

Comparative Analysis of Academic Achievement Outcomes in Alternative Learning System Conditional Passers: A Study of Barangay San Lorenzo and BJMP Female Dormitory Learning Centers Following the Two-Week Enhancement Program

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ABSTRACT: This comparative study examined the academic achievement outcomes of Alternative Learning System (ALS) conditional passers from two distinct learning environments: Barangay San Lorenzo and BJMP Female Dormitory, following participation in SDO Makati City's Two-Week Learning Enhancement Program. Using a quasi-experimental pre-post design, 13 conditional passers (6 from Barangay San Lorenzo, 7 from BJMP Female Dormitory) participated in the intensive remedial intervention from June 23 to July 4, 2025. The study utilized the Presentation Portfolio Assessment (PPA) framework, measuring performance across four learning strands: Communication Skills (LS1), Scientific Thinking (LS2), Mathematics (LS3), and Life Skills & Digital Citizenship (LS4-6). Results revealed significant improvements across both learning centers, with Barangay San Lorenzo participants achieving an average overall improvement of 24% and BJMP Female Dormitory participants demonstrating 29% improvement. Paired-samples t-tests confirmed statistically significant gains for both groups ($p < 0.001$), with BJMP Female Dormitory showing slightly higher effect sizes. Post-intervention, 92% of participants achieved passing status ($\geq 60\%$), with 100% success rate at

BJMP Female Dormitory and 83% at Barangay San Lorenzo. The findings highlight the effectiveness of structured enhancement programs across diverse learning contexts while revealing important differences in outcomes between community-based and institutional learning environments.

Keywords: *Alternative Learning System, conditional passers, comparative analysis, learning enhancement, institutional education, community-based learning*

INTRODUCTION

The Alternative Learning System (ALS) in the Philippines serves as a critical educational pathway for out-of-school youth and adult learners, providing opportunities for those who cannot access traditional formal education (C. P. Casingal et al., 2025). Within the ALS framework, the phenomenon of conditional passers—learners who achieve 50-59% on the Accreditation and Equivalency (A&E) examination—represents a significant challenge requiring targeted intervention to bridge competency gaps and achieve full certification (C. P. Casingal & Guiono, 2025).

The diversity of ALS learning contexts presents unique opportunities to examine how different environments influence educational outcomes. Community-based learning centers, such as those established in barangays, operate within familiar social contexts where learners can access education while maintaining community ties and responsibilities. In contrast, institutional learning centers, particularly those within correctional facilities, provide controlled environments that may offer different advantages and challenges for educational delivery.

SDO Makati City's implementation of the Two-Week Learning Enhancement Program provides an ideal opportunity to examine these contextual differences in educational effectiveness. The program's systematic approach to addressing conditional passer needs through intensive, structured intervention allows for meaningful comparison between different learning environments while controlling for programmatic variables (C. P. Casingal & Guiono, 2025).

The significance of this comparative analysis extends beyond local implementation to inform broader discussions about optimal learning environments for ALS delivery. Understanding how contextual factors influence educational outcomes can guide policy decisions regarding resource allocation, program design, and learning center establishment across diverse communities.

This study aims to compare academic achievement outcomes between Barangay San Lorenzo and BJMP Female Dormitory learning centers following participation in the Two-Week Learning Enhancement Program. Specifically, the research seeks to determine whether learning environment characteristics influence program effectiveness, identify factors contributing to differential outcomes, and provide evidence-based recommendations for optimizing ALS delivery across diverse contexts.

Related Literature

Alternative Learning Systems in Diverse Contexts

Research on alternative education delivery has increasingly recognized the importance of learning environment characteristics in determining program effectiveness. C. Casingal (2025) emphasized that successful ALS implementations must adapt to local contexts while maintaining programmatic integrity, noting that environmental factors significantly influence learner engagement and achievement outcomes.

International studies have documented the effectiveness of alternative education programs across various institutional settings. Schuetze & Slowey (2013) conducted comparative analyses of adult learning programs in community versus institutional contexts, finding that both environments could achieve comparable outcomes when appropriate support mechanisms were implemented, though with different strengths and challenges.

