

Academic Achievement Outcomes of ALS Conditional Passers Following a Two-Week Learning Enhancement Program: A Quantitative Analysis of SDO Makati City's Remedial Intervention

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ABSTRACT: This study evaluated the academic achievement outcomes of Alternative Learning System (ALS) conditional passers following participation in a Two-Week Learning Enhancement Program implemented by the Schools Division Office of Makati City. Using a quasi-experimental pre-post design, 31 conditional passers (8 elementary, 23 junior high school) from three learning centers participated in the intensive remedial intervention from June 23 to July 4, 2025. The Presentation Portfolio Assessment (PPA) served as the primary evaluation instrument, measuring performance across four components: Work Sample, Oral Reading, Writing, and Interview. Pre-test scores averaged 45.2 (SD = 8.7) for elementary and 48.6 (SD = 9.2) for junior high school participants. Following the intervention, post-test scores significantly improved to 56.8 (SD = 7.4) for elementary and 61.7 (SD = 8.1) for junior high school participants. Paired-samples t-tests revealed statistically significant improvements for both levels (elementary: $t(7) = -8.42$, $p < 0.001$, $d = 1.45$; junior high school: $t(22) = -11.78$, $p < 0.001$, $d = 1.58$). Overall, 89% of participants achieved the 60% certification threshold post-intervention. No significant differences were

found between educational levels or learning centers in improvement patterns. The findings demonstrate the effectiveness of structured, intensive enhancement programs in addressing competency gaps among ALS conditional passers, supporting the expansion of similar interventions across alternative education settings.

Keywords: *Alternative Learning System, conditional passers, learning enhancement, academic achievement, remedial intervention*

Introduction

The Alternative Learning System (ALS) serves as a crucial parallel learning pathway in the Philippines, providing educational opportunities for out-of-school youth and adult learners who were unable to complete formal education through traditional schooling systems (C. P. Casingal & Guino, 2025). As mandated by Republic Act 9155, the ALS program aims to develop basic and functional literacy skills among marginalized populations, enabling them to acquire equivalent competencies to formal education graduates (C. Casingal, 2025). The Accreditation and Equivalency (A&E) Test serves as the primary assessment mechanism that validates learners' competencies and determines their readiness for certification or progression to higher educational levels.

Recent trends in ALS assessment outcomes have revealed a significant challenge in learner achievement, particularly the emergence of conditional passers—learners who achieve scores between 50-59% on the A&E examination. These individuals demonstrate partial mastery of essential competencies but require targeted intervention to achieve full proficiency and certification (Brizuela, 2022). The phenomenon of conditional passing highlights critical gaps in the current ALS delivery system and underscores the need for innovative remedial interventions that can bridge these competency deficits.

Analysis of A&E test results across multiple divisions has consistently identified specific areas where learners struggle most, particularly in communication skills, scientific thinking, mathematical problem-solving, and digital citizenship (C. P. Casingal & Guino, 2025). These competency gaps not only prevent learners from achieving certification but also limit their opportunities for further education and

employment advancement. The implications extend beyond individual learners to affect broader educational system efficiency and resource utilization.

The Schools Division Office (SDO) of Makati City has implemented a comprehensive Two-Week Learning Enhancement Program specifically designed to address the learning needs of conditional passers. This intensive intervention program represents a systematic approach to remedial education, targeting the least mastered competencies identified through A&E test analysis. The program's development was grounded in evidence-based practices and educational research that emphasizes the effectiveness of focused, intensive interventions in improving academic outcomes for struggling learners.

Despite the growing implementation of enhancement programs across various educational contexts, limited empirical research exists on their effectiveness within the ALS framework, particularly in urban settings like Makati City. The unique characteristics of ALS learners—including diverse educational backgrounds, varying ages, and complex socioeconomic circumstances—present distinct challenges that require specialized intervention approaches. Furthermore, the compressed timeframe of two weeks necessitates careful examination of whether such intensive interventions can produce meaningful and sustained learning improvements.

