
***EFFECTIVENESS OF THE DELIVERY MECHANISM OF
ALTERNATIVE LEARNING SYSTEM AND LEARNERS' READINESS
FOR ACCREDITATION AND EQUIVALENCY (A&E) TEST***

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Article Received: 28 February 2026 *Corresponding Author: Charmagne O. Borra

Article Revised: 18 March 2026

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

Published on: 08 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.2635>

ABSTRACT

The main objective of the study was to describe the delivery mechanism of the Alternative Learning System; determine the learners' readiness for the accreditation and equivalency (A&E) test and correlate the significant relationship between the delivery mechanism of the Alternative Learning System and the learners' readiness for the A&E test.

The respondents of the study were the 80 ALS learners in District 4, Division of Valencia City, for the school year 2025–2026. This study employed total enumeration sampling. The survey questionnaire for the delivery mechanism of the Alternative Learning System and learners' readiness for the Accreditation and Equivalency (A&E) Test was adapted from Dizon (2019). Data were analyzed quantitatively to ensure objectivity and accuracy of results. The study found that the ALS delivery mechanism is highly effective in terms of learning support, instructional materials, assessment practices, and A&E certification processes. Flexible learning options, personalized interventions, and contextualized materials enhance learner engagement and comprehension, while structured assessments provide clear guidance and feedback. However, technology integration and systematic monitoring of learner progress remain areas for improvement.

Learners demonstrated a generally high level of readiness for the A&E test across academic, emotional, and procedural dimensions. Academic preparedness is strengthened by module mastery, help-seeking behavior, and problem-solving skills, while emotional readiness is supported by confidence, stress management, and positive cognitive strategies. Adequate resources, peer collaboration, facilitator support, and procedural awareness further ensure successful test preparation.

A significant positive relationship exists between the ALS delivery mechanism and learners' readiness for the A&E test, with assessment practices and A&E certification exerting the strongest influence. Learning support and instructional materials also contribute positively to engagement and comprehension. These findings underscore that strengthening technology use, monitoring systems, and post-assessment support can further enhance learner outcomes.

KEYWORDS: Alternative Learning System, Readiness, Accreditation and Equivalency.

INTRODUCTION

The Alternative Learning System (ALS) has long served as a vital component of the Philippine educational framework, offering a second chance at basic education for out-of-school youth, adults, and marginalized learners. Despite its noble intent, the actual delivery of ALS programs continues to encounter significant challenges. One of the foremost issues is the inconsistency in the implementation of the ALS delivery system across different barangays and learning centers. There exists a wide disparity in how learning modules are delivered—some communities benefit from well-trained ALS implementers with sufficient learning resources, while others operate with inadequate personnel, irregular sessions, and outdated materials. Consequently, these inconsistencies create uneven learning experiences for ALS learners and raise concerns regarding their preparedness for the Accreditation and Equivalency (A&E) test, which serves as their bridge to mainstream education or employment.

Moreover, learner readiness for the A&E test remains a problematic area. Many learners enrolled in ALS programs are economically disadvantaged, balancing study with livelihood and family responsibilities. As a result, attendance is often sporadic, and academic engagement may be superficial. In some cases, the condensed learning schedule and module-based approach of ALS fail to address deep-seated literacy and numeracy gaps. While the system is flexible by design, the very flexibility that attracts learners may also contribute to reduced academic rigor and poor retention. Field reports from supervisors and mobile teachers indicate low pass rates in the A&E test, particularly in areas where learning facilitators are burdened with high learner loads or lack sufficient training in andragogical strategies.

Another significant challenge lies in monitoring and evaluation. Although the Department of Education has laid out the ALS K to 12 Basic Education Curriculum, many ALS learning facilitators lack the tools, training, or systems to assess whether learners are mastering the

required competencies. Furthermore, there appears to be a disconnect between the competencies taught and those assessed in the A&E test, leading to a mismatch that jeopardizes learner success.