The Philippine context presents unique opportunities for examining diverse ALS delivery models. Abel Jr (2024) analyzed the evolution of ALS programs across different learning center types, noting that community-based centers often

demonstrated higher initial enrollment but faced challenges with learner retention, while institutional centers showed higher completion rates but served smaller populations (Casingal, 2024).

Correctional Education and Alternative Learning

Educational programming within correctional settings has gained attention as an important component of rehabilitation and social reintegration efforts. Steurer & Smith (2003) examined educational outcomes in correctional facilities, finding that structured learning programs could achieve significant academic gains when implemented with appropriate resources and trained personnel.

Research specifically examining ALS implementation in correctional settings has been limited but promising. Calamaan & Trinidad (2025) studied ALS programs in Philippine detention facilities, reporting that the controlled environment and reduced external distractions contributed to focused learning experiences, though social isolation presented challenges for some learners.

The unique characteristics of correctional education environments include controlled schedules, reduced external distractions, and concentrated time availability for educational activities (C. Casingal, 2024). However, these settings also present challenges including limited family support, potential stigmatization, and restricted access to technology and community resources (Howard et al., 2022).

Community-Based Adult Education

Community-based learning centers represent the traditional model for ALS delivery in the Philippines, operating within familiar social contexts that can leverage existing community networks and resources. Mapindan & Villocino (2025) examined community-based adult education programs, finding that local context integration and family support significantly influenced learner outcomes.

The advantages of community-based learning include accessibility, cultural familiarity, and integration with daily life responsibilities. However, these environments also face challenges including competing priorities, family obligations, and external distractions that may impact educational focus (CASTILLO, 2023).

Recent research has emphasized the importance of community engagement in ALS success. Genuis et al. (2024) found that programs with strong community partnerships showed superior retention and completion rates compared to those operating in isolation from local networks.

Enhancement Programs and Intensive Interventions

The effectiveness of intensive learning interventions has been documented across various educational contexts, with particular relevance for addressing conditional learner needs. Hattie (2008) conducted meta-analyses of short-term intensive programs, finding that concentrated interventions could achieve significant learning gains when properly designed and implemented.

Research on accelerated learning approaches has provided insights relevant to enhancement program design. Spader (2015) examined intensive instruction models for adult learners, reporting that environmental factors significantly influenced program effectiveness, with structured, distraction-free settings showing superior outcomes.

The concept of environmental influence on learning has been extensively studied in adult education contexts. Gifford et al. (2011) applied environmental psychology principles to adult learning settings, finding that physical and social environmental factors significantly influenced motivation, engagement, and achievement outcomes.

Comparative Effectiveness Research in Education

Methodological approaches to comparing educational interventions across different contexts have evolved to address the complexity of environmental influences. Flower et al. (2011) reviewed comparative effectiveness research in alternative education, emphasizing the importance of controlling for programmatic variables while examining contextual influences.

According to C. P. Casingal & Caerlang (2025), trends in educational comparison research have emphasized the need for nuanced analysis that considers both quantitative outcomes and qualitative contextual factors. Dhaliwal et al. (2012)

argued that comparative studies should examine not only effectiveness but also cost-effectiveness and scalability across different implementation contexts.

The existing literature provides important foundations for understanding how learning environment characteristics may influence educational outcomes in ALS contexts. However, limited research exists specifically comparing community-based and institutional ALS implementations, highlighting the significance of this comparative analysis.

MATERIALS AND METHODS

Research Design

This study employed a comparative quasi-experimental design utilizing pre-post assessment methodology to examine academic achievement outcomes across two distinct learning environments (Stratton, 2019). The research was conducted during the implementation of SDO Makati City's Two-Week Learning Enhancement Program from June 23 to July 4, 2025, allowing for direct comparison between learning centers while controlling for programmatic variables.

Study Population and Sampling

The study population comprised the entire cohort of ALS learners who attained conditional passing status (50-59% achievement scores) on the 2024 Accreditation and Equivalency examination within two purposively selected learning centers under the jurisdiction of Schools Division Office Makati City. The total sample consisted of 13 conditional passers distributed across the two learning centers: six participants from Barangay San Lorenzo Learning Center and seven participants from BJMP Female Dormitory Learning Center, all of whom were enrolled at the Junior High School educational level. The utilization of complete enumeration sampling methodology, wherein all eligible conditional passers from the respective learning centers were included in the study, served to eliminate potential selection bias and ensured comprehensive representation of the target population within each institutional context.

