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CONTRIBUTORY FACTORS OF THE FUNCTIONAL LITERACY OF ALTERNATIVE LEARNING SYSTEM (ALS) AT LAL-LO SOUTH DISTRICT: BASIS FOR AN INTERVENTION PLAN

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Abstract

This study evaluated the functional literacy of ALS learners in Lal-lo South District as a basis for developing targeted intervention strategies to support their academic success and holistic development, particularly given their non-participation in formal education. It examined respondents' demographic profiles and factors influencing their literacy levels. Findings revealed that most learners were female, aged 21–35, and elementary graduates, with the majority being single. Most came from low-income families earning Php 19,040 or less monthly, with farming as the primary livelihood. While learners demonstrated high levels of critical thinking and life skills, their overall functional literacy was moderate, with notable weaknesses in writing and communication. Contributing factors like academic, familial, technical, and confidence-related—were also at moderate levels, indicating a need for enhanced support. Civil status, income, and educational attainment significantly influenced literacy outcomes. An ALEP intervention plan was proposed to address these gaps through targeted instruction, strengthened support systems, and consistent monitoring.

Keywords: *Alternative Learning System, contributory factors, functional literacy, intervention plan*

INTRODUCTION

Education is a powerful tool for achieving success; however, access to formal schooling remains limited for many due to poverty, geographic isolation, age, and other barriers (Mallari, 2025). As a result, learners differ in their pace and continuity of education, particularly those who have interrupted schooling.

Functional literacy extends beyond basic reading and writing, encompassing the ability to apply these skills in real-life contexts such as academic tasks, employment, and social interaction (Mangao Jr. et al., 2024; Pralh & Gilson, 2023). It includes comprehension, critical thinking, and problem-solving, which are

essential for success in higher education and future careers. Insufficient functional literacy can hinder academic performance and employability (Pralh & Gilson, 2023).

In the Philippines, the Alternative Learning System (ALS) provides a non-formal pathway for out-of-school youth and adults to acquire basic and functional literacy skills (DepEd, 2016). Despite this, millions of Filipinos remain functionally illiterate, particularly in comprehension (Edcom 2 Communications, 2025). ALS learners face challenges such as varied educational backgrounds, socio-economic constraints, and limited digital skills, which affect literacy development (Bravo, 2019).

Targeted interventions such as workshops, bridging programs, and continuous assessment are essential to address these gaps (Mangao Jr. et al., 2024; Pralh & Gilson, 2023). Local initiatives in Lal-lo, Cagayan further support ALS learners through financial assistance and livelihood opportunities (Garganera, 2019). Anchored on Sustainable Development Goal 4 and Adult Learning Theory, this study emphasizes learner-centered approaches based on readiness, motivation, and experience. Using an input-process-output framework, the study aims to identify literacy gaps and develop responsive interventions to enhance functional literacy and holistic development among ALS learners.

Statement of the Problem

This study sought to determine the root causes of functional literacy among ALS Learners, assess its impact, and propose evidence-based solutions to realign educational outcomes with national literacy goals.

Specifically, the study sought answers to the following:

1. What is the demographic profile of the respondents in terms of the following:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Highest Educational Attainment
 - e. Monthly Family Income
 - f. Family Source of living
 - g. Technology available at home
2. What is the root causes of the following contributory factors on the ALS Learners?
 - a. Familial
 - b. Confidence
 - c. Academic
 - d. Technological
3. What is the level of functional literacy on ALS learners in terms of the following?
 - a. Communication skills
 - b. Critical thinking skills
 - c. Life and career skills
4. Is there a significant difference between ALS functional literacy level when grouped according to their profile?
5. Is there a significant relationship between the contributory factors and the level of functional literacy of ALS learners?
6. What intervention plan can be proposed to address functional literacy among ALS learners?

METHODOLOGY

The following are the methods and materials used in undertaking the different processes in this study.

