

## **Original Research Article**

### **INTEREST, COPING MECHANISMS, AND LEARNING ACHIEVEMENTS OF SINGLE MOTHERS IN THE ALTERNATIVE LEARNING SYSTEM**

#### **Abstract**

This study determined the interests, coping mechanisms and learning achievements of single mothers in Alternative Learning System. The study employed descriptive-correlational research design utilizing four-parts research instrument. There were 115 ALS learners enumerated as respondents of the study. Descriptive statistics and Pearson R correlation analysis were utilized. Many of the single mothers dropped out of school when they were in their grade seven to ten level of education because they experience difficulty in terms of their economic status but they were interested to continue and finish their study in the basic education level. They adjust to stressful events they encounter; struggle with their understanding in the prerequisite and fundamental knowledge and/ or skills in their communication skills in Filipino and English, and in Mathematics and Science. Further, number of siblings is the best predictor common to the achievements of single mothers in Communication Skills in Filipino and English, Expanding One's World Views, and overall learning achievement but not in the area of Mathematics and Science and Sustainable Use of Resources and Productivity to which the last grade attended by the single mothers is the best predictor. More importantly, the single mothers enrolled in ALS were motivated to continue and finish their study despite the difficulties they experienced. They hurdle all the odd circumstances that distract their academic journey purposive of improving their current well-being. It was recommended mainly that intensive interventions should be implemented to address the factors such as pregnancy and parenthood, boredom, academic challenges, lack of parental support, and money that generally causes the youths to drop from attending school.

#### **INTRODUCTION**

The introduction of ALS is part of the Philippine Government's dedication to the EFA initiative to institutionalize educational programs to fix dropout and literacy rates in schools. Filipino citizens were provided with the right for a free primary education. For this, the Philippine government created programs which is equivalent to the formal system of education that offered education services to those functionally illiterate youths and adults (Moleño, 2017).

The Alternative Learning System (ALS) Program offers an opportunity for out-of-school young people and adults to boost their quality of life and increase their level of literacy. The Accreditation and Equivalency (A&E) Program is one of the major programs in ALS. The curriculum caters to those who want to learn reading skills at both secondary and tertiary levels and pursue schooling. Goal recipients include the out-of-school teenagers and adults, unemployed/underemployed, dropouts/leavers of elementary and secondary schools, industry-based workers, housewives, maids, factory workers, drivers, representatives of cultural minority groups people, people with

disabilities/physically disabled, prisoners, and rebels who would go to the formal education system and finally complete a career. After completion of the modules, the Accreditation and Equivalence (A&E) Test is given to provide learners with a range of alternatives to allow continuity of education in the formal school system.

The ALS program has been operational for twenty-five (25) years in the Cotabato Division. It concentrated on meeting the teaching needs of deprived, depressed, and underserved school leavers, adults and other forms of learners. The OSYs (out-of-school youth) and OSAs (out-of-school adults) who were single mothers were among these school leavers. Single mothers are those who have children but do not have husbands who have been with them to complete their family structure. They are the ones who have been called upon to seek higher education. Their access to basic education poses difficulties in which both parental duties and full-time jobs must be undertaken to provide their dependents with the necessities to ensure the survival of their families while retaining perseverance to finish secondary education, at least. A single mother bears a lot of tension, according to Bonnycastle and Prentice (2011), while ensuring that the needs of the child are met as well as her own. Wright (2010) added that it is difficult to be a parent and a student to have financial difficulties and to schedule their time.

There are at least 13.9 million Filipino single parents in the Philippines, according to the Trade Union Congress of the Philippines (TUCP) as of 2012. Because of this, much of the time, the mother's education has to suffer to give way to the baby's coming down to her child's guidance. Single parents have in their families the same number of duties as a dual parent. Based on a recent report by the World Health Organization (WHO), TUCP data has increased over the years that the Philippines has around 15 million solo parents, 95 percent or more than 14 million of whom are women (World Vision, 2020). The information suggests that single motherhood has become increasingly prevalent. The single mothers who persevered to be back in the education mainstream through their enrollment in ALS are part of this data.

Despite the ALS services, young student-mothers still face daunting obstacles, according to Fernando's (2019) interview with some student-mothers. According to them, being both a student and a mother is demanding. Most of them find it hard to complete and apply their requirements for school. The complexity of the job is not so much of a concern, but the biggest issue appears to be the lack of time to do these tasks. There are also stories, however, that are on the bright side. Based on the interview conducted by Lopez (2020), there are some single mothers who did not make their past inability to complete their education and the pressures of family life impede their dreams to pursue and complete schooling. In the same provinces where the interviews were performed, these kinds of experiences of single mothers enrolled in ALS were delimited. Therefore, in the Cotabato Province, this poses a research gap in the study of the under-examined achievement, coping mechanism, and level of interest in education in their pursuit of achieving a higher level of education while being home makers.

The purpose of this research was to understand the plight of ALS learners, the challenge of studenthood and parenthood, who have hurdled duplicity of challenges. This study demonstrated how single mothers faced challenges, pushed themselves to complete a certain level of schooling, and gained experience when changing their positions from a parent to a student, and vice versa, where they were compelled to do so by the circumstances under which they were.

### **Objectives of the Study**

Determining the interests, coping mechanisms and learning achievements of single mothers in Alternative Learning System were the main objective of this study. Specifically, it aimed to:

1. Determine the demographic characteristics of the single mothers enrolled in ALS in terms of:
  - a. Age
  - b. Last grade/year attended
  - c. Monthly Income
  - d. Number of siblings;
2. Describe the extent of use of the mode of ALS program delivery by the Instructional Manager (IM) in terms of:
  - a. Face to face
  - b. Independent learning
  - c. Radio-based instruction
  - d. Computer-based instruction
3. Determine the level of learning interest of the single mothers;
4. Determine the level of coping mechanisms of the single mothers to graduate in ALS;
5. Describe the single mothers' learning achievement in ALS;
6. Determine whether the single mothers' learning achievement in ALS is significantly influenced by their demographic characteristics;
7. Determine whether the single mothers' learning achievement in ALS is significantly influenced by the extent of their subscription from the mode of A and E program delivery;
8. Determine whether the single mothers' learning achievement in ALS is significantly influenced by their learning interest;
9. Determine whether the single mothers' learning achievement in ALS is significantly influenced by their coping mechanism in learning;
10. Find out the reasons why the single mothers enrolled themselves in ALS educational programs; and
11. Determine the challenges encountered by the single mothers enrolled in ALS.

### **Significance of the Study**

The outcome of this study would be beneficial to the learners currently enrolled in ALS, implementers, and program supervisors of ALS including all

others who may have interest such as those who will be doing researches related to ALS programs:

**To the learners.** These are those single mothers who are learners in ALS. Upon determining the achievements of single mother-students in the learning strand/s of the A and E test, this study will give them benefits on the learning interventions that will be provided to them that would help them cope up with the challenges they will encounter in their involvement to ALS education.

**To the ALS implementers.** They will identify interventions in the delivery of ALS education. These interventions may bring forth an improvement in the learners' interest, motivation amidst the challenges, and performance in A and E test. They will have an understanding to the experiences of ALS students of being single mothers that are not being considered or given attention to but are of significance to their achievement in ALS.

**To the ALS program supervisors.** The outcome of this research can be used as a reference point to define different development projects for ALS learners, implementers, and different interested group of people that would bring improvement to the learners' competencies especially those who have various roles.

**To the researcher.** As an ALS implementer, the researcher can benefit from this study by personally having an authentic and first-hand information of the reasons of not attending school and of the experiences related to the subscription of the learners in ALS, and based on the findings and suggestions to be presented, the degree of advocacy will be increased in the presentation and implementation of development programs in ALS implementation to the DepEd Cotabato Division.

**For other researchers.** The literatures cited and the result of this study can be used as part of the literature of their future researches. They can also use this study to develop related research/es by incorporating variables that are lacking or not present in this paper.

### **Scope and Delimitation of the Study**

The study was delimited in the gathering descriptive quantitative and qualitative data. Respondents were interviewed personally by the researcher to obtain first hand data on the learners of ALS in their demographic profile, learning achievement, learning interest and coping mechanisms to graduate in ALS. Also, this study was limited into listing of the data on the respondents' common responses in the qualitative questions about their reasons and challenges encountered in enrolling in ALS in which thematic analysis was not done. The respondents involved, after having explained to them the purpose of the study and confidentiality of their personality, were those single mothers who were enrolled in ALS and presented their willingness to answer the research questionnaires.