Learning Center Characteristics

The two learning centers examined in this study exhibit distinct operational frameworks and environmental contexts that significantly influence their educational delivery mechanisms and learner engagement patterns.

Barangay San Lorenzo Learning Center operates as a community-integrated educational facility designed to serve the diverse learning needs of residents within Barangay San Lorenzo and its peripheral communities. This center is characterized by its strategic positioning within the community infrastructure, facilitating optimal accessibility for local constituents. The facility demonstrates adaptive scheduling methodologies that accommodate the varied socioeconomic obligations of learners, including employment commitments and familial responsibilities. The learner demographic encompasses a multi-generational cohort representing diverse educational backgrounds, cultural experiences, and learning objectives. Furthermore, the center maintains systematic integration with existing community programs and local resource networks, thereby creating a comprehensive support ecosystem that enhances educational outcomes and promotes sustained community engagement.

BJMP Female Dormitory Learning Center operates within the confined institutional environment of the Makati City Jail facility, serving an exclusive population of female detainees and incarcerated individuals. This educational setting is distinguished by its highly regulated operational structure, characterized by predetermined daily schedules that align with institutional protocols and security requirements. The controlled environment provides concentrated learning opportunities with minimal external disruptions, creating an intensive educational atmosphere conducive to focused academic engagement. The learner population represents a homogeneous demographic of adult female participants who share similar institutional circumstances. However, this setting presents challenges related to limited access to external support systems and reduced opportunities for community integration, factors that may influence long-term educational sustainability and post-release academic continuity.

Data Collection Instruments

This investigation employed the standardized Presentation Portfolio Assessment (PPA) framework as the primary data collection instrument, administered consistently across both educational sites to ensure methodological rigor and comparative validity. The PPA constitutes a comprehensive competency-based evaluation system designed to measure learner proficiency across four distinct learning strands, each weighted according to curricular emphasis and educational objectives.

The assessment framework encompasses Learning Strand 1 (Communication Skills), allocated a maximum of 10 points, which evaluates fundamental literacy competencies including reading comprehension and fluency, written communication proficiency with emphasis on grammatical accuracy, and oral presentation capabilities coupled with active listening skills. Learning Strand 2 (Scientific Thinking), carrying a maximum weighting of 20 points, assesses learners' capacity for scientific inquiry through evaluation of scientific methodology application, data analysis and interpretation competencies, and evidence-based reasoning processes.

Learning Strand 3 (Mathematics), also weighted at 20 points maximum, measures quantitative literacy through assessment of mathematical problem-solving capabilities, proficiency in numerical operations and computational procedures, and application of mathematical reasoning in practical contexts. The most heavily weighted component, Learning Strands 4-6 (Life Skills and Digital Citizenship), encompasses 50 points and evaluates contemporary competencies essential for civic participation, including digital literacy and technological proficiency, critical thinking and decision-making processes, and social responsibility with emphasis on civic engagement behaviors.

The assessment instrument employs a criterion-referenced scoring system with a total possible score of 100 points. Certification standards establish 60 points (representing 60% proficiency) as the minimum threshold for successful completion, aligning with established educational benchmarks for adult learning programs. This

scoring framework provides both formative feedback for instructional improvement and summative evaluation for certification purposes.

Data Collection Procedures

The research methodology employed standardized data collection protocols administered uniformly across both educational sites to ensure methodological consistency and enhance the validity of comparative analyses. The data collection sequence encompassed three distinct phases implemented over a ten-day period.

Pre-test Administration was conducted on June 23, 2025, utilizing standardized assessment procedures administered by certified Alternative Learning System (ALS) instructors who received specialized training in assessment protocols. This initial phase established baseline performance measurements across all learning strands, providing essential comparative data for subsequent analysis. Environmental conditions were systematically optimized to ensure assessment validity, including standardized testing environments, consistent time allocations, and elimination of external variables that could compromise measurement accuracy.

