

Pilot Assessment Of Alternative Learning System (ALS) 2.0 Strategic Plan Implementation In Region III Towards The Enhancement Of ALS Strategic Plan

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Abstract

The promulgation of the Alternative Learning System (ALS) Act aims to strengthen quality education for all Filipino citizens in an inclusive way. In response to this, DepEd Region III implemented ALS 2.0 which is aligned with the K to 12 Curriculum and the inclusion of Senior High Schools as an ALS implementing unit. This explanatory sequential mixed-method study assessed the implementation of the ALS 2.0 strategic plan vis-à-vis its weaknesses and threats that turned into opportunities for the enhancement of ALS 2.0 in public Senior High Schools. The findings of the study revealed that the ALS 2.0 strategic plan was described as implemented. More so, it appeared that the respondents had the same view on the implementation of ALS 2.0 in their schools. The observed weaknesses and threats fell on teaching and learning and linkages. These were utilized as opportunities and points of improvement for ALS SHS in Region III. The proposed ALS strategic plan enhancement aimed to address the gap of the ALS 2.0 implementation. This study affirmed the concept of goodness-of-fit between the ALS 2.0 strategic plan and Deming's theory of Total Quality Management in improving the plan implementation of the school implementing unit.

Keywords: Assessment, Alternative Learning System, Strategic Plan, Enhancement, Senior High School.

Introduction

Education in the 21st century was full of challenges and surprises. Innovations and discoveries were highly emphasized in the current education setting. Also, the current education system requires improving the way teachers deliver instruction, their connection to the community where the school belongs, and their thorough engagement in research. Thus, 21st-century education successfully brought a significant change in achieving quality education (Zulueta et al., 2021). However, it was quietly observed that Southeast Asia recorded a high number of out-of-school children (OSC), out-of-school-youth (OSY), and out-of-school adults (OSAs) due to poverty and lack of educational opportunities (Apao et al., 2014). Vayachuta, Ratana-Ubol & Soopanyo (2016) reported that over 1.7 million children and adolescents are "out of school" in Thailand, after the Philippines, with the second-highest percentage of youth and adults not attending school in Asia. Some are unable to study because there are no school resources, latrines, or facilities for students with disabilities and inclusivity in education (Baccal & Ormilla, 2021). As a result, illiteracy and unequal access to basic education were highly observed in many countries in Southeast Asia and considered a major threat in the 21st-century educational landscape.

More so, the findings of Mercene (2012) disclosed that the Philippines was found to have one of the highest poverty incidence rates in Southeast Asia pegged at 15.5%, with poor people living at less than one U.S. dollar a day. In the same note, findings of the World Bank (2018) enunciated that 23% of Filipino youth and adults between the ages of 15 and 30 are not enrolled in school, including about 3.7 million teenagers between the ages of 16 and 24 and 3.1 million young adults between the ages of 25 and 30.

To alleviate the concerns about illiteracy and lack of access to basic education and other barriers experienced by those struggling learners, the Department of Education created the Alternative Learning System. This movement by the Philippine government through the Department of Education with the

implementation of the Alternative Learning System (ALS) as a crucial component of Philippine education provides every individual with access to quality basic education to reduce the illiteracy rate as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action (Apao et al., 2014). It further explains that ALS is a parallel learning system to provide a viable alternative to the existing formal education instruction, encompassing both the non-formal and informal sources of knowledge and skills.

Through the years, the implementation of the Alternative Learning System was a successful action to alleviate the concerns about illiteracy and unequal educational opportunities. It was implemented at the elementary level and junior high school levels. There are observed problems, but the department is now at the height of addressing them by implementing the ALS 2.0 Strategic Roadmap. The roadmap aims to provide a comprehensive picture of where the ALS program should be by the end of 2024. It is the same length as the Department's Strategic Directions, but it spans more than one political administration. Thus, it is important that the contents of the roadmap are properly understood and implemented, and its elements are not neglected due to some errands before the planning of changes comes in (DepEd ALS 2.0 Strategic Roadmap, 2020).

In connection with this, the strategic plan also includes the senior high school as an implementing unit of the Alternative Learning System. Senior high schools all over the country started to offer ALS. In Region III, the implementation of ALS in senior high school started way back in 2021. There are 26 pilot senior high schools that offered an Alternative Learning System. Despite the challenges brought by the pandemic, strict monitoring through online kumustahan was done by the DepEd Region III office to look at the updates of the pilot implementation of ALS in respective schools which showcased their accomplishments and best practices of ALS programs, projects, and activities implementation for every strategic goal.