The scope of the study was on the demographic characteristics, extent of use of the mode of ALS program delivery by the IM, learning interest, challenges, coping mechanisms and learning achievements of single mothers in Alternative Learning System. The single mothers being referred to includes those who were

separated or widowed but was limited to those who have taken the Accreditation and Equivalency Test (A and E). This study delved on the students in ALS on their own unique experiences in subscribing the educational program of the government patterned but not similar in technical sense to formal system of education. The learning achievement of the respondents in ALS was limited to their knowledge learned in the program through their ratings in the learning strands of the A and E test.

### **A. Terms Used in the Study**

**Accreditation and Equivalency** – it refers to the Alternative Learning System program for the provision of basic education diplomas comparable to the formal school of the education system of the Philippine government.

**Alternative Learning System** – applies to the community-based education system for out-of-school children, young people and adults, which is comparable to the Department of Education's formal education system.

**Computer-based Instruction**- refers to the mode of learning delivery wherein digitized interactive and self-paced ALS learning modules were delivered.

**Face to face Mode of Delivery**- refers to the mode of learning delivery wherein the ALS instructional managers conduct lectures or tutorial to learners.

**Implementers** - refers to DepEd teachers and other service providers involved in the implementation of ALS programs.

**Independent Learning**- refers to the mode of learning delivery wherein teaching-learning program was delivered through modules.

**Instructional Managers** – refers to those personnel facilitating ALS learning sessions

**Learning Achievement** - refers to the proficiency of Alternative Learning System learners in the learning strands in the 2018-2019 Accreditation and Equivalency test.

**Out-of-school children**- refers to children aged 7–14 years who ceased in attending formal school

**Out-of-school Youth** – refers to the 15-24 aged youths who were not enrolled in any formal school of education.

**Radio-based Instruction**- refers to the mode of learning delivery wherein teaching-learning program was delivered through radio broadcast.

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**Single Mother** – refers to the single-mother enrollees of Alternative Learning System whether separated, widowed, or became mother out of wedlock

### **B. Acronyms Used in the Study**

<b>A and E</b> –	Accreditation and Equivalency
<b>AET</b> -	Accreditation and Equivalency Test
<b>ALS</b> –	Alternative Learning System
<b>CICL</b> -	Children in Conflict with Law
<b>DALSC</b> -	District ALS Coordinator
<b>DepEd</b> –	Department of Education
<b>EFA</b> -	Education for All

<b>IM-</b>	Instructional Manager
<b>MT -</b>	Mobile Teacher
<b>OSA -</b>	Out-of-school Adult
<b>OSY -</b>	Out-of-school Youth
<b>PPCT -</b>	person-process-context
<b>TUCP -</b>	Trade Union Congress of the Philippines
<b>WHO -</b>	World Health Organization

### **Theoretical Framework**

The enrollees in ALS are all school drop outs/leavers. In concordance with The Student Retention/dropout, this analysis is based on Tinto's Theory (1993). Three key causes of student departure are described by Vincent Tinto (1993): academic challenges, the inability of individuals to achieve their educational and occupational goals, and their failure to become or remain integrated into the institution's intellectual and social life. The Institutional Departure Model of Tinto notes that students need to be incorporated into formal (academic performance) and informal (faculty/staff interactions) academic structures and formal (extracurricular) and informal (peer-group interactions) social systems in order to persist.

The decision of single mothers of the OSY and OSA to continue their stationary level of acquired education means that they focus among themselves on their abilities that, considering the fact that they are in a difficult situation, they could still complete their basic level of education and advance it to a higher level. This posits the self-efficacy principle of Bandura.

Self-efficacy refers to the confidence of a person in his or her ability to carry out behaviors required to achieve particular performance achievements (Bandura, 1977, 1986, 1997). Self-efficacy represents confidence in the ability to assert influence over one's own motivation, behavior, and social climate. These cognitive self-evaluations impact all sorts of human experience, including the goals toward which individuals aim, the amount of energy invested on achieving goals, and the probability of achieving specific behavioral success levels. Self-efficacy beliefs are hypothesized to differ based on the area of activity and circumstances surrounding the occurrence of actions, unlike conventional psychological constructs (Carey and Forsyth, 2009).

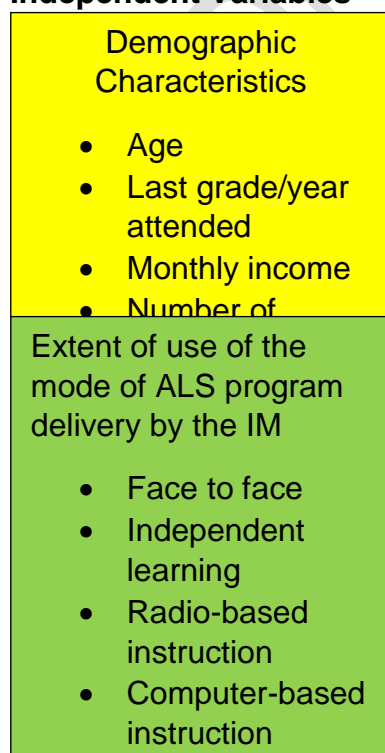
As cited in Fluellen's study (2016), exploring the viewpoint of a woman offers the opportunity to consider the facets of her convictions, values, motives, and obstacle perceptions. Having another person who has similar backgrounds or conditions thrive tends to lift the self-efficacy of individuals and the confidence that they, too, can succeed (Bandura, 1977; Joët, Usher, & Bressoux, 2011). Lack of self-efficacy can impede single mothers and their ability to attain a higher educational status, as suggested by Freudenberg, Cameron, and Brimble (2010). Jackson and Scheines (2005) added that greater self-efficacy in single mothers was attributed to jobs and resulted in fewer cases of depression among mothers. In studying the connection between the self-efficacy of single mothers with small children and pursuing their education at the same time, the use of the self-efficacy term was included.

Enrollment in ALS is a policy laid down by the single mothers' government to achieve the goal of graduating mainly in secondary education. This involves the self-regulation theory. Self-regulation refers to the 'self-generated thoughts, emotions, and behavior of a person that are systematically programmed to control one's learning.' Many with elevated self-efficacy are also highly motivated and vice versa, but this is not a foregone conclusion. Nevertheless, it is true that when a person gains or retains self-efficacy through the experience of accomplishment, they typically get a boost in motivation to continue learning and development. In order to establish a sort of success loop, the partnership may also operate in the other direction; when a person is highly motivated to learn and excel, they are more likely to accomplish their objectives, giving them an experience that contributes to their overall self-efficacy. While good experiences definitely make up a large portion of the growth of self-efficacy, there is room for failure as well. In addition to being more likely to excel, people with a high degree of self-efficacy are often more likely to bounce back and rebound from disappointment (Ackerman, 2020).

The experiences of becoming a single mother while learning are affected by variables. Their behavior can shape the relationships, or experiences, in the environment of a person (Arnold, Lu, & Armstrong, 2012). A framework technique, such as the person-process-context-time (PPCT) theory of Bronfenbrenner (1979), allows multiple encounters and their influences to be explored concurrently, providing a deeper understanding of how single student mothers view their experiences and subsequent choices in post-secondary education (Beeler, 2018).

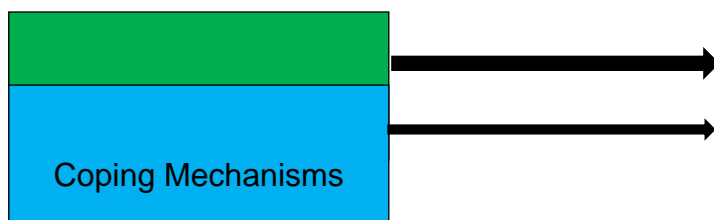
## Conceptual Framework

### Independent Variables



### Dependent Variables





**Fig. 1.** The conceptual framework of the study showing the relationship between the independent and dependent variables.