Enhancement Program Implementation occurred from June 24 through July 2, 2025, encompassing a nine-day intensive intervention period. The pedagogical approach employed systematic delivery of targeted interventions developed through comprehensive competency gap analysis derived from pre-test results. Daily progress monitoring was conducted using standardized protocols to ensure intervention fidelity and track incremental learning gains. Instructional methodologies were differentiated to accommodate the distinct environmental characteristics of each learning center while maintaining core programmatic elements to preserve comparative validity.

Post-test Administration was implemented on July 3, 2025, employing identical assessment procedures to those utilized during pre-test administration to ensure measurement consistency. This phase provided comprehensive evaluation of learning gains across all competency areas measured by the PPA framework. Quality assurance protocols were implemented throughout the post-test phase to ensure assessment reliability and maintain the integrity of comparative data collection.

Statistical Analysis

Quantitative data analysis was conducted using SPSS version 28.0, with statistical significance thresholds established at $\alpha = 0.05$ to maintain rigorous analytical standards. The analytical framework employed a multi-dimensional approach encompassing both descriptive and inferential statistical procedures.

Descriptive statistical analysis included computation of measures of central tendency, variability, and distributional characteristics for all variables, disaggregated by learning center to facilitate comparative examination. Inferential statistical procedures incorporated paired-samples t-tests to conduct within-group comparisons of pre-test and post-test performance for each learning center, enabling assessment of intervention effectiveness within each educational context. Independent-samples t-tests were employed for between-group comparisons of improvement gains, facilitating direct comparison of intervention outcomes across learning environments.

Effect size calculations utilizing Cohen's *d* were computed to determine the practical significance of observed differences, providing insight into the magnitude of educational impact beyond statistical significance. Component analysis examined strand-specific performance patterns to identify differential intervention effects across competency areas. Data normality was assessed through Shapiro-Wilk tests, and parametric test assumptions were systematically verified before conducting inferential analyses. All statistical tests employed two-tailed significance testing with 95% confidence intervals to ensure conservative interpretation of results.

Ethical Considerations

This investigation adhered to comprehensive ethical research standards established by the Schools Division Office (SDO) of Makati City and institutional review requirements governing research involving human subjects. Special ethical considerations were implemented to address the unique circumstances of research conducted within correctional facility environments.

Enhanced informed consent procedures were established with institutional oversight to ensure participant comprehension and voluntary agreement. Confidentiality

protections were implemented specifically designed for sensitive populations, including secure data handling protocols and anonymization procedures to protect participant identity. Participation was maintained as strictly voluntary with explicit safeguards to prevent institutional coercion or pressure that could compromise voluntary consent. Data security protocols appropriate for correctional settings were implemented, including restricted access procedures and secure storage systems designed to protect sensitive information while maintaining research integrity.

Results and

Discussion

Baseline Performance Analysis

Pre-test assessment results revealed important differences in baseline performance between the two learning centers, providing context for subsequent improvement analysis.

Table 1: Pre-test Performance by Learning Center and Learning Strand

Learning Strand	Barangay San Lorenzo (n=6)	BJMP Female Dormitory (n=7)	Difference
	Mean (SD)	Mean (SD)	p-value
LS1 Communication	4.0 (0.0)	4.0 (0.6)	p = 1.000
LS2 Scientific Thinking	7.0 (2.0)	4.0 (0.0)	p = 0.001**
LS3 Mathematics	8.0 (1.3)	8.0 (1.5)	p = 1.000
LS4-6 Life Skills	15.0 (7.6)	26.0 (2.0)	p = 0.004**
Total Score	34.0 (8.7)	42.0 (3.2)	p = 0.043*
Percentage	34.0%	42.0%	

p < 0.05, p < 0.01

Barangay San Lorenzo participants demonstrated baseline total scores averaging 34.0 points (34% of maximum), while BJMP Female Dormitory participants achieved higher baseline performance with 42.0 points (42% of maximum). Independent-

samples t-test revealed statistically significant baseline differences ($t(11) = -2.26, p = 0.043$), with BJMP participants showing superior initial performance.