Apparently, however, there were published no studies yet about ALS 2.0 implementation in senior high schools, especially in Region III and there were very limited reports on its implementation since only a few schools joined the pilot implementations in Region III, as well as, in other regions. In fact, some of the regional offices in the country just started their

pilot implementation and expansion of the ALS program in senior high schools only this year, 2022. This was based on the posted regional and division memorandums. Additionally, the link of support mechanism to ALS instruction and implementation and the teachers' attitude, as well as their best practices, have not been assessed in depth (Abad & Galetto, 2020).

Moreover, only selected stakeholders such as the school principal, school ALS Focal person, and ALS teachers were the respondents of the study since the strategic plan implementation was handled only by these selected stakeholders and it is part of their administrative work. The other stakeholders such as the parents and students were not included because it is beyond their scope, and they are not employees of the school to do this administrative work.

From the narrated strict monitoring of the Regional Office and action taken by pilot senior high schools' ALS implementer in the region, it became the intention of the researcher to explore and assess the pilot implementation of Alternative Learning System (ALS) 2.0 Strategic Roadmap (Plan) in senior high schools in Region III. This paper aimed to develop a strategic plan reform from the realigned priorities for the needed program, projects, and activities (PPAs) to be urgently implemented and to sustain and strengthen its implementation in senior high school.

Since the study was raw, the result of the analysis would serve not only as an eye-opener on how the program implementation would succeed but also it would serve to speak about the experiences and the reality of the program implementation. The necessity of these identified realigned priorities as the basis of a developed strategic plan enhancement was highly acknowledged since the beginning schools may use this as the jumpstart of their action plans in implementing ALS's programs, projects, and activities in senior high school.

The implication of the study was highly recognized in leading and managing the ALS program implementation in senior high schools. The observed management implications based on the findings of the study would serve as an avenue to make the implementation smooth, if not perfect. Also, the findings of the study would be a source of rich information and understanding to craft the strategic reform plan to properly

address the pressing problems and concerns in the program implementation.

Theoretical Framework

Quality education was indeed the highly prioritized sector in the age of globalization and industrialization. Both formal and non-formal education were expected and encouraged to promote and attain a quality education system in one's country. With this, the best interest of all educational institutions that were offering formal and non-formal education is to achieve quality education that was framed by an effective management philosophy for customer service, continuous improvement, and organizational excellence.

With the given premise above, this study was anchored to the theoretical underpinning of Deming's theory of Total Quality Management (Petersen, 1999; Maguad, 2011; Avila, 2018) since it was believed to deliver a quality body of methodologies customer-based and service-oriented. Although TQM was originated and highly practiced in the industry sector, it also had a significant impact and influence on educational institutions. Accordingly, TQM procedures may significantly enhance educational quality, particularly in curriculum implementation and school governance.

As explained by Rofiah (2019), Total Quality Management was a philosophy of continuous improvement that may give any educational institution a set of useful instruments to help satisfy the requirements, wants, and expectations of its clients, both now and in the future. The goal of total quality management was to constantly attempt to do anything right from the beginning rather than waiting to see whether something was off. Hence, the focus of Total Quality Management was on the client and customer-driven agendas rather than how to work on other people's agendas.

More so, Avila (2018) expressed those educational institutions in the present situation started to explore the potential for applying the TQM philosophy to education. This required several changes in any educational institution particularly in the attitudes and activities of the leaders and educators, in the organization, monitoring of the educational process, in the evaluation of the result, in the culture of communication, in the school atmosphere, and especially in interpersonal relations. Its application to the education sector

was initiated by the fact that educating people was viewed the same as the business of producing goods and services in an economy.

Guided by this theory, the researcher used this since quality education for those struggling learners was in the best interest of the ALS program. The principle of TQM was the one needed to check and validate the strategic implementation of the ALS 2.0 Strategic Roadmap in senior high schools. The goal of ALS 2.0 was similarly anchored to the principle of TQM in a way that the ALS program was giving a more inclusive service to its customers to help them finish their education, continuous improvement to all stakeholders involved, and organizational excellence through the support and leadership of middle and top management.

In line with this, some researchers worldwide identified the most influential dimensions that support and strengthen the quality of the system. These dimensions further elaborated how TQM works in an organization. This study adopted the most successful dimensions of TQM from different researchers worldwide. These were customer focus, continuous improvement, top management support, and leadership (McAdam & Armstrong, 2001); training and education (Das et al., 2011); and interpersonal relations and material and human resources (Avila, 2018). This current study used these six most influential dimensions of TQM to support nor contradict the identified strategic goals from the ALS 2.0 Strategic Roadmap.