Research supports these concerns. Magno and Pabilona (2020) found that while ALS has broadened access to basic education, its delivery is hindered by inconsistent facilitator competence, logistical limitations, and contextual barriers affecting learner motivation. Similarly, Domingo (2021) emphasized that the effectiveness of ALS programs relies heavily on the competencies of Mobile Teachers and Instructional Managers, who often lack sustained professional development and support, recommending institutionalized capacity-building programs to ensure quality instruction and curriculum alignment. Supporting this, Reyes (2022) documented that many ALS centers operate in under-resourced environments where learners have minimal access to digital tools, updated modules, or even conducive learning spaces, thereby affecting readiness for standardized assessments such as the A&E test.

Further, Dizon (2019) underscored a strong correlation between ALS delivery effectiveness and learner performance in the A&E exam. His findings suggest that learners who receive individualized academic support, regular assessment feedback, and contextually relevant instruction are significantly more likely to pass the A&E test. On a broader scale, Pineda and Lopez (2023) warned that unless delivery issues are addressed, ALS may fall short of its promise to bridge educational inequality in the Philippines. They proposed enhancing local government collaboration, incentivizing facilitator performance, and integrating technology to streamline ALS delivery. These findings resonate with DepEd's own evaluation, which revealed that only 40–50% of ALS learners pass the A&E test annually, raising alarms about the actual efficacy of the program in meeting its goals (DepEd-BALS, 2023).

Despite these insights, a clear gap remains in the literature regarding how specific ALS delivery practices, such as session frequency, facilitator competence, module utilization, and learner support mechanisms, directly impact learner performance in the A&E test. While previous studies highlight general challenges and correlations, few investigate the interplay of these variables in a systematic manner, particularly within localized contexts. Additionally, limited research examines practical interventions or strategies that can be implemented at the community or facilitator level to enhance learner readiness. This gap underscores the need for empirical evidence that connects ALS program delivery with measurable learner outcomes, providing actionable recommendations for improving teaching practices, learner engagement, and assessment preparedness.

In light of these issues and supported by literature, it becomes imperative to critically assess the delivery mechanisms of ALS programs. This research aims to determine how effectively the current ALS delivery system prepares learners for the A&E test and to identify areas that need enhancement. Through this investigation, the study hopes to offer evidence-based recommendations for improving learner support, teaching practices, curriculum delivery, and assessment readiness, ultimately contributing to the broader goal of inclusive, equitable, and quality education for all.

Conceptual Framework

This study is anchored on the Input–Process–Output (IPO) Model, which offers a systematic structure to understand how the different elements of the Alternative Learning System (ALS) delivery influence the academic readiness of learners for the Accreditation and Equivalency (A&E) test. In the Input stage, critical components such as the availability and quality of ALS learning modules, teacher competency, learners' socio-demographic profiles, the presence of learning facilities, and the modality of instruction (modular, blended, or face-to-face) are considered. These inputs shape the initial capacity of the ALS program to meet the unique needs of its learners. Domingo (2021) emphasized that the competence of ALS implementers plays a pivotal role in shaping learning experiences. Likewise, Pineda and Lopez (2023) stressed the importance of adequate teaching materials, infrastructure, and learning environments in ensuring effective instruction and promoting learner engagement in alternative education settings.

The Process component focuses on the implementation mechanisms of ALS instruction. This includes teaching methodologies, assessment strategies, mentoring and feedback systems, monitoring of learners' progress, and the frequency and consistency of learning sessions. The effectiveness of this process heavily relies on how well teachers adapt content to suit learner needs, conduct regular diagnostic and formative assessments, and offer remedial instruction when necessary. Dizon (2019) highlighted that learner-centered teaching and contextualized delivery significantly enhance learners' comprehension and retention of concepts. Magno and Pabilona (2020) noted that learning sessions that include real-life applications, collaborative learning, and personalized feedback contribute to higher learner motivation and academic performance. Furthermore, the effectiveness of delivery is influenced by teacher commitment, their continuous professional development, and the support provided by local government units and non-government stakeholders.