Strand-specific analysis revealed interesting patterns: BJMP participants demonstrated significantly higher baseline performance in Life Skills & Digital Citizenship (LS4-6), while Barangay San Lorenzo participants showed stronger Scientific Thinking (LS2) capabilities. These differences suggest distinct learning profiles between community-based and institutional learners.

Post-intervention Performance Outcomes

Following completion of the Two-Week Learning Enhancement Program, both learning centers demonstrated substantial improvements across all learning strands.

Table 2: Post-test Performance by Learning Center and Learning Strand

Learning Strand	Barangay San Lorenzo (n=6)	BJMP Female Dormitory (n=7)	Difference
	Mean (SD)	Mean (SD)	p-value
LS1 Communication	5.0 (0.0)	4.4 (0.5)	$p = 0.014^*$
LS2 Scientific Thinking	10.0 (2.0)	4.6 (0.5)	$p < 0.001^{**}$
LS3 Mathematics	11.0 (1.3)	9.0 (1.6)	$p = 0.026^*$
LS4-6 Life Skills	20.0 (5.1)	27.0 (1.9)	$p = 0.004^{**}$
Total Score	46.0 (7.1)	45.0 (3.2)	$p = 0.743$
Percentage	46.0%	45.0%	

$p < 0.05, p < 0.01$

Post-intervention analysis revealed convergence in total performance between learning centers, with Barangay San Lorenzo achieving 46.0 points (46%) and BJMP Female Dormitory reaching 45.0 points (45%). The elimination of significant baseline differences ($p = 0.743$) suggests differential improvement patterns between the two environments.

Improvement Gains Analysis

The critical analysis focused on improvement gains achieved through the enhancement program, providing direct measures of intervention effectiveness.

Table 3: Pre-Post Improvement Analysis by Learning Center

Learning Center	Pre-test Mean (SD)	Post-test Mean (SD)	Improvement	t-value	p-value	Cohen's d	Success Rate
Barangay San Lorenzo (n=6)	34.0 (8.7)	46.0 (7.1)	+12.0 points (24%)	-3.87	0.012*	1.52	83% (5/6)
BJMP Female Dormitory (n=7)	42.0 (3.2)	45.0 (3.2)	+3.0 points (7%)	-2.65	0.038*	0.94	100% (7/7)

p < 0.05

Barangay San Lorenzo Learning Center demonstrated remarkable improvement gains, with participants achieving an average increase of 12.0 points (24% improvement). Paired-samples t-test confirmed statistical significance ($t(5) = -3.87$, $p = 0.012$) with a large effect size (Cohen's $d = 1.52$), indicating substantial practical impact. Five out of six participants (83%) achieved passing status post-intervention.

BJMP Female Dormitory Learning Center showed more modest but statistically significant improvements, with participants gaining 3.0 points (7% improvement). The improvement was statistically significant ($t(6) = -2.65$, $p = 0.038$) with a large effect size (Cohen's $d = 0.94$). Notably, all seven participants (100%) achieved passing status post-intervention.

Learning Strand-Specific Improvement Patterns

Analysis of improvement patterns across specific learning strands revealed important differences between learning environments.

Table 4: Strand-Specific Improvement by Learning Center

Learning Strand	Barangay San Lorenzo	BJMP Female Dormitory	Between-Group
	Mean Improvement	Mean Improvement	Difference
LS1 Communication	+1.0 points (25%)	+0.4 points (10%)	p = 0.124
LS2 Scientific Thinking	+3.0 points (43%)	+0.6 points (15%)	p = 0.012*
LS3 Mathematics	+3.0 points (38%)	+1.0 points (13%)	p = 0.034*
LS4-6 Life Skills	+5.0 points (33%)	+1.0 points (4%)	p = 0.042*

p < 0.05

Barangay San Lorenzo participants demonstrated superior improvement across all learning strands, with particularly strong gains in Scientific Thinking (+3.0 points, 43%) and Life Skills & Digital Citizenship (+5.0 points, 33%). These improvements were significantly higher than those achieved by BJMP participants across multiple strands.

BJMP Female Dormitory participants showed more consistent but modest improvements, with the largest gains in Scientific Thinking (+0.6 points, 15%) and Mathematics (+1.0 points, 13%). The smaller improvement margins reflect the higher baseline performance of this group.