### Hypotheses of the Study

The following null hypotheses were tested at 5% level of significance;

1. The learning achievement of single mothers in ALS is not significantly influenced by their demographic characteristics.
2. The single mothers' learning achievement in ALS is not significantly influenced by the extent of use of the mode of ALS program delivery of the Instructional Manager (IM).
3. The learning achievement of single mothers in ALS is not significantly influenced by their learning interest.
4. The learning achievement of single mothers in ALS is not significantly influenced by their coping mechanisms.

## **METHODOLOGY**

### **Research Design**

The study employed descriptive-correlational research design. Descriptive study tries to characterize a population, circumstance or phenomenon in an exact and systematic way. It can respond to inquiries about what, where, when, and how, but not why. When the goal of the study is to discover traits, frequencies, trends, and classifications, descriptive research is a good option. It's beneficial when there's not a lot of information on a topic or problem (McCombes, 2019). In defining the relationship between the independent and dependent variables of this study, correlational research design was used.

Descriptive research design was utilized in describing the respondents' demographic characteristics, extent of use of the mode of ALS program delivery by the IM, level of learning interest, coping mechanisms, learning achievement, and reasons for enrolling and challenges encountered in ALS. The correlational design was utilized in determining whether the single mothers' learning achievement in ALS was significantly influenced by their demographic characteristics; whether the single mothers' learning achievement in ALS was significantly influenced by the extent of their subscription from the mode of A and E program delivery; whether the single mothers' learning achievement in ALS was significantly influenced by their learning interest; and whether the single mothers' learning achievement in ALS was significantly influenced by their coping mechanism in learning.

### **Locale of the Study**

The study was conducted in the province of North Cotabato. North Cotabato province has two DepEd Divisions, Kidapawan City Division and Cotabato Division. It was conducted particularly at DepEd Cotabato Division only which covered fifty-one (51) districts implementing ALS programs.



**Fig. 2.** Map of Cotabato Province showing DepEd Cotabato Division's area of ALS implementation.

### Respondents of the Study

The target population of this study was composed of the single mother-ALS learners who were enrolled in ALS and who took the 2017- 2019 A and E test.

### Sampling Procedure

Two stage sampling was used in this study. The first stage was the random selection of ten (10) districts from all districts in the Cotabato Division. The second stage was the complete enumeration of the single mother ALS student-respondents of each of the districts selected.

### Research Instrument

Part I of the instrument that was used for this study gathered data about the respondents' demographic characteristics. The data about the respondents' age, last grade/year attended before their enrolment to ALS, monthly income, and number of siblings were taken in this part.

Part II of the instrument used to gather the data about the extent of use of the mode of ALS program delivery by the IM subscribed by the single mothers was the instrument used in the study of Moleño (2019). However, a slight modification has been made which is the addition of one mode of ALS program delivery and the change of the word modular into independent learning mode of delivery.

Part III of the instrument used in determining the level of interest was a survey questionnaire adapted through an open online access from The National Academies Press (2021). The aim of this questionnaire was to determine the respondents' personal interest in gaining knowledge, skills and personal development in ALS education. The respondents answered through their

corresponding rating in each statement. They rated 4 if their response is Very much, 3 for Quite a bit, 2 for some, and 1 if very little. The data analysis on this instrument used the following scale:

SCALE	SCALE INTERVAL	DESCRIPTION	INTERPRETATION
4	3.26-4.00	High	The indicator is very much manifested and observed in the respondent's interest in learning.
3	2.51-3.25	Above Average	The indicator is manifested and observed for quite a bit in the respondent's interest in learning.
2	1.76-2.50	Below Average	The indicator is manifested and observed for some in the respondent's interest in learning.
1	1.00-1.75	Low	The indicator is very little manifested and observed in the respondent's interest in learning.

Part IV of the instrument determined the coping mechanisms of the respondents when they were learning in ALS. It was a questionnaire used in the study of Ying Ming Lin and Fam Shing Chen (2010) and posted on an online open access by Davao Institute for Educational Research Development & Consultancy (2011). The aim of this questionnaire was to determine how they deal with themselves when they face academic related stress or problems. It was indicated in this part of the instrument their responses in the statements by encircling the corresponding number using the scale of 1 for disagree, 2- slightly disagree, 3- somewhat agree, 4- agree, and 5- strongly agree.

SCALE	SCALE INTERVAL	DESCRIPTION	INTERPRETATION
5	4.21-5.00	Very High	The indicator is very much manifested and observed in the respondent's coping mechanism.
4	3.41-4.20	Above Average	

			The indicator is often manifested and observed in the respondent's coping mechanism.
3	2.61-3.40	Average	The indicator is manifested and observed for some in the respondent's coping mechanism.
2	1.81-2.60	Below Average	The indicator is very little manifested and observed in the respondent's coping mechanism.
1	1.00-1.80	Very Low	The indicator is not manifested and observed in the respondent's coping mechanism.

Part V of the instrument was about the learning achievement in ALS of the respondents. The certificate of rating (COR) was the basis used in determining the learning achievement in ALS of the respondents. This contains their rating in the A and E test in the learning strands of Filipino communication skills, English communication skills, Mathematics and Science, Sustainable use of resources and productivity, and Expanding one's world views. The achievements of the learners are summarized as:

#### PERCENTAGE

RANGE	DESCRIPTION	INTERPRETATION
90-100	Outstanding	The score performance of the learners is exemplary
85-89	Very Satisfactory	The score performance of the learners is above average
80-84	Satisfactory	The score performance of the learners is average

75-79	Fairly Satisfactory	The score performance of the learners is below average
74 % and below	Did not meet expectation	The score performance of the learners is unsatisfactory

Part VI of the research instrument contained the qualitative questions that enumerated the common answers about the respondents' reasons in enrolling and the challenges they experienced in ALS.

#### **Data Gathering Procedure**

The data gathering activities was done after the researcher's compliance on the preliminaries of conducting educational research such as acquisition of necessary permission to conduct from DepEd personnel from the DepEd Division level down to the ALS implementers. The researcher coordinated to all District ALS coordinators and Mobile Teachers in order to gather the data about the respondents' demographic characteristics, subscribed mode of learning delivery, level of learning interest, coping mechanism and learning achievement in ALS. To get the data pertaining to the learning achievement in ALS, the researcher tabulated their scores in each strand based on the Accreditation and Equivalency certificates of ratings.

The researcher observed the health protocols set by the COVID-19 Inter-Agency Task Force. The survey instruments were conducted through various means of communications that did not comply the researcher to do face to face or personal interview/survey. The survey and/or interview was done through phone calls for the respondents who do not have stable internet connectivity or not proficient in using computer applications for online surveys. For the respondents whom the data gathering can be done online with, the researcher used Google forms platform. Another option that was done by the researcher was through online chat in the facebook messenger computer application.

#### **Statistical Treatment of Data**

Descriptive statistics such as weighted mean, percentage and frequency counts were used to summarize the information needed in this study. Regression analysis was used to test the hypotheses at 5% level of significance.

## **RESULTS AND DISCUSSIONS**

### **Demographic Characteristics**

Table 1 presents the demographic characteristics of the single mother enrolled in Alternative Learning System in the calendar year 2017-2019. Majority of them (65 or 56.5%) were 17-23 years old, 39 or 33.9% were 24-30 years old, eight (7%) were 31-37 years old, three (2.6%) were 38 years old or older. It means that the high number of the respondents were out of school youths. The result implies that many of the single mothers who stopped attending formal schooling are those who belong to the age bracket of 15-24 years old. The result corroborates with the article of Aguilar (2019) which cited that DepEd Secretary Briones said that dropping from school happens to women students between the ages of 16 and 24.

Pertaining to the last grade level attended by the respondents, majority of them (65 or 56.5%) were at grade 10, 17(14.8%) at grade eight, 13(11.3%) at grade six, 9(7.8%) both at grade seven and grade nine, two(1.7%) at grade four, and none at grade five. The result means that the drop-out rate is more prevalent in the secondary than in elementary grade level. It implies that there are many female students who were dropping out of school when they were in their grade seven to ten level of education. The result corroborates with what was found in the study of Judilla(2014), the students who took the A&E test, who were students in the alternative learning system and considerably dropped out of school were from adolescent groups to middle-aged adults, females and single persons. This also adds to the data in the pronouncement of DepEd Assistant Secretary Ambat that more female students drop out of high school because some have a hard time balancing their studies and their maternal duties when they get pregnant or decide to marry early (Miasco, 2019).