Statement of the General Purpose

This study intended to enhance the ALS strategic plan through the propose strategic plan from the identified and realigned priorities for ALS program implementation in senior high schools in Region III based on the pilot assessment of the ALS 2.0 strategic plan for this School Year 2022-2023.

Statement of Specific Objectives

To attain a major purpose, the following objectives were being maneuvered:

1. Assess the perception of selected stakeholders on the ALS 2.0 Strategic Plan implementation in Region III as to expanding access to basic education, improving quality and relevance, modernizing education management and governance;

2. Determine the significant difference in the perceptions of the school principal, school ALS program coordinator, and ALS SHS teachers on the implementation of the ALS 2.0 strategic plan (roadmap) in their respective schools;
3. Explore the weaknesses and threats that could be turned into opportunities for the enhancement of the ALS 2.0 program using SWOT analysis;
4. Propose a strategic plan for the enhancement of ALS 2.0 program implementation.

Research Methodology

Study's Research Design

This study used a mixed-method research design, specifically an explanatory sequential mixed-method research design. The explanatory sequential mixed method was a design that both utilized quantitative and qualitative methods. Creswell & Plano Clark (2018) articulated that an explanatory sequential mixed method combined quantitative and qualitative collection and analysis in a sequence of phases. The phases were initiated by a quantitative data collection and analysis followed by a qualitative process to generate information and responses that discussed the quantitative findings. The researcher chose this design because it could utilize the qualitative findings in analyzing and interpreting the results of quantitative analysis. The sequential explanatory mixed methods approach used in this study generally consisted of two parts: (1) a quantitative phase and (2) a qualitative phase that builds directly on the quantitative phase's findings.

In this method, the quantitative or numeric data was gathered and analyzed first, followed by the qualitative or text data, which assisted in explaining, expanding on, or extending the quantitative conclusions acquired in the first phase. Because the researcher used the quantitative data to identify and purposefully choose individuals for follow-up, the focus of this study was on the second qualitative phase. To see the richness of genuine social experience, in-depth interviews go "beyond the statistics" that were collected in the quantitative study. In the intermediate stage of the research, the two phases of the study were linked. The research participants for a qualitative inquiry were chosen. After both phases were

completed, the findings were fully integrated and commented on during the discussion of the whole research study's conclusions. Then, both data would be triangulated and would undergo an in-depth analysis to check and see the reality of the understudied implementation plan. After this, the researcher would do the integration to check the gaps and balance of ALS 2.0 strategic plan implementation. The value of mixed methods research may be significantly increased by integrating quantitative and qualitative data (Creswell & Plano Clark 2011). Integrating the two types of data had several benefits. The validity of quantitative findings may be evaluated using qualitative data. The generation of the qualitative sample and the justification of its results could both be done using quantitative data.

Respondents and Locale of the Study

This study was focused on exploring and assessing the pilot implementation of the ALS 2.0 strategic plan in Region III. Thus, Region III – Central Luzon was the locale of the study, and its central focus was on the senior high schools that were offering Alternative Learning System (ALS) programs in their respective school. Thus, the respondents of the study came from public secondary schools in Region III, Philippines. The study's respondents for both the quantitative and qualitative phases were school principals, School ALS Focal Persons (School ALS Program Coordinator), and ALS teachers (School ALS Subject Specialist) from the 24 ALS SHS pilot implementers in Region III.

Quantitative Data Collection and Analysis

The data was collected using the self-development survey questionnaire. The self-developed survey questionnaire aimed to assess and evaluate the pilot implementation of the ALS program in senior high schools. The self-developed survey questionnaire had three sub-variables or strategic goals as to the roadmap pertaining, namely: Expanding Access to Basic Education; Improving Quality and Relevance, and Modernizing Education Management and Governance. It was a Likert scale-type questionnaire that ranged from 1 (not yet implemented) to 5 (very highly implemented). The self-developed survey questionnaire underwent a thorough validation process and reliability testing. The results of the reliability testing revealed an overall Cronbach's alpha value of 0.92. The Cronbach's Alpha

values for the strategic goals of Expanding Access to Basic Education, Improving Quality and Governance, and Modernizing Education Management and Governance recorded were 0.93, 0.90, and 0.94, respectively.

For the quantitative analysis of the study, the data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). For the researcher to analyze and interpret the findings of the study critically and scientifically, weighted mean procedures and standard deviation were used to describe and assess the pilot implementation of ALS 2.0 as to its strategic goals. To explore the significant difference in the perceptions of the school principal, school ALS program coordinator, and school ALS subject specialist on the implementation of the ALS 2.0 strategic plan (roadmap) in their respective school, the researcher used one-way Analysis of Variance (ANOVA).