Research Design

The study used a descriptive correlational approach, specifically using a questionnaire survey to better explore literacy development across educational contexts. This study used this approach to explain the findings in the quantitative research method that was used to the research questions. The descriptive design was employed in the survey questionnaire of the study. This design obtained information systematically, determining the participant's profile. The correlational design examined the relationship between and contributory factors and impact of functional literacy on ALS learners.

This design also supports stratified sampling to ensure subgroup representation (e.g., by grade level, socioeconomic status, or language background), and incorporated information to track developmental changes over time.

Locale of the Study

The study was conducted within Lal-lo South District in the municipality of Lal-lo, Cagayan. Lal-lo South District comprises of 10 barangays where it includes barangays of Cabayabasan, Bicud, Logac, Lalafugan, Alaguia, San Lorenzo, Catugan, Malanao, Bangag, Magapit, and Sta. Maria. At present, there are 75 ALS enrollees for the School Year 2025-2026 in Lal-lo South District.

The Alternative Learning System in Lal-lo South District is located at Sta. Maria Central School, Sta. Maria, Lal-lo, Cagayan. Its population as determined by the 2015 Census was 2,247. This represents 5.05% of the total population of Lal-lo. The distance between Sta. Maria, Lal-lo, Cagayan to town proper is approximately 9.8 kilometers.

Respondents and Sampling Technique

The respondents of the study were the ALS learners from Lal-lo South District. To be included in the criteria, the learner must be enrolled for the School Year 2025-2026. Using the Lynch formula, out of 75 ALS learners, 63 were chosen as respondents employing stratified random sampling technique. Stratified random sampling is employed to ensure that the study fairly represents various groups of ALS learners (e.g., by age, sex, or level). As a result, the samples are more representative of the entire population and the results are more precise.

Table 1. Respondents of the study

Strata	Population	Sample
ALS learners	75	63

Research Instruments

The researcher utilized a standardized Functional Literacy Test (Junior High school Level) and a validated self-made structured survey questionnaire to determine the level of functional literacy and contributory factors affecting functional literacy of ALS learners. The questionnaire included three parts. The first part elicited data on the profile of the ALS learners as to age, sex, civil status, highest educational attainment, family income, family source of living, and technology available at home. Part 2 assessed the level of contributory factors to ALS functional literacy as to familial, confidence, academic, and technological. While Part 3 assessed the level of functional literacy on ALS learners as to

communication skills, critical thinking skills, and life career skills using the standard assessment tool or the functional literacy test.

Data Gathering Procedure

After the proposal defense, the researcher sought approval from the Provincial Schools Division Supervisor of Lal-lo North District to pilot-test the self-made questionnaire among ALS learners. Following approval, the instrument was pilot-tested and subjected to validity and reliability testing to ensure it measured the intended variables and produced consistent results. Once validated, the researcher secured endorsement from the Campus Executive Officer and obtained permission from the District-in-Charge and ALS District Coordinators of Lal-lo South District to conduct the study.

To ensure transparency, approval was also obtained from Lal-lo South District. With guidance from the research adviser, the researcher informed the respondents on the study's purpose before distributing the questionnaires. Data were gathered using a survey with a standardized assessment tool and five statements for each contributory factor of functional literacy. The questionnaires were administered individually in paper format. Respondents were instructed to answer honestly and completely, after which all questionnaires were retrieved for data analysis.

Data Analysis

Quantitative data collected through standardized assessments and structured surveys were analyzed using descriptive correlational statistics. This includes frequency distributions, means, standard deviations, and cross-tabulations to identify patterns and relationships among variables related to literacy levels.

The Four-point Likert Scale was used in scoring and classifying the level of functional literacy of ALS Learners in the school of Lal-lo South District.