In terms of monthly income of the respondents, 64(55.7%) have a family income of ₱1,000.00 - ₱4,999.00, 39(33.9%) have an income of ₱5,000.00 - ₱8,999.00, 11(9.6%) have an income of ₱9,000.00 - ₱12,999.00, and only one has an income that falls within the range of ₱13, 000.00 and above. It means that in general, the respondents were poor based in the classification of social class where their monthly income brackets fall. The result implies that the single mothers dropped out of school because they experience difficulty in terms of their economic status. This result relates with the result in the study of Orion, Forsuelo, and Cavalida (2014) who found in their analysis that financial resources influenced the decision of students to drop out of school. Moreover, Tucker (2020) stated also that though their dropping out of school was a personal choice, they generally drop because on the issue of money.

Lastly, Table 1 presents the demographic characteristics of the respondents in terms of number of siblings. Forty-six(40%) have two or less siblings, 38(33%) have three to four siblings, 17(14.8%) have five to six siblings, five(4.3%) have seven to eight and nine to 10 siblings, and four(3.5%) have 11-12 siblings. The result means that majority of the respondents' siblings were in a maximum of six. It implies that the respondents belong to a family of small or medium size. This validates the data in the article of Mangahas (2012) that in the Filipino families, 37.2 percent had three or four persons (classified as small) and 31.2 percent had five or six persons (classified as medium).

Table 1. Demographic Characteristics of the Single Mothers Enrolled in

Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017 - 2019.

CHARACTERISTICS	FREQUENCY (n = 115)	PERCENTAGE
<b>Age</b>		
17 - 23 yr	65	56.5
24 - 30	39	33.9
31 - 37	8	7.0
38 - above	3	2.6
<b>Last Grade Level Attended</b>		
Grade 4	2	1.7
Grade 5	0	0.0
Grade 6	13	11.3
Grade 7	9	7.8
Grade 8	17	14.8
Grade 9	9	7.8
Grade 10	65	56.5
<b>Monthly Income</b>		
₱ 1,000.00 - P 4,999.00	64	55.7
5,000.00 - 8,999.00	39	33.9
9,000.00 - 12,999.00	11	9.6
13,000.00 - above	1	0.9
<b>Number of Siblings</b>		
2 or less	46	40.0
3 - 4	38	33.0
5 - 6	17	14.8
7 - 8	5	4.3
9 - 10	5	4.3
11 - 12	4	3.5

### Extent of Use of the Mode of Delivery

Table 2 presents the Extent of use of the mode of delivery of the Alternative Learning System by the Instructional Managers to the single mothers enrolled. It can be gleaned in the data that in the face to face mode of delivery; 88(76.5%) responded that the extent of use to them was very extensive, 25(21.7%) extensive, two(1.7%) less extensive, and nobody responded that it was never used to them. In independent learning mode of delivery, 48(41.7%)

said that the extent of use to them was extensive, 27(23.5%) never used, 20(17.4%) said that the extent of use to them was both very extensive and less extensive. For radio-based mode of delivery, 44(38.3%) responded that the extent of use to them was less extensive and likewise never used, 22(19.1%) extensively used, and very extensive use was on five (4.3%) of the respondents. Moreover, computer-assisted mode of delivery was never used to 75(65.2%), extensively used to 17(14.8%), less extensively used likewise to 17(14.8%), and very extensively used to 6(5.2%) of the respondents. The data presents that in majority of the respondents, face to face was used in a very extensive manner, extensive use in independent learning, less extensive use in radio-based and computer-assisted never used. It implies that the mode of delivery of ALS program that the instructional managers prefer to use to most of the learners extensively was face to face and they never used computer-aided mode of delivery to majority of the ALS learners. The result validates findings in the study of Moleño (2019) that the ALS instructional managers used face-to-face mode of delivery in a very extensive manner and radio-based instruction was not utilized to which the result of this study contradicts.

Table 2. Extent of Use of the Mode of Delivery of the Alternative Learning System by the IM to the Single Mothers Enrolled in Congressional District 2 of Cotabato Division. CY. 2017 – 2019

<b>MODE OF DELIVERY</b>	<b>EXTENT OF USE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Face to Face	Very Extensive	88	76.5
	Extensive	25	21.7
	Less Extensive	2	1.7
	Never		
Independent Learning	Very Extensive	20	17.4
	Extensive	48	41.7
	Less Extensive	20	17.4
	Never	27	23.5
Radio-Based	Very Extensive	5	4.3
	Extensive	22	19.1
	Less Extensive	44	38.3
	Never	44	38.3
Computer-Assisted	Very Extensive	6	5.2
	Extensive	17	14.8
	Less Extensive	17	14.8

Never                      75                      65.2

### Level of Learning Interest

The Level of learning interest of the single mothers enrolled in Alternative Learning System was presented in Table 3. Among the 115 respondents, 55 (47.8%) have high level of learning interest, 43(37.4%) above average, 17(14.8%) below average, and nobody has low level of learning interest. The result means that learning interest was favourably manifested and observed in the respondents. They were in both a psychological state of focus as well as having permanent predisposition over time to re-engage. According to Harackiewicz et al. (2016), interest is a powerful motivating process that energizes learning, directs academic and career paths, and is key to academic achievement. The result implies that despite their predicament as a single mother and at the same time a student, they were interested to continue and finish their study in the basic education level. The study by Bianco, et al (2016) indicated that young people living in poverty outside of school are not passive victims of poverty, they are conscious of the struggles and things they sacrifice. They are eager to go back to school because, in the war against poverty, they see the importance of education.

Table 3. Level of Learning Interest of the Single Mothers Enrolled in Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017-2019.

LEVEL OF LEARNING INTEREST	FREQUENCY (n = 115)	PERCENTAGE
High	55	47.8
Above Average	43	37.4
Below Average	17	14.8
Low	0	0.0

### Level of Coping Mechanism

Table 4 presents the level of coping mechanism of the single mothers enrolled in Alternative Learning System. Out of 115 of them, 66(57.4%) of them shows high level of coping mechanism, 34(29.6%) low level, nine(7.8%) very high, 5(4.3%) low, and only one(0.9%) has very low level. The data means that majority of the respondents were able to deal with themselves when they were faced with academic stress or problems at the time they were in Alternative Learning System education. It implies that even if they do multiple task as a mother and a student, they adjust to stressful events they encounter while helping

themselves maintain their emotional well-being. The result corroborates to the observation of Lim, et al. (2017) that being a student of the Alternative Learning System can be a daunting route to take, in particular, in this type of education that the public does not generally take. When they leave formal schooling, the experiences the students have been through and the feeling of beginning again in ALS cannot be quantified. Despite the challenges, bigotry and stigma labelled against most of the informants, they were able to resolve it through their individual ambitions and were able to persevere in moving towards their future.

Table 4. Level of Coping Mechanism of the Single Mothers Enrolled in Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017 - 2019.

LEVEL OF COPING MECHANISM	FREQUENCY (n = 115)	PERCENTAGE
Very High	9	7.8
High	66	57.4
Average	34	29.6
Low	5	4.3
Very Low	1	0.9

### Level of Learning Achievement

Table 5 presents the level of the learning achievement of the 115 single mothers enrolled in the Alternative Learning System. In the area of communication skills in Filipino, 63(54.8%) did not meet expectation, 22(19.1%) satisfactory, 14(12.2%) very satisfactory, nine (7.8%) fairly satisfactory, and seven (6.1%) have outstanding level of learning achievement. On the other hand, in the area of communication skills in English, 74(64.3%) did not meet expectation, 16(13.9%) satisfactory, 10(8.7%) very satisfactory, eight (7%) fairly satisfactory, and seven (6.1%) have outstanding level of learning achievement. The data in the area of Mathematics and Science presents that 76(66.1%) did not meet expectation, 18(15.7%) satisfactory, 11(9.6%) very satisfactory, seven (6.1%) fairly satisfactory, and three (2.6%) have outstanding level of learning achievement. In continuation, in the area of sustainable use of resources and productivity, 46(40%) did not meet expectation, 26(22.6%) were satisfactory, 20(17.4%) very satisfactory, 12(10.4%) outstanding, and 11(9.6%) were fairly satisfactory in their level of learning achievement. In the last area which is in expanding one's world view, 43(37.4%) did not meet expectation, 30(26.1%) were satisfactory, 19(16.5%) outstanding, 14(12.2%) very satisfactory, and nine (7.8%) were fairly satisfactory in their level of learning achievement. Overall,

66(57.4%) did not meet expectation, 18(15.7%) were satisfactory, 17(14.8%) fairly satisfactory, 12(10.4%) very satisfactory, and only two (1.7%) were outstanding in their level of learning achievement.