The Output refers to learners' actual level of readiness for the A&E test. This includes their mastery of competencies outlined in the ALS curriculum, test-taking skills, confidence, and actual performance in mock tests or pre-assessments. Successful completion of ALS sessions and high rates of participation also indicate readiness. As DepEd-BALS (2023) reported, learners who receive structured and regular instruction are more likely to pass the A&E test. In addition, Reyes (2022) found that those who are exposed to test-based preparation strategies—such as mock tests, practice exams, and review sessions—tend to exhibit higher levels of academic preparedness and confidence. The output serves as the ultimate measure of whether the delivery system of ALS is responsive, inclusive, and effective in fulfilling the program's primary goal: to provide out-of-school youth and adults with comparable access to quality education.

Underpinning this framework is Bruner's Constructivist Learning Theory, which posits that learning is an active, contextualized process in which learners construct new ideas based on their current and past knowledge. This aligns with the ALS learner's profile, many of whom bring rich life experiences to the learning process. Additionally, Knowles' Andragogy Theory supports the notion that adult learners are self-directed and are more likely to engage with learning that is relevant to their real-world challenges. These theories affirm that the effectiveness of ALS depends not only on delivering content but also on ensuring it is meaningful and connected to learners' lived experiences.

Overall, this conceptual framework envisions that when all inputs—such as qualified teachers, sufficient learning materials, and accessible delivery modes—are efficiently utilized through well-structured processes like consistent facilitation, formative assessment, and responsive instruction, learners will exhibit increased readiness for the A&E test. This readiness is not solely based on academic competence, but also on the learners' confidence, engagement, and persistence—traits fostered through effective teaching and learner support. Thus, strengthening the delivery system of ALS becomes imperative in achieving equitable and quality basic education for all.

As shown in the schematic diagram, the independent variable on the left side contains the delivery mechanism of the Alternative Learning System in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification. On the right side of the diagram is the learners' readiness for accreditation and equivalency (A&E) test in terms of academic competence, psychological and emotional readiness, access to learning resources and support, and readiness for A&E testing procedures and logistics. Figure 1 presents the schematic diagram of the study.

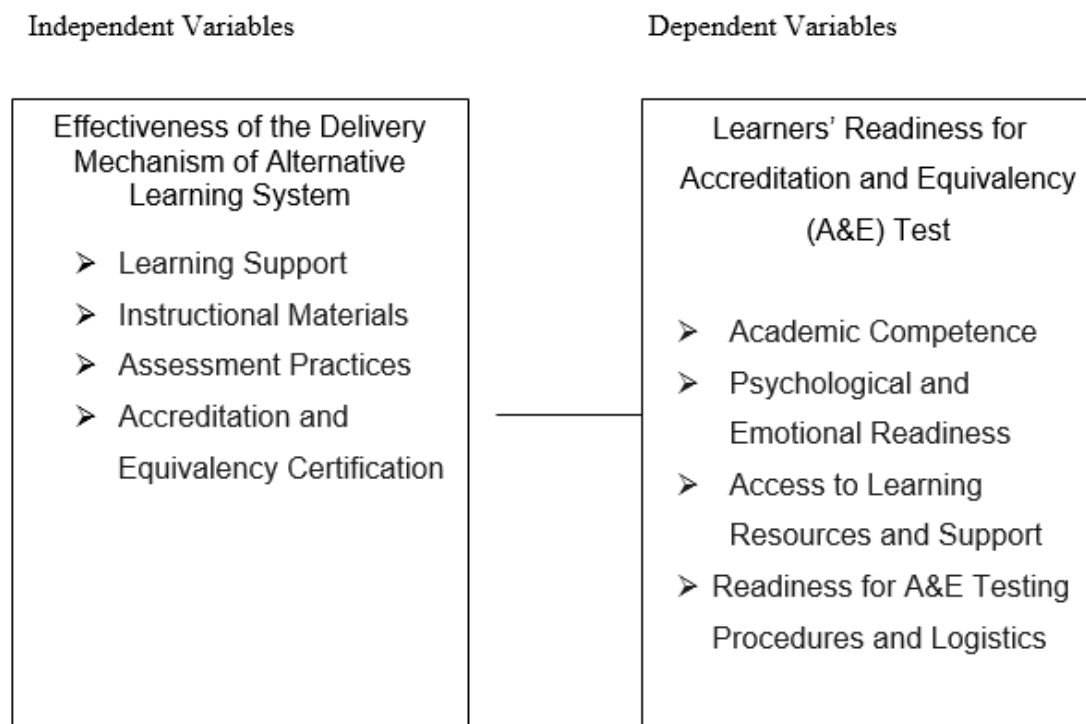


Figure 1. A schematic diagram showing the relationships of variables.