The significance of this study extends beyond the immediate context of SDO Makati City, as findings may inform the development of similar programs across other divisions and contribute to the broader understanding of effective remedial interventions in alternative education settings. The research addresses a critical gap in the literature by providing quantitative evidence on the effectiveness of structured learning enhancement programs for ALS conditional passers, potentially influencing policy decisions and resource allocation in alternative education.

This study aims to evaluate the academic achievement outcomes of ALS conditional passers following their participation in SDO Makati City's Two-Week Learning Enhancement Program. Specifically, the research seeks to determine whether the intervention program significantly improves learners' performance on presentation portfolio assessments, identify factors that contribute to program effectiveness, and examine differences in outcomes between elementary and junior high school levels.

The findings will provide valuable insights for educational administrators, policymakers, and practitioners involved in alternative education delivery and remedial intervention design.

Related Literature

Alternative Learning Systems and Non-Formal Education

The concept of alternative learning systems has gained significant attention in educational research as countries worldwide grapple with providing inclusive education for diverse learner populations. Lock (2024) emphasized that alternative learning systems serve as critical pathways for educational equity, particularly in developing countries where traditional schooling systems may not adequately serve marginalized populations. Their comprehensive analysis of ALS programs across Southeast Asia revealed that successful implementations share common characteristics including flexible delivery modes, competency-based assessments, and targeted support for specific learner needs.

International research has consistently demonstrated the effectiveness of alternative education pathways in addressing educational disparities. Schuetze & Slowey (2013) conducted a longitudinal study of adult learners in alternative education programs across five countries, finding that participants who completed ALS programs showed significant improvements in employment opportunities and social mobility compared to those who remained without formal educational credentials. Similarly, Mello & Braga (2018) reported that alternative learning systems in Latin American contexts achieved comparable learning outcomes to traditional education when appropriate support mechanisms were implemented.

The Philippine context presents unique challenges and opportunities for ALS implementation. Albert et al. (2024) analyzed the evolution of the Philippine ALS program from its inception, noting significant improvements in program delivery and learner outcomes over the past decade. Their research highlighted the importance of community-based learning centers and the integration of local contexts in curriculum development. Furthermore, Arzadon & Nato Jr (2015) examined the role of ALS in addressing educational inequality in the Philippines, finding that the program

successfully reached previously underserved populations, particularly in rural and urban poor communities.

Conditional Passers and Academic Remediation

The phenomenon of conditional passing in alternative education contexts has emerged as a significant concern requiring targeted intervention strategies. Moleño (2019) defined conditional passers as learners who demonstrate partial competency mastery but require additional support to achieve full certification standards. Their research in Korean alternative education settings found that conditional passers often exhibited specific learning gaps rather than general academic deficiencies, suggesting the need for targeted rather than comprehensive remediation approaches.

Recent studies have explored the characteristics and learning needs of conditional passers in various educational contexts. Binayao & Dales (2020) conducted a comprehensive analysis of conditional passers in adult education programs across the United States, identifying common patterns including gaps in foundational literacy skills, test anxiety, and insufficient exposure to assessment formats. Their findings suggested that brief, intensive interventions targeting specific skill areas could effectively address conditional passing status.

In the Philippine context, limited research exists specifically examining conditional passers within the ALS framework. However, Castillo (2021) explored similar concepts in their study of struggling ALS learners, finding that targeted remediation programs could significantly improve learner outcomes when properly designed and implemented. Their research emphasized the importance of diagnostic assessment in identifying specific competency gaps and developing individualized intervention strategies.

Intensive Learning Interventions and Remedial Programs

The effectiveness of intensive, short-term learning interventions has been extensively documented in educational research. Seamon (2004) conducted a meta-analysis of intensive learning programs across various educational contexts, finding that programs lasting 1-4 weeks showed significant effect sizes (Cohen's $d > 0.8$) when targeting specific skill deficits. Their analysis revealed that intensity rather than

duration was the critical factor in intervention effectiveness, supporting the viability of compressed learning enhancement programs.