The data in the result presents that the level of learning achievement described as did not meet expectation is prevalent in majority of the respondents in the areas of learning in ALS except in the area of sustainable use of resources and productivity and in expanding one's world views wherein less than half only of the respondents have did not meet expectation level of learning achievement. On the other side, very few have an outstanding level of learning achievement in all areas. It can be interpreted also from the data that only a bit higher than half of the respondents have a level of learning achievement that can be considered as passed when based into the 75% rating. The result implies that most of the respondents struggles with their understanding in the prerequisite and fundamental knowledge and/ or skills in their communication skills in Filipino and English, and in Mathematics and Science.

The result does not conform with the research of Moleño(2019) that it was in the strand of Expanding One's World Views of the A and E test that the test takers obtained the highest ranking followed by the strands in Filipino Communication Skills, English Communication Skills, Mathematics and Science, and Sustainable Use of Resources. However, the result of this study could not be taken as it does not wholly conform because the respondents of this study were limited to single mothers whereas the study of Moleño's respondents involved all ALS learners.

Table 5. Level of the Learning Achievement in the Alternative Learning System of the Single Mothers Enrolled in Congressional District 2 of Cotabato Division. CY 2017 - 2019.

AREA	LEVEL OF LEARNING ACHIEVEMENT	FREQUENCY	PERCENTAGE
Communication Skills in Filipino	Outstanding	7	6.1
	Very Satisfactory	14	12.2
	Satisfactory	22	19.1
	Fairly Satisfactory	9	7.8
	Did not meet expectation	63	54.8
Communication Skills in English	Outstanding	7	6.1
	Very Satisfactory	10	8.7
	Satisfactory	16	13.9
	Fairly Satisfactory	8	7.0
	Did not meet expectation	74	64.3

Mathematics and Science	Outstanding	3	2.6
	Very Satisfactory	11	9.6
	Satisfactory	18	15.7
	Fairly Satisfactory	7	6.1
	Did not meet expectation	76	66.1
Sustainable Use of Resources and Productivity	Outstanding	12	10.4
	Very Satisfactory	20	17.4
	Satisfactory	26	22.6
	Fairly Satisfactory	11	9.6
	Did not meet expectation	46	40.0
Expanding One's World Views	Outstanding	19	16.5
	Very Satisfactory	14	12.2
	Satisfactory	30	26.1
	Fairly Satisfactory	9	7.8
	Did not meet expectation	43	37.4
Overall Learning Achievement	Outstanding	2	1.7
	Very Satisfactory	12	10.4
	Satisfactory	18	15.7
	Fairly Satisfactory	17	14.8
	Did not meet expectation	66	57.4

Legend:

90-100	=	Outstanding
85-89	=	Very Satisfactory
80-84	=	Satisfactory
75-79	=	Fairly Satisfactory
74 % and below	=	Did not meet expectation

### Demographic Characteristics and Learning Achievement

According to the results presented in Table 6, the combined contribution of demographic characteristics significantly influence the single mothers' learning achievement in communication skills in Filipino (F-value of 3.417, p-Value = 0.011). Taken singly, the respondents' number of siblings is the best significant predictor of the said performance (t-value= -3.028, p= 0.003). This result indicates that the lesser is the number of siblings of the single mothers, the higher is their achievement in Filipino.

Moreover, the combined contribution of the demographic characteristics significantly influence the single mothers' achievement in communication skills in English (F-Value = 2.899, p-Value = 0.025), Mathematics and Science (F-Value = 4.544, p-Value = 0.002), Expanding One's World Views (F-Value = 2.528, p-Value = 0.045), and overall learning achievement (F-Value = 4.594, p-Value = 0.002). On the other hand, the combined contribution of the demographic characteristics does not significantly influence the single mothers' achievement in Sustainable Use of Resources and Productivity (F-Value = 2.093, p-Value = 0.087). The best predictor common to these achievements is the number of siblings except for Mathematics and Science and Sustainable Use of Resources and Productivity

which is last grade attended by the single mothers. The results imply that the higher is the last grade attended, the higher is their achievement in the areas mentioned.

The relationship between the number of siblings and learning achievement relate with the empirical data which demonstrates that sibling structure influences children's educational results, according to Schmitt et al (2014). The unfavorable impact of having a large number of siblings is well-established.

However, Shukla, et al (2016), claimed that there is no significant relationship between the number of siblings and academic ability. The study conducted by Korir (2017) also found that the number of siblings had no effect on pupils' academic achievement.

Table 6. Regression Analysis on the Relationship Between the Single Mothers' Demographic Characteristics and their Learning Achievement in Alternative Learning System in Congressional District 2 of Cotabato Division.CY 2017-2019.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES		
	Coefficient $\beta$	t-Value	p-Value
<b>Model 1</b>	<b>Learning Achievement in Communication Skills in Filipino</b>		
<b>Constant</b>	60.862	4.854	0.000
Age	-0.536	-1.735	0.085
Last Grade Attended	1.360	1.239	0.218
Monthly Income	0.000	-0.384	0.701
Number of Siblings	-2.220	-3.028	*0.003
<b>Model Statistics (R-Square= 0.332 , F-Value = 3.417* , p-Value= 0.011 )</b>			
<b>Model 2</b>	<b>Learning Achievement in Communication Skills in English</b>		
<b>Constant</b>	60.956	4.565	0.000
Age	-0.558	-1.697	0.093
Last Grade Attended	0.853	0.730	0.467
Monthly Income	0.000	-0.137	0.891
Number of Siblings	-2.353	-3.013	*0.003
<b>Model Statistics (R-Square= 0.309 , F-Value= 2.899* , p-Value = 0.025)</b>			

Table 6 Continued

INDEPENDENT VARIABLES	DEPENDENT VARIABLES		
	Coefficient	$\beta$ -Value	p-Value
<b>Model 3</b>	<b>Mathematics and Science</b>		
<b>Constant</b>	40.401	3.500	0.001
Age	-0.010	-0.034	0.973
Last Grade Attended	3.008	2.977*	0.004
Monthly Income	-0.001	-1.952	0.053
Number of Siblings	-1.149	-1.702	0.092
<b>Model Statistics</b>	<b>(R-Square = 0.377 ,F-Value = 4.544*,p-Value = 0.002)</b>		
<b>Model 4</b>	<b>Sustainable Use of Resources and Productivity</b>		
<b>Constant</b>	54.350	5.023	0.000
Age	-0.105	-0.394	0.695
Last Grade Attended	2.124	2.243*	0.027
Monthly Income	0.000	-0.033	0.974
Number of Siblings	0.829	1.311	0.193
<b>Model Statistics</b>	<b>(R-Square = 0.071,F-Value =2.093<sup>ns</sup> ,p-Value= 0.087)</b>		
<b>Model 5</b>	<b>Expanding One's World Views</b>		
<b>Constant</b>	55.871	4.581	0.000
Age	-0.211	-0.703	0.483
Last Grade Attended	2.069	1.939	0.055
Monthly Income	0.000	-0.024	0.981
Number of Siblings	-1.467	-2.058*	0.042
<b>Model Statistics</b>	<b>(R-Square= 0.290 , F-Value= 2.528* ,p-Value= 0.045)</b>		
<b>Model 6</b>	<b>Overall Learning Achievement</b>		
<b>Constant</b>	56.109	5.577	0.000
Age	-0.355	-1.431	0.155
Last Grade Attended	1.686	1.915	0.058
Monthly Income	0.000	-0.747	0.456
Number of Siblings	-1.903	-3.235*	0.002
<b>Model Statistics</b>	<b>(R-Square= 0.378 ,F-Value= 4.594* ,p-Value= 0.002)</b>		

ns = not significant at 5% level

\* = significant at 5% level

**Mode of A and E Program Delivery and Learning Achievement**

It can be gleaned in the results presented in Table 7 that the combined contribution of mode of A and E program delivery do not significantly influence the single mothers' learning achievement in communication skills in Filipino (F-Value = 1.267, p-Value = 0.287), communication skills in English (F-Value = 0.589, p-Value = 0.671), Expanding One's World Views (F-Value = 0.324, p-Value = 0.862), Sustainable Use of Resources and Productivity (F-Value = 0.989, p-Value = 0.417), and overall learning achievement (F-Value = 1.694, p-Value = 0.157). However, the combined contribution of the mode of Accreditation and Equivalency program delivery significantly influence the single mothers' achievement in Mathematics and Science (F-Value = 2.813, p-Value = 0.029).