Statement of the Problem

This study aimed to assess the effectiveness of the delivery mechanism of the alternative learning system and learners' readiness for accreditation and equivalency (A&E) test, in District 4, Division of Valencia City, during the school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the level of the delivery mechanism of the Alternative Learning System in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification?
2. What is the level of learners' readiness for accreditation and equivalency (A&E) test in terms of: academic competence, psychological and emotional readiness, access to learning resources and support, and readiness for A&E testing procedures and logistics?
3. Is there a significant relationship between the delivery mechanism of the Alternative Learning System and the learners' readiness for accreditation and equivalency (A&E) test?

Significance of the Study

This study aimed to assess the effectiveness of the delivery mechanism of the Alternative Learning System (ALS) and how it impacted the learners' readiness for the Accreditation and

Equivalency (A&E) Test. The findings of this research were of great importance to several key stakeholders in the field of alternative education.

To the Learners, This study helped identify gaps and strengths in the existing ALS delivery mechanism that directly affected their learning experience and preparedness for the A&E Test. Through this, learners benefited from improved instructional strategies, better resource provision, and more tailored interventions that aligned with their individual learning needs. Ultimately, the study contributed to their academic growth, increased self-efficacy, and readiness for further education, employment, or entrepreneurship.

To the ALS Teachers, the results provided valuable feedback to ALS teachers on the effectiveness of their teaching strategies, materials used, and learner engagement techniques. It helped them reflect on and improve their pedagogical practices, assessment methods, and ability to deliver flexible and contextualized instruction. Understanding how their facilitation affected learners' readiness empowered them to adopt more effective, learner-centered approaches.

To the District ALS Coordinator, the findings served as a tool for monitoring and evaluating the performance of ALS programs at the district level. They guided decision-making on training needs, resource allocation, and technical support for ALS implementers. The study also helped in formulating evidence-based interventions and policies that strengthened the delivery of ALS and enhanced the quality of basic education services for out-of-school youth and adult learners.

To the School Administrators, School heads and administrators overseeing ALS implementation gained insights into the program's operational effectiveness. The study assisted them in understanding the challenges encountered by learners and teachers, enabling them to provide the necessary institutional support, infrastructure, and policy advocacy. This ensured that ALS was effectively integrated into the school system, contributing to inclusive and equitable quality education.

To future researchers, this study served as a reference point for future research in the field of ALS and non-formal education. It contributed to the existing body of knowledge on the delivery of alternative education and its outcomes. The methodology, findings, and recommendations could be utilized or further explored to conduct comparative studies, expand on best practices, or assess the long-term impacts of ALS programs on learners' life trajectories.

Delimitation of the Study

This study focused on assessing the effectiveness of the delivery mechanism of the Alternative Learning System (ALS) and its influence on the readiness of learners for the Accreditation and Equivalency (A&E) Test. It specifically examined how instructional strategies, learning resources, facilitation approaches, and learner support services contributed to the overall preparation of ALS learners. The research was conducted within District 4, Division of Valencia City, and covered the academic year 2025–2026. It involved ALS learners enrolled in both elementary and secondary levels who were actively engaged in ALS sessions and preparing to take the A&E Test. The study also gathered insights from ALS teachers, mobile teachers, and instructional managers operating within the district.

This research was delimited to active ALS learners who were officially enrolled in the program during the school year and attended regular sessions in community learning centers (CLCs) within District 4. It did not include learners who had dropped out, transferred, or had not participated consistently in ALS activities. The study focused on locally implemented delivery mechanisms and learner preparation practices, rather than evaluating the national A&E Test design or outcomes. Furthermore, the research did not cover ALS programs outside the specified district or those implemented by private organizations and NGOs. While the study acknowledged external factors such as socio-economic background and family support, these were not part of the core variables examined. The findings were based on data from interviews, learner records, teacher assessments, and mock A&E test results collected during the implementation of ALS in the specified timeframe and location.