Scale	Weighted Mean	Level of Functional Literacy
4	3.28-4.00	To a great extent contributed
3	2.52-3.27	Somewhat Contributed
2	1.76-2.51	Very little contributed
1	1.00-1.75	Not at all contributed

Ethical Consideration

This study strictly followed ethical guidelines to protect participants' rights, privacy, and safety. Respondents were informed of the study's purpose, scope, and procedures prior to data collection. Informed consent was obtained, emphasizing that participation was voluntary and that respondents could withdraw at any time without consequences. Confidentiality was ensured by excluding any personal information from the results, and all data were securely stored with access limited to the researcher for academic purposes only. The study adhered to data protection protocols, ensuring that collected information was used solely for research and institutional development. Ethical approval was secured from the appropriate review body before implementation. Principles of fairness, justice, and respect for human dignity were upheld throughout the process, ensuring that participation posed no physical, psychological, or social harm to respondents.

RESULTS AND DISCUSSION

Table 2 presents the distribution of respondents in terms of their variables, including age, sex, civil status, highest educational attainment, monthly family income, family source of living,

technology available at home (such as Cellphone, Laptops, Tablets, Desktop, iPad, and others).

The 63 ALS learners in Lal-lo South District mean age is 24.23 years; 60.3% are 21–35 years and 39.7% are 17–20, indicating more young learners who are of working age. This aligns with reports that many adolescents face barriers to formal schooling, including dropout and lack of local schools (UNICEF Philippines, 2021; Corcega & Alicarte, 2022). Sex distribution shows 44.4% male and 55.6% female, supporting findings that females are more likely to complete ALS than males (Igarashi, 2018). Civil status: 81.0% single, 17.5% married, and 1.6% widowed, suggesting most participants are not in committed relationships; some married learners nonetheless continue their studies (Antonio & Dacoy, 2022).

Further, educational attainment reveals 63.5% completed elementary and 36.5% completed high school, indicating relatively low formal schooling but appropriate eligibility for ALS. Dropout drivers include poverty and inability to afford school costs (Valeza et al., 2017). Mean family income is Php 14,643.62; 76.2% report monthly family income of Php 19,040 or less, showing many come from low-income households and may need to work, sometimes forcing discontinuation of studies (Chavez et al., 2021). Primary family livelihood is farming for 96.8% of respondents; farm earnings are vulnerable to climate and other factors, further affecting educational support. Technology access at home: 90.5% have mobile phones, while laptops (4.8%), desktops (3.2%), and tablets (1.6%) are rare, indicating reliance on mobile devices for learning and communication. Mobile learning can boost motivation and engagement, though technology alone does not guarantee better outcomes (Moore et al., 2023).

Table 2. Distribution of the respondents in terms of their demographic profile

Variables	Frequency (n=63)	Percentage
Age (in years)		
17 to 20	25	39.7
21 to 35	38	60.3
	Mean= 24.23 y/o	SD= 4.69
Sex		
Male	28	44.4
Female	35	55.6
Civil status		
Single	51	81.0
Married	11	17.5
Widow	1	1.6
Highest educational attainment		
Elementary	40	63.5
High school	23	36.5
Monthly family income (in Php)		

19,040 or below	48	76.2
19,041 to 66,640	12	19.0
66,641 to 114,240	3	4.8
	<i>Mean= 14,643.62</i>	<i>SD= 19203.15</i>
Family source of living		
Farming	61	96.8
Others	2	3.2
Technology available at home		
Cellphone	57	90.5
Laptop	3	4.8
Desktop	2	3.2
iPad	1	1.6

Extent of Contributory Factors of ALS Literacy among the Respondents Familial

Table 2a presents the respondent's extent of contributory factors of ALS literacy in the Alternative Learning System in the Lal-lo South District of Lal-lo, Cagayan in terms of Familial.

The table 2a reveals that ALS literacy is moderately influenced by familial variables (mean = 2.80). Encouragement to complete studies on time (2.32) obtained the lowest mean among the indicators, while parental drive to develop reading and writing skills (3.05) received the highest mean. This shows that although families offer encouragement and support, it is not always strong in all areas. Family engagement is still very important, especially when it comes to inspiring students and helping them through challenges.