If taken singly, the face to face mode of delivery is the best significant predictor of the said performance in communication skills in Filipino (t-value= 2.031, p= 0.045), Mathematics and Science (t-value= 3.112, p= 0.002), and in the overall learning achievement (t-value= 2.334, p= 0.021). This result indicates that the more extensive that face to face mode of delivery was used, the higher is their achievement in communication skills in Filipino, Mathematics and Science and in the overall learning achievement of the single mothers.

The type of delivery mode selected, according to Hagel and Shaw (2010), will affect the way learners communicate with the learning material and the way they perceive the learning process. It is inferred from the highlights of the Judilla study (2013) that the modes were significantly related to the number of passers in the A&E exams, both in the secondary and elementary systems.

Table 7. Regression Analysis on the Relationship Between the Single Mothers' Extent of their Subscription from the Mode of A and E Program Delivery and their Learning Achievement in Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017-2019.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES		
	Coefficient	t-Value	p-Value
<b>Model 7</b>	<b>Learning Achievement in Communication Skills in Filipino</b>		
<b>Constant</b>	45.006	3.211	0.002
Face to Face	7.725	2.031*	0.045
Independent Learning	-2.356	-1.270	0.207
Radio-based Instruction	-1.497	-0.575	0.566
Computer-based Instruction	1.325	0.544	0.587
<b>Model Statistics</b>	<b>(R-Square = 0.044 , F-Value = 1.267<sup>ns</sup> , p-Value = 0.287)</b>		

<b>Model 8</b>	<b>Learning Achievement in Communication Skills in English</b>		
<b>Constant</b>	56.461	3.770	0.000
Face to Face	3.548	0.873	0.385
Independent Learning	-2.345	-1.183	0.239
Radio-based Instruction	0.980	0.352	0.725
Computer-based Instruction	-1.344	-0.516	0.607
<b>Model Statistics</b> ( <i>R-Square = 0.021</i> , <i>F-Value = 0.589<sup>ns</sup></i> , <i>p-Value = 0.671</i> )			

<b>Model 9</b>	<b>Mathematics and Science</b>		
<b>Constant</b>	30.610	2.392	0.018
Face to Face	10.807	3.112*	0.002
Independent Learning	-3.259	-1.924	0.057
Radio-based Instruction	1.679	0.706	0.482
Computer-based Instruction	-0.057	-0.026	0.979
<b>Model Statistics</b> ( <i>R-Square = 0.305</i> , <i>F-Value = 2.813*</i> , <i>p-Value = 0.029</i> )			

<b>Model 10</b>	<b>Sustainable Use of Resources and Productivity</b>		
<b>Constant</b>	58.252	4.899	0.000
Face to Face	4.698	1.456	0.148
Independent Learning	-1.502	-0.955	0.342
Radio-based Instruction	2.462	1.115	0.267
Computer-based Instruction	-1.952	-0.945	0.347
<b>Model Statistics</b>	<b>(<i>R-Square= 0.035</i> ,<i>F-Value= 0.989<sup>ns</sup></i> , <i>p-Value = 0.417</i>)</b>		

<b>Model 11</b>	<b>Expanding One's World Views</b>		
<b>Constant</b>	64.180	4.698	0.000
Face to Face	3.693	0.996	0.321
Independent Learning	-1.359	-0.752	0.454
Radio-based Instruction	-0.449	-0.177	0.860
Computer-based	0.470	0.198	0.843

Instruction

**Model Statistics** *R-Square = 0.012, F-Value = 0.324<sup>ns</sup>, p-Value = 0.862*

<b>Model 12</b>	<b>Overall Learning Achievement</b>		
<b>Constant</b>	46.835	4.118	0.000
Face to Face	7.204	2.334*	0.021
Independent Learning	-2.550	-1.694	0.093
Radio-based Instruction	0.375	0.177	0.860
Computer-based Instruction	-0.099	-0.050	0.960
<b>Model Statistics</b>	<b><i>R-Square = 0.058 , F-Value = 1.694<sup>ns</sup> , p-Value = 0.157</i></b>		

ns = not significant at 5% level

\* = significant at 5% level

### **Learning Interest and Learning Achievement**

The results in Table 8 revealed that the level of the learning interest of the single mothers does not significantly influenced their learning achievement in Alternative Learning System in terms of Communication Skills in Filipino (F-Value = 1.406, p-Value = 0.238), Communication Skills in English (F-Value = 0.789, p-Value = 0.376), Mathematics and Science (F-Value = 3.628, p-Value = 0.059), Expanding One's World View (F-Value = 2.264, p-Value = 0.135), and in Overall Learning Achievement (F-Value = 2.790, p-Value = 0.098). However, the single mothers' level of learning interest significantly influence their achievement in Sustainable Use of Resources and Productivity (t-value = 2.207, p-value = 0.029). The learning interest of the single mother-respondents significantly relates to the sustainable use of resources and productivity learning strand because their experiences in their economic life can be applied in the lessons incorporated in the said strand and vice versa. The result indicates that the higher is their level of learning interest, the better is their level of achievement in the said area.

The overall result supports the study of Li and Yang (2016) which implied that interest has no interaction impact on pupils' academic achievement. Also, the overall result that the level of the learning interest of the single mothers does not significantly influenced their learning achievement was opposite to the findings in the study of Kahu, et al (2017) which showed that Individual interests and aims of students interact with the instructional environment to elicit situational interest.

The increase in behavioural and cognitive engagement as a result of situational interest leads to improved learning and grades.

Table 8. Regression Analysis on the Relationship Between the Single Mothers' Learning Interest and their Learning Achievement in Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017-2019.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES		
	Coefficient $\beta$ t-Value p-Value		
<b>Model 13</b>			
<b>Learning Achievement in Communication Skills in Filipino</b>			
<b>Constant</b>	55.122	5.302	0.000
Level of Learning Interest	3.815	1.186	0.238
<b>Model Statistics (R-Square=0.012 ,F-Value =1.406<sup>ns</sup> ,p-Value= 0.238)</b>			
<b>Model 14</b>			
<b>Learning Achievement in Communication Skills in English</b>			
<b>Constant</b>	53.889	4.896	0.000
Level of Learning Interest	3.026	0.888	0.376
<b>Model Statistics (R-Square=0.007,F-Value =0.789<sup>ns</sup> ,p-Value= 0.376 )</b>			
<b>Model 15</b>			
<b>Mathematics and Science</b>			
<b>Constant</b>	47.827	4.956	0.000
Level of Learning Interest	5.690	1.905	0.059
<b>Model Statistics (R-Square =0.031,F-Value =3.628<sup>ns</sup> ,p-Value=0.059)</b>			
<b>Model 16</b>			
<b>Sustainable Use of Resources and Productivity</b>			
<b>Constant</b>	54.789	6.337	0.000
Level of Learning Interest	5.905	2.207*	0.029
<b>Model Statistics (R-Square= 0.203,F-Value= 4.869* ,p-Value=0.029)</b>			
<b>Model 17</b>			
<b>Expanding One's World Views</b>			
<b>Constant</b>	59.752	6.019	0.000
Level of Learning Interest	4.623	1.505	0.135

**Model Statistics**(*R-Square= 0.02 ,F-Value = 2.264<sup>ns</sup> ,p-Value= 0.135*)

<b>Model 18</b>	<b>Overall Learning Achievement</b>		
<b>Constant</b>	54.020	6.394	0.000
Level of Learning Interest	4.367	1.670	0.098
<b>Model Statistics</b>	<b><i>R-Square=0.024,F-Value=2.790<sup>ns</sup> ,p-Value=0.098</i></b>		

ns = not significant at 5% level

\* = significant at 5% level

### **Coping Mechanism and Learning Achievement**

According to the results presented in Table 9, the single mothers' level of coping mechanism does not significantly influence their level of learning achievement in Communication Skills in Filipino (F-Value = 0.502, p-Value = 0.480), Communication Skills in English (F-Value = 2.023, p-Value = 0.158), Mathematics and Science (F-Value = 0.049, p-Value = 0.8240), Sustainable Use of Resources and Productivity (F-Value = 0.044, p-Value = 0.835), Expanding One's World Views (F-Value = 0.202, p-Value = 0.654), and in their Overall Learning Achievement (F-Value = 0.567, p-Value = 0.453). The result indicates that the level of single mothers' coping mechanism is not a significant predictor of their learning achievement.