Qualitative Data Collection and Analysis

For the qualitative data collection, the researcher utilized an Interview Protocol Guide (IPG) consisting of eight open-ended questions ranging from 15 to 60 minutes. This allowed the researcher to ask questions to clarify the participants' rich and detailed narrative descriptions, especially on their experiences, challenges, and opportunities encountered in the pilot implementation of ALS in their respective senior high schools. Also, it enabled the researcher to have a deeper and broader understanding of the facts presented by the participants. The objective of the interview among the senior high school teachers was to explore and uncover the successful pilot implementation of the Alternative Learning System strategic plan in senior high school together with its challenges and opportunities encountered.

For the qualitative approach, the researcher transcribed the responses of the respondents in the Interview Protocol Guide with the aid of audio records. Then, the researcher conducted a thematic analysis approach of the transcripts gathered from the interviews using manual qualitative data analysis and coded the transcripts through broad categories identified in the data. After the transcript had been coded, the researcher identified the contextual categories, significant statements, and emergent themes from the categories. Next, the researcher did data triangulation by

using different sources of information to increase the validity of the study's findings. A second researcher, an expert in qualitative analysis, reviewed the coded transcripts, categories, and themes. Then, the researcher ran the data, categories, and themes in the software to establish its sufficient reliability. To ensure the trustworthiness and rigor of qualitative findings, the researcher did triangulation and in-depth analysis to see the reality of the findings in the work context. Also, the researcher sought guidance and help from a second researcher, who was more knowledgeable in qualitative research writing, to check and validate the codes arrived at and the themes and sub-themes of the qualitative findings.

Ethical Considerations

The researcher secured institutional clearances and permission from the Research Ethics Committee of La Consolacion University Philippines. It aimed to preserve the dignity and well-being of the respondents, who were school heads, school ALS Focal Persons, and ALS teachers would be protected. The researcher obtained from the target respondents informed consent from the necessary persons that included essential information stated in the preceding portions of the paper. They were also informed that participating in the study is voluntary, ensuring no coercion or deception in participation. The research data remained confidential throughout the study. The researcher obtained the respondents' permission to write their real names on the survey to navigate their records at the said institution more conveniently. The study ensured that their names would not appear in the entire manuscript.

Results and Discussion

Quantitative Phase

Summary of Weighted Mean Analysis on the Perception of Selected Stakeholders on the ALS 2.0 Strategic Plan Implementation in ALS SHS in Region III

ALS 2.0 Strategic Plan Implementation in ALS SHS in Region III	Average	SD	Interpretation
1. Expanding Access to Basic Education	4.09	0.91	Implemented
2. Improving Quality and Relevance	3.94	1.08	Implemented
3. Modernizing Education Management and Governance	3.78	1.14	Implemented

General Average	3.94	1.04	Implemented
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Results in the summary of weighted mean values of ALS 2.0 strategic plan implementation in Region III reveal that the three goals of the ALS 2.0 strategic plan are implemented and observed in the school systems of senior high school as evidenced by the mean value of 3.94, interpreted as implemented. It can be deduced from the summary of the weighted mean analysis that Expanding Access to Basic Education recorded the highest weighted mean among the three strategic goals. This connotes that senior high schools are intensively and extensively working and campaigning to increase the number of target ALS SHS enrollees. More so, senior high schools are continuously working to expand the accessibility of ALS SHS and intensify the principles of inclusivity in the school.

Even though it was listed at the bottom of the ranking, it still, has a strategic goal: Modernizing Education Management and Governance is described as implemented. As can be gleaned from the table on these strategic goals, there are key indicators that are partially implemented but still a majority of its key indicators are observable and implemented in the senior high school's system. Thus, they are on the line of innovating and modernizing the management and shared governance of the school.

Thus, the implementation of ALS SHS in Region III is good and produces a significant result and impact on the life of the learner. The key indicators are faithfully implemented by the pilot school implementers in Region III and now succeeding in attaining the full potential of the ALS 2.0 strategic plan. As Baccal & Ormilla (2021) elucidated, in Isabela, the implementation of the ALS SHS program was found to be helpful and well good. The relevance of learning materials, the expertise of ALS SHS teachers, and the utilization of flexible learning modalities were outstanding. This was also supported by the findings of Salendab & Congo (2022) in which the ALS program was successful in satisfying the fundamental educational needs of the learners as evidenced by the high number of enrollees and graduates in the ALS SHS program.