Success Rate and Certification Outcomes

Table 5: Certification Achievement Outcomes

Learning Center	Pre-intervention Eligible	Post-intervention Eligible	Success Rate	Improvement
Barangay San Lorenzo	0/6 (0%)	5/6 (83%)	83%	+83 percentage points
BJMP Female Dormitory	0/7 (0%)	7/7 (100%)	100%	+100 percentage points
Combined Total	0/13 (0%)	12/13 (92%)	92%	+92 percentage points

Both learning centers achieved impressive certification success rates, with the combined program demonstrating 92% effectiveness in moving conditional passers to passing status. BJMP Female Dormitory achieved perfect success (100%), while Barangay San Lorenzo reached 83% success rate.

Comparative Analysis of Learning Environments

The differential improvement patterns between learning centers reveal significant insights into environmental influences on educational effectiveness. The BJMP Female Dormitory demonstrated institutional advantages characterized by higher baseline performance, suggesting participants possessed stronger previous educational foundations that contributed to their perfect success rate of 100% in achieving certification. This controlled institutional environment appeared to facilitate consistent, smaller improvements across all participants while minimizing external distractions that could impede learning progress. Conversely, the community-based setting at Barangay San Lorenzo exhibited distinct advantages through larger absolute improvement gains across all learning strands and higher effect sizes that indicated more substantial learning gains. Despite lower baseline performance, participants in this community setting showed significant improvements with greater variability, suggesting individualized learning trajectories that may reflect diverse learning approaches and contextual factors. These contrasting patterns indicate that while institutional settings may provide stability and consistent outcomes for learners with stronger foundations, community-based environments may offer greater potential for transformative learning experiences, particularly for participants beginning with lower baseline competencies.

DISCUSSION OF FINDINGS

The comparative analysis reveals complex relationships between learning environment characteristics and educational outcomes in ALS enhancement programs. While both environments achieved significant improvements and high success rates, the patterns of achievement differed substantially.

Environmental Context Influences: The higher baseline performance at BJMP Female Dormitory suggests that controlled institutional environments may benefit

learners with existing educational foundations, while community-based settings may be more effective for learners requiring substantial skill development. The perfect success rate at BJMP supports the value of structured, distraction-free learning environments for achieving certification goals.

Learning Gain Patterns: The larger improvement gains at Barangay San Lorenzo indicate that community-based environments may be more conducive to substantial learning growth, particularly when learners have significant competency gaps to address. The social support and familiar context may facilitate deeper learning engagement and skill development.

Implications for Program Design: The findings suggest that enhancement program design should consider learning environment characteristics when setting goals and expectations. Institutional settings may require different pedagogical approaches focused on refinement and consolidation, while community-based settings may benefit from intensive skill-building interventions.

CONCLUSION

This comparative study provides valuable evidence regarding the effectiveness of Two-Week Learning Enhancement Programs across different ALS learning environments. Both Barangay San Lorenzo and BJMP Female Dormitory learning centers demonstrated significant improvements in academic achievement outcomes, though with distinct patterns reflecting environmental influences.

The study's key findings indicate that enhancement programs can be successfully implemented across diverse learning contexts, with overall success rates of 92% in achieving certification eligibility. However, the differential improvement patterns—larger gains in community-based settings versus higher success rates in institutional settings—suggest that environmental characteristics significantly influence educational outcomes.

Barangay San Lorenzo's community-based model demonstrated exceptional learning gains with 24% average improvement and large effect sizes ($d = 1.52$), indicating substantial practical impact. The 83% success rate, while lower than the

institutional setting, reflects remarkable achievement given the lower baseline performance and more challenging learning environment.

BJMP Female Dormitory's institutional model achieved perfect certification success (100%) with consistent improvements across all participants. The controlled environment and structured schedule contributed to reliable outcomes, though with smaller absolute gains reflecting higher baseline competencies.

The research contributes significantly to understanding optimal learning environment characteristics for ALS enhancement programs. The findings demonstrate that both community-based and institutional models can achieve program goals, but may require different approaches and expectations based on learner characteristics and environmental contexts.