In support to this finding, Doob, 2019; Gilleard, 2020 say that acquired skills and knowledge is the ability of a family to influence their children's cultural behaviors, skills, and knowledge. This implies that because middle-class families value spending money on high-quality education, they are better able and more inclined to send their children to school. Sociocultural influences including parental and teacher involvement, learner motivation, and multilingual exposure also play a critical role in shaping literacy outcomes.

Table 2a. Weighted means and extent of contributory factors of ALS literacy among the respondents in terms of familial factors

Statements	Weighted Mean	Descriptive Value
1. My family encourages me to finish my studies on time.	2.32	Fair extent
2. My parents or guardian remind me to complete my tasks and modules.	2.79	Moderate extent
3. My family makes our home a good place for studying.	2.84	Moderate extent
4. My family supports me when I face difficulties in lessons.	2.98	Moderate extent

5. My parents motivate me to improve my reading and writing skills.	3.05	Moderate extent
Dimension Mean	2.80	Moderate extent

Confidence

Table 2b presents the respondent's extent of contributory factors of ALS literacy in the Alternative Learning System in the Lal-lo South District of Lal-lo, Cagayan in terms of Confidence.

The respondents' confidence level similarly falls into the moderate range mean (2.79). The ability to finish schoolwork on one's own (2.89) has the highest rating, while adhering to written directions (2.73) has the lowest. This implies that students have a reasonable degree of self-assurance when completing literacy tasks, but they still need assistance with comprehension and independent study.

This finding of the study support Johnson, 2022 that the ALS program of DEPED is a free remote learning experience among learners who have been out of school youth for quite some time. Through this program, learners are given a chance to be equipped with knowledge and skills that are the same of that formal education This has then allowed learners to establish a sense of achievement within themselves as champions of learning which makes them understand more about their environment.

In addition, according to Cagang, 2024, a person's feeling of achievement is their subjective assessment of success, mastery, and accomplishment. It is a vital source of inspiration for students, encouraging tenacity, resilience, and the pursuit of greater academic and personal goals. In the context of ALS, overcoming educational challenges, picking up new skills, and receiving recognition for their efforts can all contribute to a feeling of success.

Table 2b. Weighted means and extent of contributory factors of ALS literacy among the respondents in terms of confidence

Statements	Weighted Mean	Descriptive Value
1. I can read a short story with confidence and understand its main ideas.	2.84	Moderate extent
2. I can follow written instructions without difficulty.	2.73	Moderate extent
3. I can understand basic information from what I read.	2.75	Moderate extent
4. I can fill out simple forms correctly on my own.	2.75	Moderate extent
5. I can complete my homework independently with confidence.	2.89	Moderate extent
Dimension Mean	2.79	Moderate extent

Academic

Table 2c presents the respondent's extent of contributory factors of ALS literacy in the Alternative Learning System in the Lal-lo South District of Lal-lo, Cagayan in terms of Academic.

As shown in the table 2c, academic aspects have a moderate extent (2.89). Understanding and recounting stories has the highest mean (2.97), whereas writing and reading comprehension are marginally lower but still fall within the moderate range. This indicates that while students' reading and writing skills still require improvement, their academic abilities are improving, particularly in comprehension and application.

According to H. Rezaie Looyeh, S. F. Seyed Fazelpour, et al. (2017), students can enhance their academic performance, reinforce their study habits, and adjust them by identifying their study habits and how they relate to their academic success. Additionally, education administrators and planners can enhance students' study habits by incorporating relevant educational content, especially their note-taking and note-reading skills, and thereby improve their academic performance, given the correlation between study habits and academic performance.

Table 2c. Weighted means and extent of contributory factors of ALS literacy among the respondents in terms of academic factors

Statements	Weighted Mean	Descriptive Value
1. I can easily understand what I am reading.	2.81	Moderate extent
2. I can write a paragraph when answering questions about questions about situations.	2.81	Moderate extent
3. I can answer problem solving in mathematics problem solving in mathematics using what I learned.	2.94	Moderate extent
4. I can understand stories and tell the important I can understand stories and tell the important parts in my own words.	2.97	Moderate extent
5. I can follow instructions in my lessons and complete tasks correctly.	2.92	Moderate extent
Dimension Mean	2.89	Moderate extent

Technological

Table 2d presents the respondent's extent of contributory factors of ALS literacy in the Alternative Learning System in the Lal-lo South District of Lal-lo, Cagayan in terms of Technological.