Review of the Literature

Learning Support

DepEd (2019) highlights that effective non-formal education programs must offer comprehensive learning support tailored to the individual needs of learners. According to DepEd, flexible learning modalities, personalized interventions, and contextualized materials enhance comprehension, retention, and participation.

Similarly, Salandanan (2016) asserts that flexible learning options are critical for effective non-formal education programs in the Philippines. Such approaches empower learners to progress at their own pace while addressing personal and environmental constraints. Moreover, modular, blended, and community-based strategies allow facilitators to deliver instruction without compromising quality or curriculum standards. Importantly, flexibility also supports inclusivity, ensuring that marginalized or disadvantaged learners remain

engaged. Therefore, adapting instructional delivery is essential for optimizing learning outcomes in diverse learner populations.

In addition, Bernardo (2018) emphasizes that personalized and culturally responsive instruction significantly improves learning outcomes in Filipino non-formal education. Facilitators who align instruction with learners' language, culture, and interests enhance engagement, understanding, and retention. By tailoring interventions to individual needs, learner autonomy and confidence are strengthened, while integrating local contexts makes learning relatable and meaningful.

Instructional Materials

Reyes and De Guzman (2022) emphasized that instructional materials play a central role in ensuring learning continuity in non-formal education programs in the Philippines. Their study highlighted that well-prepared and contextualized materials enhance learner motivation and understanding. In particular, instructional resources aligned with competencies allow facilitators to deliver structured and meaningful lessons. Moreover, continuous improvement of materials based on assessment data promotes instructional relevance. Thus, effective instructional materials are fundamental to achieving ALS learning outcomes.

Similarly, Mendoza, Aquino, and Ramos (2023) found that Filipino ALS facilitators who regularly enhance and supplement instructional materials demonstrate higher instructional effectiveness. Their study revealed that learner feedback and assessment results are essential bases for improving learning resources. In addition, supplementary materials help address learning gaps and reinforce essential competencies. Furthermore, reflective material development strengthens instructional quality. Consequently, continuous improvement of instructional resources leads to better learner engagement and achievement.

Assessment Practices

Santos and Villarama (2023) emphasized that assessment in non-formal education should be flexible, contextualized, and formative in nature. Specifically, their study highlighted that learner-centered assessment practices improve motivation and persistence among ALS learners. In addition, assessments aligned with learners' real-life experiences enhance the relevance and accuracy of results. Moreover, continuous feedback allows learners to understand their progress and areas for improvement. Thus, effective assessment practices are essential for promoting functional literacy and learner success in ALS programs.

Similarly, Delos Reyes and Bautista (2024) found that Filipino ALS facilitators who consistently provide timely feedback significantly improve learner engagement and achievement. Their study revealed that feedback strengthens learner confidence and promotes goal-setting behaviors. Furthermore, constructive responses guide learners in refining skills and strategies. In this way, feedback-driven assessment fosters a supportive learning environment. Consequently, timely feedback is a key factor in effective ALS assessment practices.

Accreditation Equivalency Certification

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In the same vein, Paredes and Alonzo (2022) emphasized that culturally responsive and community-linked assessment practices are vital in Philippine non-formal education. Their research showed that contextualized assessments provide more valid measures of learner competencies. In addition, community participation strengthens learner engagement and program sustainability. Collaborative efforts also enhance trust and access to marginalized learners. Therefore, integrating community and cultural contexts improves the effectiveness of ALS assessments.

Learners' Readiness for Accreditation and Equivalency (A&E) Test

Mamba (2021) conducted a mixed-methods study with ALS graduates now enrolled in college. The study found that despite academic achievement, learners exhibited low self-

regulated learning habits and underdeveloped study orientation skills, which, in turn, adversely affected their readiness for A&E testing and subsequent tertiary education. Furthermore, the authors emphasize the need for targeted interventions that build effective study strategies and autonomous learning habits before testing. Therefore, developing structured readiness programs is essential to enhance learner preparedness and success.