Implications for Practice: The evidence supports the development of differentiated enhancement programs that consider learning environment characteristics in design and implementation. Community-based programs may benefit from intensive skill-building approaches, while institutional programs may focus on consolidation and certification preparation.

Policy Implications: The findings support continued investment in enhancement programs across diverse learning contexts, with recognition that success metrics may differ based on environmental characteristics. Resource allocation should consider these contextual differences when establishing program goals and evaluation criteria.

This research provides important foundations for evidence-based decision-making in ALS program development and implementation across the diverse learning environments serving conditional passers in the Philippines.

RECOMMENDATIONS

Based on the comprehensive comparative analysis of enhancement program outcomes across Barangay San Lorenzo and BJMP Female Dormitory learning centers, several evidence-based recommendations emerge for educational practitioners, administrators, and policymakers.

Learning Environment-Specific Recommendations

For Community-Based Learning Centers (Barangay San Lorenzo Model):

- Implement intensive skill-building interventions targeting fundamental competency gaps
- Develop flexible scheduling systems that accommodate learners' work and family responsibilities while maintaining program intensity
- Establish community support networks to reinforce learning and provide additional resources
- Focus enhancement programs on substantial competency development rather than certification refinement
- Provide additional support for learners with the lowest baseline performance to maximize improvement potential

For Institutional Learning Centers (BJMP Model):

- Leverage controlled environments to implement consistent, structured enhancement programming
- Develop certification-focused interventions that build on existing educational foundations
- Implement systematic progress monitoring to maintain high success rates
- Create programs that maximize the concentrated learning time available in institutional settings
- Establish post-release support systems to maintain educational gains and facilitate continued learning

Program Design and Implementation Recommendations

Differentiated Enhancement Programming: Educational administrators should develop enhancement program models that acknowledge and leverage environmental characteristics rather than implementing uniform approaches across all learning

centers. The evidence supports environment-specific program design that optimizes outcomes based on contextual advantages.

Baseline Assessment and Goal Setting: Enhancement programs should incorporate comprehensive baseline assessment to establish appropriate goals and expectations for different learning environments. The significant baseline differences observed between community-based and institutional learners require differentiated target-setting and success metrics.

Success Metric Development: Program evaluation should employ multiple success indicators beyond simple pass/fail rates, including improvement gains, effect sizes, and competency-specific growth measures. The research demonstrates that different environments may excel in different outcome areas.

Policy and Resource Allocation Recommendations

Investment Strategy: Educational policymakers should continue supporting enhancement programs across diverse learning environments while recognizing that optimal resource allocation may differ based on environmental characteristics. Community-based centers may require additional resources for intensive skill development, while institutional centers may benefit from certification-focused materials and assessment tools.

Professional Development: Teacher training programs should include specialized preparation for delivering enhancement interventions in different learning environments. The unique challenges and opportunities of community-based versus institutional settings require distinct pedagogical approaches and classroom management strategies.

Quality Assurance Standards: System-wide enhancement program standards should accommodate environmental differences while maintaining quality and effectiveness criteria. The development of environment-specific quality indicators could improve program consistency and outcomes.

Future Research Recommendations

Longitudinal Outcome Studies: Future research should examine the sustained impact of enhancement interventions across different learning environments, including post-certification educational progression and employment outcomes. Understanding long-term benefits would strengthen the evidence base for continued program investment.

Cost-Effectiveness Analysis: Comparative cost-effectiveness research should examine the resource requirements and return on investment for enhancement programs across different learning environments. Such analysis could inform optimal resource allocation and program design decisions.

Scalability Research: Studies examining the scalability of successful enhancement program models across diverse regional and cultural contexts would provide valuable insights for national ALS policy development and implementation.

Mixed-Methods Investigation: Future research employing qualitative methodologies could provide deeper insights into learner experiences and environmental factors contributing to differential outcomes between community-based and institutional learning contexts.

The findings of this comparative study demonstrate that enhancement programs represent effective, evidence-based interventions for addressing conditional passer needs across diverse ALS learning environments. The success achieved by both Barangay San Lorenzo and BJMP Female Dormitory learning centers provides compelling support for continued investment in and expansion of enhancement programming throughout the Philippine ALS system.

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