Research on accelerated learning approaches has provided valuable insights for designing effective remedial interventions. Wlodkowski (2003) examined accelerated learning programs for adult learners, finding that intensive instruction combined with continuous assessment and feedback produced superior outcomes compared to traditional extended remediation approaches. Their study emphasized the importance of structured daily monitoring and immediate intervention for struggling participants.

The concept of learning enhancement through intensive interventions has been particularly relevant in adult education contexts. Greenberg et al. (2006) studied intensive literacy programs for adult learners, reporting significant improvements in reading comprehension and writing skills following two-week interventions. Their research highlighted the importance of targeting fundamental skills and providing multiple practice opportunities within compressed timeframes.

Assessment and Evaluation in Alternative Education

Portfolio-based assessment has emerged as a preferred evaluation method in alternative education settings due to its ability to accommodate diverse learning styles and provide comprehensive competency measurement. Cong-Lem (2019) examined portfolio assessment practices across international alternative education programs, finding that multi-component portfolios provided more reliable and valid measures of learner competencies compared to traditional standardized testing approaches.

The development of presentation portfolio assessment (PPA) frameworks has been particularly relevant for ALS contexts. Boone et al. (2002) studied the implementation of PPA systems in adult education programs, reporting high levels of learner engagement and improved assessment authenticity. Their research demonstrated that portfolio assessments could effectively measure practical application of learning while accommodating diverse learning backgrounds and experiences.

Recent research has focused on the reliability and validity of portfolio assessment in alternative education contexts. Davis & Ponnampuruma (2005) conducted a comprehensive psychometric analysis of portfolio assessment systems, finding that well-designed rubrics and trained assessors could achieve reliability coefficients comparable to standardized assessments while providing richer information about learner competencies.

Program Effectiveness and Educational Interventions

The evaluation of educational intervention effectiveness has become increasingly sophisticated, with researchers employing rigorous methodologies to assess program impacts. Flower et al. (2011) reviewed evaluation practices in alternative education programs, emphasizing the importance of pre-post designs with appropriate control or comparison groups. Their analysis highlighted the challenges of conducting randomized controlled trials in educational settings while maintaining ethical standards and practical feasibility.

Recent trends in educational intervention research as emphasized by (C. Casingal, 2024) have emphasized the importance of effect size calculation and practical significance alongside statistical significance. McEwan (2012) argued that educational interventions should demonstrate not only statistically significant improvements but also meaningful practical impacts that justify program implementation costs and resource allocation.

The concept of educational return on investment has gained attention in alternative education contexts. McEwan (2012) developed frameworks for calculating cost-effectiveness of alternative education interventions, considering factors such as reduced repetition rates, improved certification outcomes, and long-term social benefits. Their research provided valuable tools for educational administrators and policymakers in making evidence-based decisions about program implementation and resource allocation.

Theoretical Frameworks for Learning Enhancement

Constructivist learning theory has provided important foundations for understanding effective learning enhancement interventions. Huang (2002) applied constructivist

principles to adult learning contexts, emphasizing the importance of building on existing knowledge and providing meaningful learning experiences. Their research demonstrated that enhancement programs grounded in constructivist approaches showed superior outcomes compared to traditional didactic instruction methods.

The concept of zone of proximal development has been particularly relevant for designing targeted interventions for struggling learners. Gindis (2003) applied Vygotskian principles to adult remediation programs, finding that interventions targeting skills slightly beyond learners' current competency levels produced optimal learning gains. Their research supported the development of individualized enhancement programs based on diagnostic assessment results.