This study supports the contention of Baaleis (2018) which claims that coping mechanism has no effect on pupil's achievement.

Table 9. Regression Analysis on the Relationship Between the Single Mothers' Coping Mechanism and their Learning Achievement in Alternative Learning System in Congressional District 2 of Cotabato Division. CY 2017-2019.

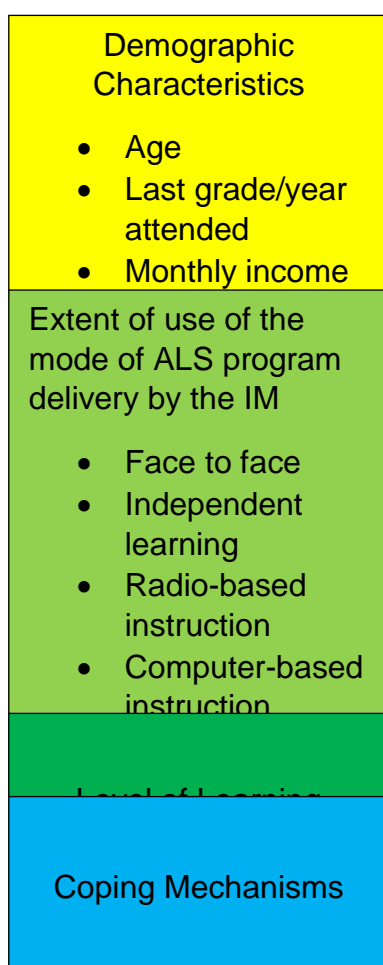
<b>INDEPENDENT VARIABLES</b>	<b>DEPENDENT VARIABLES</b>		
	<b>Coefficient <math>\beta</math></b>	<b>t-Value</b>	<b>p-Value</b>
<b>Model 19</b>	<b>Learning Achievement in Communication Skills in Filipino</b>		
<b>Constant</b>	75.513	6.429	0.000
Level of Coping Mechanism	-2.342	-0.709	0.480
<b>Model Statistics</b>	<b><i>(R-Square=0.004 ,F-Value =0.502<sup>ns</sup> ,p-Value=0.480)</i></b>		

<b>Model 20</b>		<b>Learning Achievement in Communication Skills in English</b>		
<b>Constant</b>		80.861	6.564	0.000
Level of Coping Mechanism		-4.930	-1.422	0.158
<b>Model Statistics</b>		<b>(R-Square = 0.018 , F-Value= 2.023<sup>ns</sup> , p-Value = 0.158)</b>		
<b>Model 21</b>		<b>Mathematics and Science</b>		
<b>Constant</b>		68.384	6.200	0.000
Level of Coping Mechanism		-0.690	-0.222	0.824
<b>Model Statistics</b>		<b>(R-Square = 0.021 ,F-Value =0.049<sup>ns</sup>,p-Value= 0.824)</b>		
<b>Model 22</b>		<b>Sustainable Use of Resources and Productivity</b>		
<b>Constant</b>		75.660	7.616	0.000
Level of Coping Mechanism		-0.585-0.2090.835		
<b>Model Statistics</b>		<b>(R-Square =0.020 ,F-Value =0.044<sup>ns</sup>,p-Value = 0.835)</b>		
<b>Model 23</b>		<b>Expanding One's World Views</b>		
<b>Constant</b>		79.497	7.053	0.000
Level of Coping Mechanism		-1.427	-0.450	0.654
<b>Model Statistics</b>		<b>(R-Square =0.002 ,F-Value =0.202<sup>ns</sup> , p-Value = 0.654)</b>		
<b>Model 24</b>		<b>Overall Learning Achievement</b>		
<b>Constant</b>		75.084	7.823	0.000
Level of Coping Mechanism		-2.033	-0.753	0.453
<b>Model Statistics</b>		<b>(R-Square =0.005 ,F-Value =0.567<sup>ns</sup>,p-Value = 0.453)</b>		

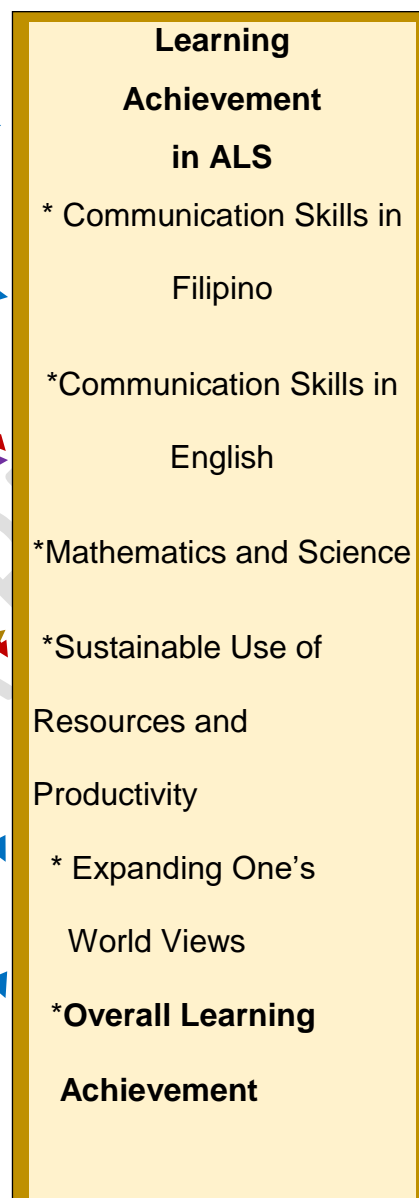
ns = not significant at 5% level

## Modified Framework

### Independent Variables



### Dependent Variables



**Fig. 3.** The modified framework of the study showing the relationship between the independent and dependent variables.

### Reasons of Single Mothers in Enrolling at ALS

Table 10 shows the common responses of the single mothers as ranked according to frequency when asked about their reasons in enrolling themselves in the ALS programs. It can be observed from the data that they subscribed ALS educational programs mainly because they want to continue and finish their

studies for them to be able to be qualified for a job, improve the level of their skills and knowledge, pursue higher level of education, and set as a good example to other single mothers. Their responses imply that they can see hope that their lives will be changed into a better one upon enrolling to ALS.

The responses of the single mothers validates the applicability of the intentions why ALS was offered according to Morissey (2013) which are to provide a literacy and other non-formal learning performance evaluation framework that incorporates basic and practical education skills and competencies designed to be equivalent to those of the formal school system.; provide an alternative way for out-of-school young people and adults to obtain an academic qualification equal to that of the elementary and secondary school system; and enable out-of-school adolescents and adults to develop skills in reading, writing and numeracy to fulfill their learning objectives by identifying them to acquire the skills they need to enhance their economic status and work more effectively in society. The desire of ALS students to improve the way things happen in their lives pushed them hard to aspire for a better future (Apao, Dayagbil, and Abao, 2014). This occurred in the research of Egcas and Garganera (2019), which emerged from the tales and perspectives of the participants on common themes.