The overall convergence of Deming's Theory of Total Quality Management and ALS 2.0 Strategic Plan

Implementation shows that the promotion of quality education is highly implemented and observed in the ALS 2.0 strategic plan implementation in senior high school. The implementation result of ALS 2.0 in senior high school is conceptually and empirically anchored to TQM as a management philosophy for customer service, continuous improvement, and organizational excellence. Thus, ALS 2.0 strategic plan implementation construed on the philosophical underpinnings of TQM in enhancing the educational quality, particularly in curriculum implementation and school management and governance. By placing the Theory of Total Quality Management into practice, the school goes through a metamorphosis that benefits improving the educational institution (Anastasiadou, 2015).

Test of Significant Difference in the Perceptions of the School Principal, School ALS Program Coordinator, and ALS SHS Teachers on the Implementation of the ALS 2.0 Strategic Plan (Roadmap) in their Respective School

Variables	Groups			Source of Variation	SS	MS	F-value	p-value	Decision	Interpretation
	SH	ALS Coordinator	ALS SHS Teacher							
Perception of Selected Stakeholders on the ALS 2.0 Strategic Plan Implementation in Region III	3.9	3.9	3.92	Between Groups	0.07	0.03				
	8	2		Within Groups	73.5	0.55	0.063	0.938	Do not reject the null hypothesis	Not Significant
				Total	73.6	3				
					5					
p-value is greater than 0.05 alpha					df ¹ =2; df ² =133					

The major concern of the inferential analysis is to test the significant difference in the perceptions of the School Principal, School ALS Program Coordinator, and ALS SHS Teachers on the implementation of the ALS 2.0 Strategic Plan (Roadmap) in their respective school. The researcher tested the given null hypothesis which stated that there is no significant difference in the perceptions of the School Principal, School ALS Program

Coordinator, and ALS SHS Teachers on the implementation of the ALS 2.0 Strategic Plan (Roadmap) in their respective school using one-way Analysis of Variance (ANOVA).

Results of the analysis reveal a sum of squares between set values of 0.070, a sum of squares with set values of 73.58 with degrees of freedom of 2 and 133, respectively for d.f.1 and d.f.2, resulting in a mean square between set values of 0.035 and a mean square within set values of 0.553. The resulting F-ratio is 0.063.

Furthermore, the same table magnified the results of the statistical analysis and revealed a computed F-ratio of 0.063 with the associated p-value of 0.938 at 0.05 level of significance where df^1 is equal to 2 and df^2 is equal to 133. Since the associated probability does not exceed the 0.05 alpha, this indicates that the result is statistically not significant. The findings reflect that the p-value is greater than the 0.05 alpha, giving the researcher reasons to sustain the null hypothesis since there is not enough evidence to reject it. Since the associated probability exceeds the 0.05 alpha, this indicates that the result is statistically not significant, hence the decision is to sustain the null hypothesis of the study, resulting in an insignificant interpretation. It may be safely concluded that there is no significant difference in the perceptions of the School Principal, School ALS Program Coordinator, and ALS SHS Teachers on the implementation of the ALS 2.0 Strategic Plan (Roadmap) in their respective school.

The findings of the inferential analysis give an impression to the lens of the researcher that the school principal, school ALS program coordinator, and ALS SHS teachers have the same observation and findings on the implementation, or they have the same observation on the weak objective verifiable indicators of ALS 2.0 ALS strategic plan in ALS senior high schools. The findings of Consuelo (2021) revealed that there is no significant difference in the evaluation of selected stakeholders who were ALS coordinators, ALS mobile teachers, and instructional managers on the ALS program implementation in the different school divisions in the National Capital Region (NCR). In contrast to the inferential findings and to the findings of Consuelo, the results of Laquiores & Perez (2021) on the evaluation conducted in the City of Puerto Princesa, in terms of instructional competence, impact on learners, program delivery, advocacy, and social mobilization

on the implementation of Alternative Learning System, there was a significant difference between how implementers and stakeholders perceived the ALS program performance indicators.

Qualitative Phase

The implementation of a plan or program is not merely dependent on careful study and planning (Gamboa et al., 2020). It also looks at the other perspective of the implementation phase, how the plan was implemented, the challenges and hindrances encountered, and other related factors.

With this, to further explore the beauty of ALS 2.0 strategic plan implementation in Region III, the qualitative part of the study aims to uncover the weaknesses and threats of the plan implementation and how these weaknesses and threats could be turned into opportunities for the enhancement of ALS 2.0 implementation in senior high schools in Region III. In order to dissect the strengths, weaknesses, opportunities, and threats of ALS 2.0 strategic plan implementation in ALS SHS in Region III, this qualitative phase uses the SWOT Analysis model. The SWOT analysis is a strategic planning technique that promotes individual or group reflection on and evaluation of the Strengths, Weaknesses, Opportunities, and Threats of a certain strategy and how to effectively apply it. Furthermore, upon materializing the ALS 2.0 Strategic Roadmap (Plan), it also used the SWOT analysis for ALS implementation. Thus, the use of SWOT analysis in this study is highly advisable since the ALS 2.0 roadmap used it. Presented in the figure below is the SWOT analysis of ALS 2.0 Strategic Plan implementation based on the experiences and perspectives of ALS SHS implementers in senior high schools in Region III.