As shown in Table 2d, technological elements additionally indicate a moderate extent (2.90), the highest of all dimensions. Because mobile devices are so widely available, the majority of respondents (2.97) use their cellphones to look up information. However, due to a lack of access to more advanced technologies, skills like computer operation are still limited. This implies that ALS literacy is significantly affected by technology, especially mobile learning.

This is reflected in the findings of Dr. Arzadon (2021) sought clarification to the field experts about the evidence - based practices for ALS, as well as strategies and specific techniques for instructing ALS. Ms. Flores also discussed the significance of the research they executed right before the start of schools, which

enabled ALS teachers to assess the learners' modality needs. And Mr. Villenes listed a number of challenges faced by ALS teachers and learners, including a lack of face-to-face prospects for portable teachers, a lack of supply of learning materials, and the appropriateness of such raw material, which necessitated outsourcing.

Table 2d. Weighted means and extent of contributory factors of ALS literacy among the respondents in terms of technological factors

Statements	Weighted Mean	Descriptive Value
1. I can browse the internet when doing my browse the internet when doing my modules.	2.90	Moderate extent
2. I use my cellphone use my cellphone or other devices to search for information and complete my activities.	2.97	Moderate extent
3. I can operate a laptop/desktop confidently.	2.87	Moderate extent
4. I use social media applications (e.g. FB, social media applications (e.g. FB, messenger) to share my thoughts and ideas with teachers and classmates.	2.87	Moderate extent
5. I can download and save files from the from the internet to use for my learning activities.	2.90	Moderate extent
Dimension Mean	2.90	Moderate extent

Summary of Contributory Factors

Table 2e shows that all four factors—familial (2.80), confidence (2.79), academic (2.89), and technological (2.90)—are at a moderate level, with an overall mean of 2.85. This indicates that respondents perceive these factors as moderately influential in shaping functional literacy and decision-making. The findings suggest that literacy development is influenced by a combination of personal, educational, and social elements rather than a single dominant factor. Consequently, educators and policymakers should consider these dimensions when designing interventions and support programs.

The results further imply that no single factor is highly significant, highlighting the need for comprehensive and integrated support systems to improve ALS learners' literacy and overall quality of life. These findings align with Ahmed Hassan (2024), who emphasized that literacy challenges are not limited to specific groups but are shaped by multiple barriers. Addressing these requires inclusive, responsive interventions that support both academic readiness and emotional well-being, fostering equitable learning environments.

Table 2e. Overall mean and extent of contributory factors of ALS literacy among the respondents

Dimension	Mean	Descriptive Value
1. Familial	2.80	Moderate extent
2. Confidence	2.79	Moderate extent
3. Academic	2.89	Moderate extent
4. Technological	2.90	Moderate extent
Overall Mean	2.85	Moderate extent

Level of Functional Literacy of the Respondents

Table 3 shows that overall functional literacy is at a moderate level (12.97), indicating that while many respondents possess basic literacy skills, more advanced functional competencies still need improvement. Communication skills are also moderate (2.11), with 42.9% at a high level and 31.7% at a low level, suggesting disparities in the ability to express ideas clearly. Writing skills are likewise moderate, with the majority (52.4%) at a moderate level and only 22.2% at a high level, highlighting the need for targeted instruction, practice, and feedback.

In contrast, most respondents demonstrate high levels of critical thinking (71.4%) and life and career skills (71.4%), indicating strong abilities in reasoning, problem-solving, and decision-making. Despite these strengths, gaps in writing and communication remain evident. These findings suggest the need to strengthen instructional focus on these areas. Supporting this, UNESCO (2006) emphasizes that functional literacy involves the effective use of reading and writing for communication, lifelong learning, and meaningful participation in society.

