

EDUCATIONAL STATUS AND MATHEMATICS LEARNING GAPS OF ALTERNATIVE LEARNING SYSTEM IN SENIOR HIGH SCHOOL LEARNERS AT SAMAL, BATAAN

by:

Marly G. Montalbo

Teacher II, Samal National High School – Senior High School

The Alternative Learning System (ALS) Senior High School in Samal, Bataan serves as an essential educational pathway for out-of-school youth and adult learners who were unable to complete formal basic education. Implemented by the Department of Education, ALS functions as a parallel learning system that provides flexible, community-based, and modular instruction to ensure inclusive access to education (Carbungco, 2026). In municipalities such as Samal, Bataan, ALS Senior High School addresses the needs of learners who face socioeconomic constraints, employment responsibilities, or family obligations. While the program expands access to secondary education, challenges remain in ensuring consistent academic engagement and mastery of core subjects, particularly Mathematics.

Despite its relevance, ALS Senior High School learners often demonstrate noticeable learning gaps. Many learners enter the program with weak foundational competencies in numeracy and problem-solving due to interrupted schooling or prolonged absence from formal education (Cagang, 2024). The flexible and modular delivery of ALS, although beneficial for accessibility, may limit sustained teacher-learner interaction and immediate academic feedback. Studies of Cagang (2024) on ALS implementation reveal that while the program is operationally functional, improvements are needed in instructional delivery, contextualized learning materials, and learner monitoring systems to enhance academic outcomes. These conditions contribute to persistent gaps in mathematical understanding and application among ALS learners.

Addressing these learning gaps requires proactive instructional strategies from teachers and program implementers. Educators are encouraged to develop contextualized and localized modules that align mathematical concepts with learners' real-life experiences. The implementation of differentiated instruction, remediation sessions, structured tutorials, and consistent formative assessments can strengthen foundational competencies. Furthermore, enhancing learner support systems through mentoring programs and community partnerships may improve motivation and academic persistence. Estabillo & Linga (2025) indicates that strengthening teacher competencies and providing targeted professional development significantly contribute to improved ALS program effectiveness.

From a professional standpoint, it is strongly believed that ALS Senior High School learners in Samal, Bataan possess significant potential for academic growth when provided with structured support and responsive instruction. Their participation in ALS reflects resilience and a commitment to personal development despite socioeconomic challenges. Ensuring quality mathematics instruction, continuous monitoring of learner progress, and sustained institutional support are critical in bridging existing learning gaps. Strengthening ALS implementation is not merely an administrative initiative but a commitment to inclusive, equitable, and transformative education for all learners.

References:

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