The SWOT analysis is based on the perspectives and experiences of key informants. It reveals that the implementation of ALS 2.0 faces weaknesses and threats that are merely focused on the teaching and learning process and access to basic education. The implementation observed weaknesses and should be considered in the realignment of priorities to make the ALS 2.0 strategic plan implementation more successful in giving a second chance education to learners with exceptional needs and to sustain its implementation in senior high schools. The observed weaknesses that also serve as the challenges encountered in the implementation of the ALS

2.0 strategic plan in public senior high schools in Region III are the lack of learning facilities and classrooms, the distance between learners and the school, the decrease of cohort survival rate, the availability of the learners and their readiness to take the program, the shortage on ALS SHS teachers, schedule and time of teachers, overloaded workloads, the lack of professional training and capacity-building program during the pilot implementation, the availability of the curriculum, and the awareness and understanding of the teachers, the learners, the school and the community about ALS 2.0, specifically the ALS SHS. Moreover, the qualitative analysis reveals possible threats such as misconceptions about the skills and capabilities of ALS SHS learners, the period of stay, sustainability of support from the external stakeholders, and lastly the demand and sustainability on the number of enrollees enrolling ALS SHS program.

The problems and issues observed during the pilot implementation of ALS 2.0, specifically in senior high schools construed to the problems and issues of the implementation of senior high school programs in basic education in the Philippines. To wit, the findings of Puricallan (2020) attested, when she examined the pilot implementation of senior high school program in Bohol, that lack of faculty and training, curriculum and instruction, physical plant and facilities, student services, and parental involvement are the problems observed in the said province. In the same vein, the results of the study of Estonanto (2017) showed that facilities and materials together with the level of acceptability of the curriculum were the major problems of the senior high school program implementation. Furthermore, Ednave et al. (2018), the implementation of the K–12 program faced difficulties such as a lack of planning and professional development, a disproportionately high academic load for students; and the lack of incorporation of teachings into real-world situations.

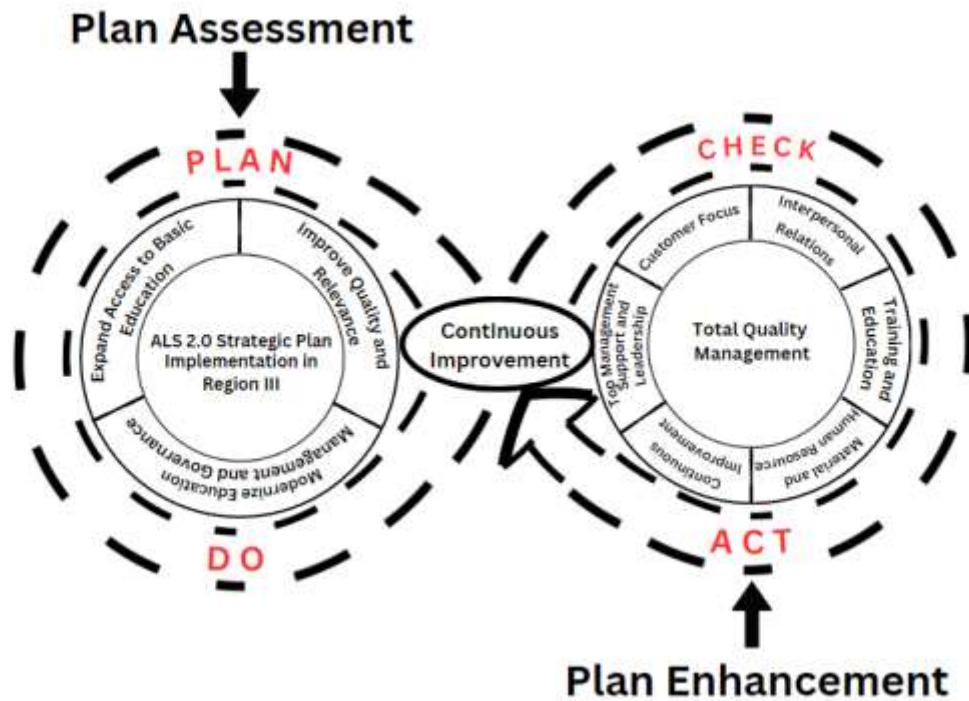
As what Gamboa et al. (2020) have discussed, internal (weakness) and external (threats) have to be taken into consideration to improve the implementation and to achieve its success. These weaknesses and threats truly exist and should be remediated and exploited in the plan implementation assessment. However, as highlighted by Madlela (2015), these weaknesses and threats could be turned into opportunities in order to improve the implementation in general.