Table 3. Distribution of the respondents in terms of the level of their functional literacy

Variables	Frequency (n=63)	Percentage
Communication skills		
Low (0 to 1)	20	31.7
Moderate (2)	16	25.4
High (3)	27	42.9
	Mean= 2.11 (Moderate)	SD= 0.86
Writing skills		
Low (0 to 4)	16	25.4
Moderate (5 to 7)	33	52.4
High (8 to 10)	14	22.2
	Mean= 5.84 (Moderate)	SD= 2.35
Critical thinking skills		
Low (0 to 1)	12	19.0
Moderate (2)	6	9.5
High (3)	45	71.4
	Mean= 2.51 (High)	SD= 0.84
Life and career skills		

Low (0 to 1)	10	15.9
Moderate (2)	8	12.7
High (3)	45	71.4
	Mean= 2.51 (High)	0.88
Overall functional literacy		
Low (0 to 7)	8	12.7
Moderate (8 to 13)	25	39.7
High (14 to 19)	30	47.6
	Mean= 12.97 (Moderate)	SD= 3.53

Difference in the Extent of Contributory Factors of ALS Literacy of the Respondents by Profile

In accordance with Table 4a, there are significant differences in the degree of contributing factors for civil status ($p = 0.020$), educational attainment ($p = 0.000$), and monthly family income ($p = 0.001$).

This illustrates that these factors have an impact on the perceived assistance of respondents in their literacy development. Age, sex, family source of income, and technological availability, on the other hand, have no significant difference, indicating that these variables does not impact perceived contributory contributions. This shows that tailored support and intervention strategies is more successful in meeting the demands of a diverse student populations. Educators and legislators may develop more focused literacy programs for everyone by having a better understanding of these different elements.

POST-HOC ANALYSIS FOR SIGNIFICANT COMPARISONS

When respondents are their demographic profile, the post-hoc analysis results show significant gaps in the degree of functional literacy and contributory factors. These results shows that learners' functional literacy skills and the elements that contribute to learning are significantly influenced by their demographics.

EXTENT OF CONTRIBUTORY FACTORS

Table 4 shows that there is a significant difference ($t = 5.68$, $p = 0.020$) between married or widowed respondents ($M = 2.65$) and single respondents ($M = 2.89$) in the level of contributory variables. This suggests that people who are single is more exposed to learning-promoting elements like time availability, fewer family obligations, or a stronger emphasis on personal growth. Similarly, single respondents performed much better ($M = 13.76$) than married or widowed respondents ($M = 9.58$) in the functional literacy level, with a highly significant result ($t = 17.15$, $p = 0.000$). This implies that civil status may have an impact on literacy outcomes and learning activities, as a result of married learners' conflicting obligations.

Table 4. Significant difference in the extent of contributory factors when grouped into civil status.

Groups	Mean	SD	Significantly higher than...
a) Single	2.89	0.31	b
b) Married/widow	2.65	0.33	-

Civil status (t=5.68; p=0.020)

It is revealed in table 5 that there is a significant difference (t = 19.998, p = 0.000) that respondents with elementary-level education had a much higher mean (M = 2.97) in contributory factors than those with high school education (M = 2.63). This result suggests that learners with lower levels of education perceive or depend more on learning interventions and outside support networks, making contributing elements more prominent in their situation. This could be the result of a lack of confidence or knowledge of the subject. On the other hand, it suggests that they require more materials or direction during their educational journey.

These findings support 2024 Functional Literacy Education and Mass Media Survey (FLEMMS), regardless of the highest grade attained, 19 million people between the ages of 10 and 64 are predicted to be literate but not functionally literate due to a lack of comprehension skills. In 2024, there will be an estimated 5.58 million high school graduates, including junior high school graduates aged 10 to 64 who are essentially literate but not functionally literate due to a lack of comprehension skills.

Table 5. Significant difference in the extent of contributory factors when grouped into educational attainment.