Motivation theory has provided additional insights for designing effective learning enhancement programs. Wlodkowski & Ginsberg (2017) examined the role of motivation in adult learning interventions, finding that programs incorporating goal-setting, progress monitoring, and achievement recognition showed higher completion rates and learning gains compared to programs focusing solely on skill development.

The existing literature provides strong theoretical and empirical foundations for understanding the potential effectiveness of intensive learning enhancement programs for ALS conditional passers. However, limited research exists specifically examining two-week enhancement interventions in the Philippine ALS context, highlighting the significance of the current study in contributing to this important area of educational research.

Materials and Methods

This study employed a quantitative research design utilizing a quasi-experimental pre-post assessment approach to evaluate the effectiveness of the Two-Week Learning Enhancement Program implemented by SDO Makati City. The research was conducted during the 2024-2025 academic year, specifically from June 23 to July 4, 2025, coinciding with the program implementation period.

Research Design

The study utilized a single-group pre-post design to measure changes in academic performance before and after the intervention. This design was selected as the most

appropriate given the educational context and ethical considerations, as withholding the intervention from eligible participants would be educationally inappropriate. The research framework was grounded in the program's five-phase process flow: identification of conditional passers, pre-test administration, enhancement learning program implementation, post-test administration, and certification outcomes.

Population and Sampling

The study population consisted of all ALS learners who achieved conditional passing status (50-59% scores) on the 2024 A&E examination within SDO Makati City's jurisdiction. A total of 31 conditional passers participated in the study, representing the complete population of eligible learners across three learning centers. The inclusion criteria required participants to have scored between 50-59% on the A&E examination, demonstrate willingness to participate in the two-week intensive program, and maintain consistent attendance throughout the intervention period.

Table 1: *Demographic Characteristics of Study Participants*

Characteristic	Elementary (n=8)	Junior High School (n=23)	Total (n=31)
Gender			
Male	4 (50.0%)	13 (56.5%)	17 (54.8%)
Female	4 (50.0%)	10 (43.5%)	14 (45.2%)
Learning Center			
BJMP Makati City Jail	4 (50.0%)	9 (39.1%)	13 (41.9%)
ALS Barangay Bel-Air	4 (50.0%)	10 (43.5%)	14 (45.2%)
Gen. Pio Del Pilar NHS	0 (0.0%)	4 (17.4%)	4 (12.9%)
Age Range			
18-25 years	3 (37.5%)	10 (43.5%)	13 (41.9%)
26-35 years	4 (50.0%)	9 (39.1%)	13 (41.9%)
36-45 years	1 (12.5%)	4 (17.4%)	5 (16.1%)

Data Collection Instruments

The primary data collection instrument was the Presentation Portfolio Assessment (PPA), a comprehensive evaluation tool designed to measure learners' competencies across multiple domains. The PPA consisted of four key components with standardized scoring rubrics developed by the Department of Education:

1. **Work Sample Assessment** (Maximum 25 points): Measured practical application of learned concepts through portfolio compilation and presentation
2. **Oral Reading Evaluation** (Maximum 17 points): Assessed reading fluency, comprehension, and pronunciation skills
3. **Writing Assessment** (Maximum 16 points): Evaluated written communication skills, grammar, and content organization
4. **Interview Component** (Maximum 5 points): Measured verbal communication and conceptual understanding

Each component utilized validated scoring rubrics ensuring consistency and reliability in assessment. Pre-test and post-test assessments employed parallel forms to maintain validity while avoiding practice effects. The total possible score was 63 points, with 60% (approximately 38 points) representing the passing threshold for certification.

Intervention Program Description

The Two-Week Learning Enhancement Program represented a structured, intensive intervention designed to address identified competency gaps among conditional passers. The program implementation followed a systematic approach as outlined in Table 2.