Similarly, Labarrete (2022) specifically analyzed reading comprehension, finding that many ALS A&E clients excel in literal comprehension but struggle with inferential and evaluative tasks. Consequently, this gap suggests a deficit in critical thinking and analytical readiness, undermining test performance, particularly in English and Social Studies strands.

Academic Competence

Ramos and Delos Santos (2023) emphasized that learner readiness in non-formal education is strongly linked to structured review, module completion, and active help-seeking behaviors. Their study highlighted that learners who engage in self-directed learning and clarification-seeking demonstrate higher test confidence. Moreover, familiarity with content, format, and key concepts improves accuracy and performance. Academic competence is further reinforced through repeated practice and guided instruction. Therefore, structured academic support and active learning strategies are critical in preparing learners for A&E certification. Similarly, Villanueva and Cruz (2024) found that Filipino ALS learners who perceive themselves as well-prepared demonstrate higher achievement and reduced test anxiety. Their study emphasized that learner confidence positively correlates with mastery of key concepts and effective study habits. Consequently, prepared learners are more likely to complete assessments accurately and efficiently. Reinforcement through practice and feedback further strengthens academic readiness. Thus, perceived preparedness is a crucial predictor of A&E test success.

Psychological and Emotional Readiness

Delos Reyes and Lim (2024) emphasized that emotional resilience and positive self-perception among ALS learners improve test readiness and academic performance. Their study highlighted that learners who maintain constructive self-talk, coping strategies, and confidence demonstrate lower test anxiety. Moreover, emotional support from facilitators, family, and peers enhances motivation and engagement. Positive mindset interventions further increase persistence and focus during preparation. Therefore, psychological and emotional readiness is critical in promoting learner success in certification examinations.

Similarly, Torres and Bautista (2023) found that Filipino ALS learners with high resilience and coping skills perform better under testing conditions. Their study emphasized that persistence and emotional regulation contribute to higher accuracy and reduced anxiety. Accordingly, learners who manage frustration effectively are more likely to complete tasks successfully. Structured guidance in stress management further enhances emotional readiness. Consequently, fostering resilience is a key strategy in preparing learners for A&E success.

Research Methodology

Research Design

The investigation utilized the descriptive-correlational research design. The data gathered were analyzed quantitatively. The descriptive method was used in the study to describe the delivery mechanism of the Alternative Learning System in terms of learning support, instructional materials, assessment practices, and accreditation and equivalency certification; determine the learners' readiness for the accreditation and equivalency (A&E) test in terms of academic competence, psychological and emotional readiness, access to learning resources and support, and readiness for A&E testing procedures and logistics; and correlate the significant relationship between the delivery mechanism of the Alternative Learning System and the learners' readiness for the A&E test.

Research Locale

This study was conducted in District 4 of the Schools Division of Valencia City, situated in the Province of Bukidnon, Region X – Northern Mindanao. The district office was strategically located at Sinayawan Central School, which served as the administrative and coordinating hub for all basic education programs within the district. District 4 was composed of five public schools: Catumbalon Elementary School, Mabuhay Elementary School, Pinatilan Elementary School, Maapag Elementary School, and Catumbalon National High School.

Findings

The study revealed that the delivery mechanism of ALS is highly effective across learning support, instructional materials, assessment practices, and A&E certification. Learners benefit from flexible learning options, personalized interventions, and contextualized instructional materials, which foster engagement and comprehension. Assessment practices and structured certification processes provide guidance, feedback, and clarity, enhancing learning outcomes.

Areas such as technology integration and systematic monitoring of learner progress were identified as opportunities for improvement. Overall, the ALS delivery mechanism demonstrates a learner-centered approach that promotes motivation, inclusion, and academic success.