Along this line, as narrated by the key informant, they did not view these weaknesses and threats but rather it becomes an opportunity for them to improve and uplift the beauty of the program. Based on the consolidated themes, the following are the opportunities that come to the pilot implementers, public senior high schools in Region III, to wit: the promotion of inclusive education and equality in basic education, foreseeable stable job opportunities for ALS SHS graduates, a second chance to finish their studies, flexible learning modality, an additional avenue to improve teachers' professional development, possible additional regular teaching items, additional learning resources, school budget, school plant and facilities, stronger external stakeholders' support and LGU's partnership, and most especially the school is recognized by the community, other schools, and the higher education institutions.



Summary of Qualitative Results using SWOT Analysis

As with Deming's Theory of Total Quality Management, there is no perfect plan or program. When this program or plan is applied and implemented, it is expected that challenges and problems arise which serves as the weakness of the implementation in general. Thus, in consensus with the TQM, follow-up studies and analysis on the implementation should be conducted to properly identify these weaknesses and propose measures that will address these weaknesses and for improvement. The figure below presents the conceptual connection between the ALS 2.0 strategic plan implementation and Deming's theory of Total Quality Management.



Conceptualized Connection between ALS 2.0 and TQM

TQM aimed to improve the program implemented in a continuous cycle and produce a significant outcome for the parties would benefit (Alfalah, 2017). To continuously cater to the needs of the clients (ALS SHS learners), ALS 2.0 strategic plan implementation should be assessed for the betterment of the plan implementation in the concerned schools. It clearly illustrates how TQM is related to the theoretical model of the ALS 2.0 strategic plan implementation. The goal of TQM is to help the strategic plan implementation by looking at its weaknesses and using them as opportunities to enhance the

plan and produce an outcome for all dimensions of the strategic plan. Looking at the model, the plan assessment and feedback is the starting point of continuous improvement, and it is reflected in the conceptual connection model of ALS 2.0 strategic plan implementation and Deming's Theory of Total Quality Management.

The promotion of high-quality education is strongly implemented, and it is shown in the ALS 2.0 strategic plan implementation in senior high school, as evidenced by the total convergence of Deming's Theory of Total Quality Management and ALS 2.0 Strategic Plan Implementation. The implementation outcome of ALS 2.0 in senior high school is theoretically and practically rooted in TQM as a management philosophy for client satisfaction, continuous improvement, and organizational excellence. The implementation of the ALS 2.0 strategic plan and TQM's philosophical tenets collaborate in order to improve the quality of education, particularly in terms of curriculum implementation and school management and governance. The process of assessing the implementation plan for its continuous improvement also affirms the context of PDCA where it aims to improve the plan by giving the best solution crafted from the analysis. As per the proposed plan enhancement, it becomes a practical move for the researcher to take action and further adjustments for the betterment of the implementation in the field. Hence, as anchored to the PDCA model, the conceptualized framework gives a clear picture of the connection between TQM and the PDCA model and ALS 2.0 Strategic Plan implementation.

Finally, TQM is a tool to be considered and used in improving the implementation of ALS 2.0 in public Senior High Schools in Region III. The proposed measures and inference from the analysis prove that TQM connects to every strategic goal of the ALS 2.0 strategic plan.

The Proposed ALS 2.0 Strategic Plan Enhancement

The proposed ALS 2.0 Strategic Plan Enhancement is derived from the results of the study to address the weaknesses and threats of the plan implementation and to enhance the existing plan implemented in public Senior High Schools in Region III. In the application in the school, school principals, school ALS Focal persons, and ALS SHS teachers are tasked to implement and use the strategic plan for the school to successfully achieve the

mission goals and objectives of ALS 2.0 in public Senior High Schools in Region III. The proposed enhancement plan is focused on the identified key areas that should be the priorities in the next cycle of the plan implementation. The program is still cognizant of the strategic goals of ALS 2.0 5-year Strategic Plan but is more focused on the identified and realigned priorities of ALS 2.0. The proposed ALS 2.0 Strategic Plan Enhancement is derived from the results of the study to address the weaknesses and threats of the plan implementation and to enhance the existing plan implemented in public Senior High Schools in Region III. The planned enhancement is designed based on the integrated theme and in accordance with the needs of the school in improving the implementation of ALS 2.0 in senior high school. The enhancement plan aims to address properly the weaknesses of the strategic plan and realigned priorities that will further enhance the program for the betterment of its implementation. Based on the findings and integrated analysis of the quantitative and qualitative procedures, this enhancement plan envisions that after its integration into the strategic plan, observed problems and concerns are properly addressed and improvement comes next. The proposed enhancement plan is composed of strategic goals, objectives, programs, projects and activities, objectively verifiable indicators, and success indicators. Furthermore, the proposed plan enhancement is focused on the realigned priorities based on the findings of the study.