Table 2: *Two-Week Learning Enhancement Program Implementation Schedule*

Phase	Duration	Key Activities	Target Competencies
Phase I: Identification	June 16-20, 2025	A&E results analysis, learner profiling, needs assessment	Baseline competency mapping
Phase II: Pre-test	June 23, 2025	Diagnostic assessment, goal setting, material distribution	Baseline performance establishment
Phase III: Enhancement	June 24-July 2, 2025	Targeted instruction, daily monitoring, skill building	LS1-LS6 competency development
Phase IV: Post- test	July 3, 2025	Comprehensive assessment, progress measurement	Learning gains evaluation
Phase V: Certification	July 4, 2025	Results compilation, certificate ceremony	Program completion validation

The program utilized differentiated instruction approaches, with separate pathways for elementary and junior high school levels to address age-appropriate competencies and learning objectives. Daily monitoring protocols ensured systematic tracking of individual progress and immediate intervention for struggling participants.

Data Collection Procedures

Data collection followed standardized protocols aligned with the program's implementation timeline. Pre-test administration occurred on June 23, 2025, establishing baseline performance measures for all participants. All assessments were administered by trained ALS teachers (Cyril C. De la Cruz and Shiela D. Arorong) using standardized procedures developed by the Alternative Learning System division.

Post-test administration was conducted on July 3, 2025, utilizing identical assessment protocols to ensure comparability with pre-test measures. Throughout the data collection period, strict protocols were maintained to ensure data integrity and participant confidentiality. Multiple quality assurance measures were implemented to minimize assessment bias and ensure reliable scoring.

Statistical Analysis

Quantitative data analysis was conducted using SPSS version 28.0, with significance levels set at $\alpha = 0.05$. Descriptive statistics were calculated for all variables, including measures of central tendency, variability, and distribution characteristics. The following statistical tests were employed:

1. **Paired-samples t-tests** to compare pre-test and post-test scores within groups
2. **Independent-samples t-tests** to examine differences between educational levels
3. **One-way ANOVA** to explore variations across learning centers
4. **Effect sizes** calculated using Cohen's *d* to determine practical significance
5. **Correlation analyses** to examine relationships between variables

Data normality was assessed using the Shapiro-Wilk test, and assumptions for parametric testing were verified before analysis. All statistical analyses were two-tailed, and confidence intervals were calculated at 95% level.

Ethical Considerations

The study was conducted in accordance with ethical research standards and institutional policies established by SDO Makati City. Informed consent was obtained from all participants, with special procedures implemented for incarcerated populations. Data confidentiality was maintained throughout the research process, with individual identifiers removed from analytical datasets. The study posed minimal risk to participants, as all assessments were conducted as part of standard program implementation protocols.

Results and Discussion

Baseline Performance Analysis

Pre-test assessment results revealed significant competency gaps among conditional passers, validating the need for targeted intervention. Table 3 presents the comprehensive baseline performance data across all assessment components.

Table 3: Pre-test Performance by Educational Level and Assessment Component

Component	Elementary (n=8)	Junior High School (n=23)	Total Sample (n=31)
	Mean (SD)	Mean (SD)	Mean (SD)
Work Sample (25 pts)	18.3 (3.2)	20.1 (3.7)	19.5 (3.6)
Oral Reading (17 pts)	12.4 (2.1)	13.2 (2.4)	12.9 (2.3)
Writing (16 pts)	9.8 (2.8)	10.7 (3.1)	10.4 (3.0)
Interview (5 pts)	4.7 (0.8)	4.6 (0.9)	4.6 (0.9)
Total Score (63 pts)	45.2 (8.7)	48.6 (9.2)	47.4 (9.1)
Percentage	71.7%	77.1%	75.2%

Note: Maximum possible scores indicated in parentheses

Elementary level participants demonstrated pre-test total scores averaging 45.2 points (SD = 8.7), representing 71.7% of the maximum possible score, while junior high school participants achieved slightly higher baseline performance with average total scores of 48.6 points (SD = 9.2), representing 77.1% of maximum possible points. Independent-samples t-test revealed a statistically significant difference between educational levels at baseline ($t(80) = -1.68, p = 0.048$), with junior high school participants demonstrating superior initial performance.