Learners' readiness for the A&E test is generally strong, reflecting preparedness in academic, emotional, and procedural dimensions. Academic competence is enhanced by mastery of modules, active help-seeking, and application of knowledge to problem-solving. Psychological and emotional readiness is supported by self-confidence, stress management, and constructive cognitive strategies. Access to learning resources, peer collaboration, and facilitator support further strengthen learners' preparation. Procedural awareness and organization for the test ensure learners are informed and capable of navigating examination requirements successfully.

There is a significant positive relationship between the ALS delivery mechanism and learners' readiness for the A&E test. Accreditation and Equivalency certification and assessment practices show the strongest influence on learner preparedness. Learning support and instructional materials also contribute positively, reinforcing engagement and comprehension. The findings indicate that effective program delivery across multiple dimensions directly enhances learners' academic and psychological readiness. Strengthening areas such as technology use, monitoring, and post-assessment support can further improve learner outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

Based on the findings, the delivery mechanism of the Alternative Learning System (ALS) is generally rated as Exemplary across all components, with learners receiving adequate learning support, appropriate instructional materials, structured assessment practices, and well-organized A&E certification processes. Among these components, Accreditation and Equivalency (A&E) Certification and Assessment Practices showed the strongest positive influence, indicating that clear guidance, procedural support, and timely assessments are central to effective program delivery. However, moderate gaps were noted in areas such as contingency planning, integration of digital resources, and systematic monitoring of learner progress, suggesting opportunities for further enhancement. Overall, the ALS program demonstrates a high level of effectiveness in providing structured and learner-centered instruction.

The study revealed that learners' readiness for the A&E test is Exemplary, with high levels of academic competence, psychological and emotional resilience, access to learning resources, and procedural preparedness. Learners demonstrated confidence in applying knowledge, managing test-related stress, utilizing study resources, and adhering to testing schedules. While most indicators were rated Exemplary, areas such as test-taking confidence under stress, awareness of post-assessment procedures, and contingency planning for unexpected events were slightly lower, indicating that some learners may benefit from additional guidance and support. Overall, the findings suggest that learners are well-prepared and capable of performing successfully in the A&E examination.

The analysis revealed a strong and statistically significant positive relationship between the ALS delivery mechanism and learners' readiness for the A&E test. Among the program components, Accreditation and Equivalency Certification and Assessment Practices showed the strongest influence, indicating that structured guidance, aligned assessments, and clear procedures are critical for learner preparedness. Learning Support and Instructional Materials also contributed positively, highlighting that readiness depends on the combined effect of multiple program elements. These results underscore that an effective ALS delivery mechanism enhances learners' competence, confidence, and overall performance. Consequently, ensuring comprehensive and well-coordinated program implementation is essential for preparing learners for successful certification

Based on the findings and conclusions, the following are recommended:

ALS implementers should strengthen areas that received comparatively lower mean scores by incorporating digital resources, contingency planning, and systematic monitoring tools. Continuous professional development and capacity-building for facilitators can enhance adaptive teaching strategies, contextualized instructional materials, and learner support systems. Integrating technology and resource tracking will improve accessibility and efficiency, further elevating the quality of ALS delivery and ensuring that learners receive comprehensive and flexible support.

It would be a good practice for the ALS facilitators to provide targeted mentoring, stress management training, and simulation exercises to strengthen learners' confidence, procedural familiarity, and contingency preparedness. Organizing workshops on time management, examination protocols, and post-assessment pathways can help learners navigate challenges more effectively. Furthermore, reinforcing access to resources such as sample tests, digital

content, and study groups will sustain learners' readiness and support continuous improvement in their academic and emotional competence.

Giving emphasis on the ALS program, the school administrators prioritize strengthening certification processes, structured assessments, and learner support systems to sustain and enhance readiness outcomes. Establishing a monitoring and evaluation framework to continuously assess the effectiveness of instructional delivery and its impact on learners can inform timely interventions. Collaboration among facilitators, learners, and community stakeholders will further optimize program delivery, ensuring that learners achieve both academic and procedural readiness for successful participation in the A&E test.

Since the results of the study are all significant, the researcher further recommended sustaining or enhancing the ALS Learners' readiness for the A&E Test so that the ALS Learners will surely pass.

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