Groups	Mean	SD	Significantly higher than...
a) Elementary	2.97	0.24	b
b) High school	2.63	0.35	-

Highest educational attainment (t=19.998; p=0.000)

Table 6 shows that earning ₱19,040 or less per month had the highest mean score (M = 2.93), which was significantly higher than those earning ₱19,041 to ₱66,640 (M = 2.54), with a significant difference (F = 8.426, p = 0.001). This implies that people from lower-income households is more impacted by contributing elements like intervention programs, educational support, or resource availability. It emphasizes how learning opportunities and conditions are shaped by socioeconomic class. This emphasizes how crucial it is to address economic disparities in education in order to guarantee fair results for every student.

Table 6. Significant difference in the extent of contributory factors when grouped into income.

Groups	Mean	SD	Significantly higher than...
a) 19,040 or below	2.93	0.30	b
b) 19,041 to 66,640	2.54	0.26	-
c) 66,641 to 114,240	2.75	0.25	-

Monthly family income (F=8.426; p=0.001)

Table 7. Comparison statistics of the extent of contributory factors of ALS literacy of the respondents when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
Extent of contributory			

factors			
Age	2.867	0.096	Not significant
Sex	3.246	0.077	Not significant
Civil status	5.680	0.020	Significant
Highest educational attainment	19.998	0.000	Significant
Monthly family income	8.426	0.001	Significant
Family source of living	3.722	0.058	Not significant
Technology available at home	1.666	0.202	Not significant

*tested at 0.05 level of significance; see appendix for post-hoc analysis

This finding supports that Alipio et al (2019) that farmers, fisherfolks, and agriculturists still continue their learning through ALS but at some point, they tend to miss learning as they give priority to their source of living.

Relationship between the Extent of Contributory Factors and the Level of Functional Literacy of the Respondents

The relationships between contributing factors and specific literacy skills can be seen in Table 8. Familial factors show weak but significant correlations with communication (r = 0.249) and writing (r = 0.264), indicating that family environment and support influence the development of these skills. Learners exposed to reading and open communication at home are more likely to perform better in writing and communication.

Confidence is also significantly correlated with writing (r = 0.303), suggesting that learners with higher self-assurance tend to produce better written outputs. This highlights the importance of fostering confidence through feedback and support. Similarly, academic characteristics are significantly related to communication (r = 0.314), implying that academically competent learners tend to demonstrate stronger communication skills due to their ability to process and express complex ideas effectively.

However, most correlations remain weak, and no significant relationship is found between reading skills and technological factors. This suggests that literacy development is shaped by multiple interconnected variables, including family support, confidence, and academic background. Overall, while certain factors influence specific literacy domains, their combined impact remains limited, indicating the need for comprehensive and integrated literacy interventions.

Table 8. Correlation statistics between the extent of contributory factors and the level of functional literacy of the respondents

Variables	Communication	Writing	Critical Thinking	Life and Career
Familial	0.249*	0.264*	0.22	0.104

Confidence	0.018	0.303*	0.028	-0.094
Academic	0.314*	-0.072	-0.015	-0.113
Technological	0.137	0.142	0.057	-0.131

*significant at 0.05 level of significance; see appendix for more detailed table

Unfolding ALS Literacy Enrichment Plan (ALEP)

Title: ALS Literacy Enrichment Plan (ALEP)

I. Rationale

The results revealed that respondents had a mediocre level of functional literacy with particular weaknesses in writing and communication, even while their critical thinking and living abilities were already strong. Additionally, contributing factors such as academic, technical, familial, and confidence traits were all present to a modest extent, indicating the need for more assistance.

Furthermore, poverty, educational achievement, and civil status all significantly affected literacy and contributory factors, suggesting that interventions must be inclusive and considerate of learners' backgrounds. Thus, this intervention program's objective is to build support systems and enhance reading abilities by

employing practical and comprehensible strategies. The ultimate goal is to make sure that everyone gets the opportunity to thrive.