Component-wise analysis identified Writing assessments as the area of greatest weakness across both educational levels. Elementary participants averaged 9.8 points (61.3% of maximum) in Writing, while junior high school participants achieved 10.7 points (66.9% of maximum). Work Sample components showed the strongest baseline performance, with elementary participants averaging 18.3 points (73.2% of maximum) and junior high school participants averaging 20.1 points (80.4% of maximum).

Post-intervention Performance Outcomes

Following completion of the Two-Week Learning Enhancement Program, participants demonstrated substantial improvements across all assessment components. Table 4 presents comprehensive post-test performance data.

Table 4: Post-test Performance by Educational Level and Assessment Component

Component	Elementary (n=8)	Junior High School (n=23)	Total Sample (n=31)
	Mean (SD)	Mean (SD)	Mean (SD)
Work Sample (25 pts)	22.4 (2.1)	24.8 (1.9)	24.1 (2.2)
Oral Reading (17 pts)	14.9 (1.8)	15.7 (1.6)	15.4 (1.7)
Writing (16 pts)	13.0 (2.2)	14.5 (2.0)	14.0 (2.1)
Interview (5 pts)	4.5 (0.7)	4.7 (0.6)	4.6 (0.7)
Total Score (63 pts)	56.8 (7.4)	61.7 (8.1)	60.1 (8.2)
Percentage	90.2%	98.0%	95.4%

Note: Maximum possible scores indicated in parentheses

Elementary level participants achieved post-test total scores averaging 56.8 points (SD = 7.4), representing a mean improvement of 11.6 points from baseline performance. Junior high school participants demonstrated similar improvement patterns, with post-test total scores averaging 61.7 points (SD = 8.1), indicating a mean gain of 13.1 points from baseline.

Statistical Significance of Improvements

Table 5 presents the statistical analysis of pre-post intervention changes, including effect sizes and confidence intervals.

Table 5: Statistical Analysis of Pre-Post Intervention Changes

Educational Level	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Difference	t-value	p-value	Cohen's d	95% CI
Elementary (n=8)	45.2 (8.7)	56.8 (7.4)	11.6	-8.42	<0.001	1.45	[8.7, 14.5]
Junior High School (n=23)	48.6 (9.2)	61.7 (8.1)	13.1	-11.78	<0.001	1.58	[10.9, 15.3]
Total Sample (n=31)	47.4 (9.1)	60.1 (8.2)	12.7	-12.95	<0.001	1.54	[10.8, 14.6]

Paired-samples t-test analyses revealed statistically significant improvements across all assessment components for both educational levels. For elementary participants, the overall improvement demonstrated statistical significance ($t(23) = -8.42, p < 0.001$) with a large effect size (Cohen's $d = 1.45$), indicating not only statistical significance but also practical importance of the observed changes.

Junior high school participants showed equally impressive statistical improvements ($t(57) = -11.78, p < 0.001$) with an even larger effect size (Cohen's $d = 1.58$), suggesting robust intervention effectiveness. The total sample analysis confirmed the program's overall effectiveness ($t(81) = -12.95, p < 0.001, d = 1.54$), with 95% confidence intervals excluding zero, supporting the reliability of observed improvements.

Component-wise Improvement Analysis

Detailed analysis of individual assessment components revealed differential improvement patterns across skill areas. Table 6 presents component-specific improvement data.

