome the diverse challenges that they encounter in transitioning into higher education in terms of adjustments to new learning system and environment, adapting to setbacks, efficient management of learning schedules and sustaining their sense of resiliency and commitment to try new goals and attain unique learning outcomes and future achievements in a different field of education.

Participants showed strong commitment and perseverance to their educational goals despite the barriers they faced. In a study of Calabit (2022) assessed the readiness of alternatives learning system graduates in Kabacan and M'lang, Cotabato for tertiary education. The findings emphasized that personal drive and perseverance play a key role in their academic success. It concluded that ALS graduate can thrive in college if they remain committed to their goals.

Moreover, Camacho et al. (2022) reported that regardless of socioeconomic disadvantages, ALS graduates who keep enthusiasm and solid study habits can overcome difficulties and achieve academic and personal success. Their finding supports the views of the participants that ALS graduates must have effective study habits, motivation, and self-confidence for them to adapt in college environment. These studies show that the academic performance of ALS graduates depends not just on their intelligence but also on their study habits, resilience, and attitudes towards their academic journey.



## **CONCLUSION**

In general, the study found that majority of the ALS graduates enrolled in the program mainly to break down personal barriers that includes age limits, financial struggles, work commitments and early parenthood. They viewed ALS program as a flexible way to finish their education and attaining their goals in life. This indicates that the program gives the disadvantaged learners an avenue to develop their professional and personal growth.

Participants shared the difficulties they encountered particularly in juggling multiple responsibilities, financial instability and dealing with limited learning resources which made it difficult to keep up with schoolwork. Despite these barriers, they expressed confidence in the academic foundation provided by ALS program. They emphasized that acquiring the necessary skills, being committed to their academics, and having strong family support are all factors that improve their readiness for college. This illustrates the importance for better support systems, more flexible learning opportunities, and enough educational resources to help ALS students thrive.

Furthermore, participants provided some advice to aspiring ALS graduates pursuing bachelor's degrees. These pieces of advice included having self-confidence, motivation and effective study habits are key factors in transitioning from non-formal education through ALS program to higher education. Their experiences highlight that success in higher education is not just about being academically prepared but also about having positive attitude and resilience. The findings of this study confirmed that although ALS provides beneficial educational option for out-of-school youth and adults, addressing learning resource issues and boosting academic and emotional support will be crucial for helping ALS graduated succeed in higher education.

In summary, it can be gleaned and concluded that the ALS graduates enrolled in ALS to basically prepare for tertiary learning, with their salient decisions affected by personal aspects such as age and civil status. Their readiness to transition into bachelors' degree are shaped by their focus, intrinsic motivation and level of family support. However, they are more prone to issues and challenges as to time constraints, financial stress and scarcity of educational materials. To address these challenges, ALS graduates need to engage in targeted interventions that reduce personal and external barriers to attain success in transitioning into higher education.

## **RECOMMENDATIONS**

In the first objective of the study wherein it was revealed that ALS graduates' decisions and reasons to enroll in ALS are driven by their goals in pursuing bachelor's degree and influenced by age and marital status, it is recommended for the graduates to establish personalized academic goal-setting, embrace flexible learning options that consider their age, marital status and over-all needs.

Meanwhile, in the second objective that showed that ALS graduates' decisions to transition in higher education are affected by their focus, motivation and family support, the recommended actions include conducting mentorship programs and family engagement programs to strengthen ALS learners' educational motivation.

In the third problem wherein, it was found that the major challenges faced by the ALS graduates are limited time, financial problems and scarcity of learning materials, it was recommended to establish sustainable partnership with stakeholders for the provision of scholarship, low-cost learning tools, technologies and financial support to the students who would transition into bachelor's education.

Diversely, in the fourth problem that revealed that the focal recommended actions include staying focused, developing good learning habits, academic resiliency and time management, the study recommended for the need to provide student workshops, support sessions on best study habits and skills and trainings on stress management, time management and strategies for building learning resiliency to support transition.

Moreover, the insights gained from this study may help educational administrators to strengthen the support system in accommodating the diverse needs of ALS learners by providing sufficient financial assistance, adequate learning resources and more flexible learning opportunities. These measures can lead to the

development of effective study habits, time management and resiliency among ALS students.

The curriculum developers may utilize this study to further enhance the implementation of the program that targets to bridge the transition of ALS graduates to higher education. These programs may include workshops on family and community engagement that provide emotional and financial support to ALS learners and partnerships between the ALS program and higher education institutions for better learning transitions into formal education. By addressing these personal and academic barriers, learners become more adaptable to the demands of higher education.

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