II. General Objective

To improve the functional literacy skills of ALS students through structured, technology-assisted, family-assisted learning interventions, particularly in communication and writing.

III. Specific Objectives

1. Enhance students' communication abilities through guided speaking and reading exercises.
2. Improve writing abilities with organized, relevant exercises.
3. Boost students' self-assurance in finishing schoolwork on their own.
4. Strengthen family participation in students' educational activities.
5. Maximize the use of available technology (especially mobile phones) for learning

IV. Target Beneficiaries

- ALS Learners
- ALS Teachers
- Parents/Guardians

V. Intervention Strategies and Activities

Area	Strategy	Activities	Time Frame	Persons Involved	Expected Outcome
Communication Skills	Guided Reading Program	- Weekly reading sessions - Story retelling activities - Group discussions	8 weeks	ALS Teacher, Learners	Improved comprehension and speaking confidence
Writing Skills	Writing Enhancement Sessions	- Daily journal writing - Paragraph writing exercises - Peer editing	8 weeks	ALS Teacher	Improved writing structure and clarity
Confidence Building	Independent Learning Tasks	- Self-paced modules - Task completion monitoring - Recognition system	Continuous	ALS Teacher	Increased learner independence
Familial Support	Parent Engagement Program	- Monthly parent orientation - Home learning monitoring checklist - Family reading time	Monthly	Teacher, Parents	Increased family involvement
Academic Support	Remedial Instruction	- Small group tutoring - Focus on reading and writing difficulties	Weekly	ALS Teacher	Improved academic performance
Technology Integration	Mobile-Assisted Learning	- Use of cellphone for research - Educational videos - Messenger group for support	Continuous	Teacher, Learners	Better use of technology for learning

VI. Monitoring and Evaluation

Indicator	Method	Frequency
Improvement in literacy skills	Pre-test and post-test	Before and after program
Participation rate	Attendance records	Weekly
Writing	Output evaluation	Weekly

improvement	(rubrics)	
Reading comprehension	Oral and written tests	Bi-weekly
Family involvement	Checklist and feedback	Monthly

VII. Expected Outcomes

Improved **communication and writing skills** of learners

Increased **confidence and independence in learning**

Stronger **family support system**

More effective use of **technology in education**

Overall improvement in **functional literacy level**

VIII. Sustainability Plan

Continuous use of **mobile learning platforms (e.g., Messenger groups)**

Integration of activities into regular ALS sessions

Continuous **parent-teacher collaboration**

Periodic evaluation and improvement of the program

IX. Conclusion

By emphasizing skill development, support networks, and easily accessible resources, this intervention strategy directly addresses the shortcomings found in the study. It is anticipated that regular application will greatly improve ALS learners' literacy results.

Conclusion

In light of the findings of the study, it can be concluded that the contributory factors of functional literacy of the learners, though they demonstrate these elements which aid in the development of literacy, they are not fully utilized. Among these, academic and technological elements have a marginally greater impact, but family support and self-assurance still require improvement. And also having issues in communication and writing abilities, strengths in life and professional skills and critical thinking. This implies that although students can think at a higher level, they still need to work on their fundamental reading skills. Overall, the results show that ALS students are developing their literacy skills; however, in order to improve their functional literacy, more instructional support, increased family involvement, and better use of the learning resources that are available are required.

Recommendations

Based on the findings, it is recommend that teachers use focused, ALS-aligned techniques (interactive activities, guided reading, targeted writing exercises) to strengthen communication skills; ALS implementers provide regular, mandatory professional development and structured literacy interventions tied to ALS Learning Strands (Communication Skills, Digital Literacy) to raise instructional quality; teachers develop and apply separate, learner-centered intervention plans aligned to ALS learning targets and materials for greater relevance and pacing; and the ALS provincial coordinator and program managers ensure these actions are budgeted, scheduled, monitored, and evaluated for feasibility and sustainability.

Declaration of no Conflict of Interest

The author hereby declares that this manuscript is her original work and there is no any conflict of interest.

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