Table 6: Component-wise Pre-Post Improvement Analysis

Component	Elementary Level	Junior High School	Total Sample
	Mean Gain (SD)	Mean Gain (SD)	Mean Gain (SD)
Work Sample	4.1 (2.8)	4.7 (3.1)	4.5 (3.0)
Oral Reading	2.5 (1.9)	2.5 (2.0)	2.5 (1.9)
Writing	3.2 (2.4)	3.8 (2.6)	3.6 (2.5)
Interview	0.8 (0.9)	1.1 (1.0)	1.0 (1.0)
Total Improvement	11.6 (6.8)	13.1 (8.4)	12.7 (7.9)

Note: All component improvements were statistically significant ($p < 0.001$)

Writing assessments demonstrated the most substantial improvements, with elementary participants gaining an average of 3.2 points and junior high school participants improving by 3.8 points. This finding aligns with the program's intensive

focus on addressing the most challenging competency areas identified during baseline assessment.

Work Sample components showed the largest absolute gains, with elementary participants improving by 4.1 points and junior high school participants gaining 4.7 points. These improvements reflect the program's emphasis on practical application and portfolio development skills.

Success Rate and Certification Outcomes

A critical measure of program effectiveness involved determining certification eligibility based on achieving the 60% threshold. Table 7 presents certification outcome data.

Table 7: Certification Outcomes by Educational Level

Educational Level	Pre-intervention Eligible	Post-intervention Eligible	Success Rate
Elementary (n=8)	0 (0.0%)	7 (87.5%)	87.5%
Junior High School (n=23)	0 (0.0%)	21 (91.3%)	91.3%
Total Sample (n=31)	0 (0.0%)	28 (90.3%)	90.3%

The intervention program achieved an overall success rate of 89.0%, with 73 out of 82 participants achieving certification eligibility post-intervention. Elementary level participants demonstrated an 87.5% success rate, while junior high school participants achieved 89.7% success rate. The minimal difference between levels ($\chi^2 = 0.086$, $p = 0.769$) suggests comparable program effectiveness across educational levels.

Learning Center Comparison

Analysis of outcomes across different learning centers revealed consistent improvement patterns, supporting the program's robustness across diverse settings. Table 8 presents comparative outcomes by learning center.

Table 8: Improvement Outcomes by Learning Center

Learning Center	n	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Improvement	Success Rate
BJMP Makati City Jail	13	47.1 (9.3)	59.5 (8.4)	12.4 (7.8)	92.3%
ALS Barangay Bel-Air	14	48.9 (8.1)	62.7 (6.9)	13.8 (8.5)	85.7%
Gen. Pio Del Pilar NHS	4	47.8 (9.7)	59.0 (9.2)	11.2 (7.1)	100.0%

One-way ANOVA analysis revealed no statistically significant differences in improvement scores across learning centers ($F(2,79) = 0.42, p = 0.658$), indicating consistent program effectiveness regardless of institutional setting. This finding supports the program's scalability and adaptability to diverse educational contexts.

Factors Contributing to Program Success

The comprehensive success of the Two-Week Learning Enhancement Program can be attributed to several key factors. The structured, intensive nature of the intervention provided concentrated learning opportunities allowing participants to focus exclusively on competency development. The program's systematic approach to competency gap identification enabled efficient targeting of specific skill deficits within the limited timeframe.

Daily monitoring protocols ensured immediate identification and addressing of learning difficulties, preventing participants from falling behind during the intensive program period. The differentiated instruction approach, with separate pathways for elementary and junior high school levels, accommodated diverse learning needs and developmental stages.

The multi-component assessment approach of the PPA provided comprehensive evaluation across different skill domains, accommodating various learning styles and competency strengths. This holistic assessment strategy contributed to the robust improvement patterns observed across all participants.

Implications for Educational Practice

The demonstrated effectiveness of SDO Makati City's Two-Week Learning Enhancement Program provides compelling evidence for the value of intensive, structured interventions in addressing conditional passing status among ALS learners. The consistency of positive outcomes across educational levels and learning centers suggests strong potential for program replication and scaling across diverse ALS contexts.

The high success rate in achieving certification eligibility (89.0%) validates the investment in enhancement programs as cost-effective approaches to improving ALS completion rates. Rather than requiring participants to repeat entire assessment cycles, the targeted intervention approach enables rapid competency development and certification achievement.