Conclusions and Recommendations

Emanated from the findings and discussion of the study, concluded that the selected stakeholders observed that the strategic goals of the ALS 2.0 strategic plan such as expanding access to basic education, improving quality and relevance, and modernizing education management and governance are implemented in each pilot public Senior High School in Region III. Thus, the pilot implementation of ALS SHS is a success to consider as evidenced by the assessment of the selected stakeholders. There is no significant difference in the perceptions of the School Principal, School ALS Program Coordinator, and ALS SHS Subject Specialist (ALS SHS Teachers) on the implementation of the ALS 2.0 Strategic Plan (Roadmap) in their respective school is hereby sustained. Therefore, selected stakeholders had the same views, observations, and

perceptions about the implementation of ALS 2.0, specifically ALS SHS, in their respective schools. The focus group discussion narrated and highlighted that ALS 2.0 in public Senior High Schools in Region III experienced and observed weaknesses and threats during the pilot implementation. The weaknesses and threats are focused on teaching and learning and extension and linkages. These weaknesses and threats were used by the school as opportunities and points of improvement for ALS SHS. The developed and proposed ALS 2.0 strategic plan enhancement serves as a guide for the ALS officials about the key priorities that should be prioritized for the incoming School Year to address and aid the observed problems and challenges of the plan and for its betterment and continuous improvement in the public Senior High Schools in Region III. The study affirmed the goodness-of-fit of the strategic goal of ALS 2.0 and dimensions of TQM in a way that ALS is giving a more inclusive service to its customers to help them finish their education, continuous improvement to all stakeholders involved, and organizational excellence through the support and leadership of middle and top management. All strategic goals were evaluated and weaved together on the dimensions of TQM to check the reality of the implementation of the plan in the field. Finally, this study concluded that TQM is a tool to be considered and used in improving the implementation of ALS 2.0 in public Senior High Schools in Region III. The proposed measures and inference from the analysis prove that TQM connects to every strategic goal of the ALS 2.0 strategic plan.

This paper recommends that the identified key priorities in each strategic goal of the ALS 2.0 strategic plan should be considered and reflected as part of the improvement of the strategic plan. Plan and reflect on the proposed strategic plan enhancement to cater to and address properly the problems and observed challenges during the pilot implementation to prevent these problems and challenges for the beginner and future ALS SHS implementers in Region III. To make this a reality, internal planning should be conducted for the improvement of the program in the field. The Schools Division Office with the assistance of the Regional Office should review the implemented plan and provide technical assistance most especially in doing and writing research, feasibility studies, and tracer studies aligned to the identified areas of the

ALS 2.0 Research Agenda. A follow-up study should be conducted to further assess and check the application of the proposed plan enhancement to check if it is fit and resolve those identified key priorities. Regular monitoring and evaluation of the program should be conducted by the Regional Office and Schools Division Office to ensure the success of the implementation of the program in the school. Proper coordination and narrative and accomplishment reports should be submitted by the school to update middle and top management about the status and improvement of the implementation in the school implementing unit.

Moreover, a follow-up assessment on the ALS 2.0 strategic plan implementation in a bigger size of school respondents should be conducted to further check the status of its implementation and to further explore the other sides of the plan implementation plan such as the challenges and problems encountered vis-à-vis the weaknesses of the plan in the field. The framework of the study vis-à-vis Deming's Theory of Total Quality Management should be tested and evaluated in other Regions and school division offices that were implementing ALS SHS in the form of a cross-sectional study to further generate information about the implementation of ALS 2.0 in Senior High Schools. Furthermore, this study should be conducted again and/or replicated with the same framework of analysis and theoretical framework in the form of a longitudinal study to the succeeding ALS SHS implementers in Region III to validate the findings of the study and attest further the goodness-of-fit of the theoretical framework in the ALS 2.0 strategic plan implementation. Future researchers, who are also interested in the same research frame of the study and with the same theoretical framework, may undertake similar or follow-up studies utilizing other factors such as learners as respondents, school performance and profile, and teachers' performance and like to further uncover the reality of the application of ALS 2.0 in public Senior High Schools, most specifically in Region III and to further prove the effectiveness of the theory utilized in the study.

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