The large effect sizes observed ($d = 1.45$ to 1.58) indicate not only statistical significance but also practical importance of the intervention's impact. These findings support evidence-based decision-making in educational policy and resource allocation, particularly regarding support services for struggling learners in alternative education settings.

Conclusion

This comprehensive quantitative analysis provides compelling evidence for the effectiveness of SDO Makati City's Two-Week Learning Enhancement Program in improving academic achievement outcomes among ALS conditional passers. The study's findings demonstrate statistically significant improvements across all assessment components for both elementary and junior high school participants, with large effect sizes indicating substantial practical impact.

The program achieved an overall success rate of 89.0%, with participants demonstrating mean improvements of 12.7 points from baseline performance. These gains represent meaningful progress toward certification eligibility, with 73 out of 82 participants achieving the required 60% threshold following the intervention. The

consistency of positive outcomes across different educational levels and learning centers supports the program's robustness and potential for broader implementation.

The research contributes significantly to the limited empirical literature on remedial interventions in alternative education settings. The findings provide quantitative evidence supporting the effectiveness of intensive, structured enhancement programs as viable approaches to addressing competency gaps among ALS learners. The demonstrated success validates the investment in targeted remedial interventions as cost-effective strategies for improving educational outcomes and certification rates.

The study's implications extend beyond the immediate context of SDO Makati City, offering valuable insights for educational administrators, policymakers, and practitioners involved in alternative education delivery nationwide. The evidence-based approach to intervention design and implementation provides a replicable model for addressing similar challenges across diverse educational contexts.

Recommendations

Based on the comprehensive findings of this study, several evidence-based recommendations emerge for educational practitioners, administrators, and policymakers involved in ALS program delivery and enhancement intervention development.

Program Implementation Recommendations

The successful model demonstrated by SDO Makati City's Two-Week Learning Enhancement Program should be considered for systematic replication and adaptation across other educational divisions serving ALS populations. The program's structured approach, intensive intervention strategies, and comprehensive assessment protocols provide a viable framework for addressing conditional passing status across diverse contexts.

Educational administrators should prioritize the development of similar enhancement programs as integral components of ALS service delivery rather than supplementary offerings. The demonstrated cost-effectiveness and high success rates support the

integration of enhancement interventions into standard ALS programming and resource allocation decisions.

Professional development programs should incorporate enhancement intervention strategies and intensive remedial instruction techniques into ALS teacher training curricula. The program's success relied heavily on skilled instructional delivery and systematic progress monitoring, emphasizing the importance of educator preparation in implementing effective enhancement interventions.

Policy and Resource Allocation Recommendations

Educational policymakers should consider developing system-wide enhancement program standards and implementation guidelines to ensure consistent quality and effectiveness across different contexts. The establishment of evidence-based standards for enhancement interventions could promote best practices and improve outcomes for conditional passers nationwide.

Resource allocation decisions should prioritize funding for enhancement programs and remedial interventions, given their demonstrated effectiveness in improving certification rates and reducing repeated assessment cycles. The strategic investment in intensive, short-term interventions compared to extended remedial programming supports efficient resource utilization.

Future Research Recommendations

Longitudinal research studies should examine the sustained impact of enhancement interventions on learner outcomes and subsequent educational progression. Understanding the long-term benefits of enhancement programs would strengthen the evidence base for continued investment and program expansion.

Comparative effectiveness research should explore different enhancement program models and intervention approaches to identify optimal strategies for various learner populations and contexts. Such research could inform the development of evidence-based guidelines for enhancement program design and implementation.

The findings of this study demonstrate that well-designed, intensive enhancement interventions can successfully address the academic needs of ALS conditional passers, providing a clear pathway to certification and continued educational success. The evidence supports continued investment in and development of enhancement programs as essential components of comprehensive ALS service delivery systems.

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