Table 10. Reasons of Single Mothers in Enrolling at ALS in Congressional District 2 of Cotabato Division. CY 2017-2019

<b>REASONS</b>	<b>RANK</b>
1. I want to continue and finish my studies and to have a diploma and use it for my future plan.	1
2. To have a good job someday.	2
3. To learn more things or enhance/acquire more knowledge and skills.	3
4. I want to achieve/reach my dreams/goals/ambition in life that my parents make me proud of.	4
5. To go abroad and to earn a lot of money to sustain the needs of my kids and for their better future.	5
6. I want to go to college and become a teacher.	6
7. To learn more so that I can guide my children in learning when they go to school.	8.5
8. To be educated in which I learn good attitude.	8.5
9. To increase my level of understanding and able to improve myself.	8.5
10. To know how to write, read and compute.	8.5

11.To enroll in TESDA.	12.5
12.To fulfill my responsibility as a single mother.	12.5
13.To be a good example to others as a single mother.	12.5
14. To help my parents in taking care of my child when I have my good future.	12.5

### **Challenges Experienced by Single Mothers in ALS**

Shown in Table 11 were the challenges experienced by single mothers while being enrolled in ALS ranked according to the frequency of the common responses. It can be summarized that the challenges experienced by the single mothers pertain to taking care of their child while studying, financial difficulty, being bullied as single mother, difficulty in understanding the lessons be it academic or on technical skills, and gaining the trust of parents that they seriously continue their studies. The responses imply that the single mothers enrolled in ALS were motivated to continue and finish their study despite the difficulties they experienced. They hurdle all the odd circumstances that distract their academic journey purposive of improving their current well-being.

According to Bonnycastle and Prentice (2011), a single mother bears a lot of tension, while ensuring that the needs of the child are met as well as her own. Wright (2010) added that it is difficult to be a parent and a student to have financial difficulties and to schedule their time. Despite the ALS services, young student-mothers still face daunting obstacles, according to Fernando's (2019) interview with some student-mothers. Most of them find it hard to complete and apply their requirements for school. However, based on the interview conducted by Lopez (2020), there are some single mothers who did not make their past inability to complete their education and the pressures of family life impede their dreams to pursue and complete schooling. Dunst (2019) also suggested that single student mothers are facing many obstacles that can adversely affect their persistence in higher education, academic performance, personal growth, and achievement of degrees. These include time restrictions, financial concerns and classroom attendance problems due to inflexible employment or parental duties.

Table 11. Challenges Experienced by Single Mothers in ALS in Congressional District 2 of Cotabato Division. CY 2017-2019

<b>CHALLENGES</b>	<b>RANK</b>
1.Time management between as a student and a single mother.	1

2. I experienced lack of financial upon learning through ALS	2
3. No one will take care of my child because I have to attend our learning sessions.	3
4. Its hard to go to CLC carrying/bringing my child and walking around one hour coping up with the time of our classes.	4
5. Distract my attention because my child is with me.	5
6. My schedule because I have my responsibility at home because I already have children.	6
7. I am struggling in answering the activities in learning because I have my child beside me.	7
8. No partner in raising my child.	8.5
9. Hard in studying my lesson while taking care of my child.	8.5
10. Difficult in attending ALS sessions for I have my children who are going to school.	10
11. I need to attend first the needs of my little boy and to attend my class in ALS.	12.5
12. Some people bully me that I have my child.	12.5
13. Its hard to understand English and analyze problems by myself.	12.5
14. Need to be fighter in all my life.	12.5

15. No food to eat sometimes.	17
16. To overcome shyness in myself because of having a child not in proper time.	17
17. Struggle in doing activities in the sessions in cooking food and doing livelihood because I don't know how to	17
18. Its hard to convince my parents that I will attend the sessions because of the reason that I will do it again my mistakes.	17
19. Its hard to catch up in using computer or technology and to experience how to use other devices like computer and others.	17

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

## Summary

Based on the data gathered in the conduct of the study, the results were summarized as follows:

1. The high number of the respondents were at the age classified as out of school youths, dropped out of school at secondary level, were poor based in the classification of social class where their monthly income brackets fall, and majority of the respondents' siblings were in a maximum number of six.
2. In majority of the respondents, face to face was the mode of delivery used in a very extensive manner, independent learning was extensively used, less extensive use of radio-based and computer-assisted never used.
3. Learning interest was favourably manifested and observed in the respondents.
4. Majority of the respondents were able to deal with themselves when they were faced with academic stress or problems at the time they were in ALS education.
5. The level of learning achievement described as did not meet expectation was prevalent in majority of the respondents in the areas of learning in ALS except in the area of sustainable use of resources and productivity and in expanding one's world views. Very few have an outstanding level of learning achievement in all areas.
6. The combined contribution of demographic characteristics significantly influenced the single mothers' learning achievement in communication skills in Filipino and English, Mathematics and Science, Expanding One's WorldViews, and overall learning achievement but does not significantly influence the single mothers' achievement in Sustainable Use of Resources and Productivity.
7. The mode of A and E program delivery do not significantly influence the single mothers' learning achievement in communication skills in Filipino and English, Expanding One's World Views, and overall learning achievement. It significantly influences the single mothers' achievement in Mathematics and Science.
8. The learning interest of the single mothers does not significantly influence their learning achievement in Alternative Learning System in terms of Communication Skills in Filipino and English, Mathematics and Science, Expanding One's World View, and in Overall Learning Achievement. However, the single mothers' level of learning interest significantly influence their achievement in Sustainable Use of Resources and Productivity.
9. The single mothers' level of coping mechanism does not significantly influence their level of learning achievement in Communication Skills in Filipino and English, Mathematics and Science, Sustainable Use of Resources and Productivity, Expanding One's World Views, and in their Overall Learning Achievement.
10. The single mothers subscribed ALS educational programs mainly because they want to continue and finish their studies for them to be able to be

qualified for a job, improve the level of their skills and knowledge, pursue higher level of education, and set as a good example to other single mothers.

11. The challenges experienced by the single mothers pertain to taking care of their child while studying, financial difficulty, being bullied as single mother, difficulty in understanding the lessons be it academic or on technical skills, and gaining the trust of parents that they seriously continue their studies.

### **Conclusion**

Based on the summary of the results, the following conclusions were drawn:

1. Many of the single mothers who stopped attending formal schooling are those who belong to the age bracket of 15-24 years old, there are many female students who were dropping out of school when they were in their grade seven to ten level of education, dropped out of school because they experience difficulty in terms of their economic status, and belong to a family of small or medium size.
2. The mode of delivery of ALS program that the instructional managers prefer to use to most of the learners extensively was face to face and they never used computer-aided mode of delivery to majority of the ALS learners.
3. Despite their predicament as a single mother and at the same time a student, the respondents were interested to continue and finish their study in the basic education level.
4. Even if the respondents do multiple task as a mother and a student, they adjust to stressful events they encounter while helping themselves maintain their emotional well-being.
5. Most of the respondents struggles with their understanding in the prerequisite and fundamental knowledge and/ or skills in their communication skills in Filipino and English, and in Mathematics and Science.
6. The number of siblings is the best predictor common to the achievements of single mothers in Communication Skills in Filipino and English, Expanding One's World Views, and overall learning achievement but not in the area of Mathematics and Science and Sustainable Use of Resources and Productivity to which the last grade attended by the single mothers is the best predictor.
7. The more that face to face mode of delivery was used, the higher is the achievement of single mothers in the area of Communication Skills in Filipino, Mathematics and Science and in their overall learning achievement.
8. The higher is the respondents' level of learning interest, the better is their level of achievement in the area of Sustainable Use of Resources and Productivity.
9. Whatever the level of single mothers' coping mechanism is, their level of learning achievement does not improve.

10. They can see hope that their lives will be changed into a better one upon enrolling to ALS.
11. The single mothers enrolled in ALS were motivated to continue and finish their study despite the difficulties they experienced. They hurdle all the odd circumstances that distract their academic journey purposive of improving their current well-being.

### **Recommendations**

Based on the conclusions drawn, the following recommendations were made:

1. Intensive interventions should be implemented to address the factors such as pregnancy and parenthood, boredom, academic challenges, lack of parental support, and money that generally causes the youths to drop from attending school.
2. Computer-aided mode of delivery should be used at a higher extent through the provision of ICT-enhanced educational opportunities and using immersive and self-paced ALS digitized learning modules.
3. Deeper research can be conducted by ALS implementers in exploring what interest is, how interest grows, what makes things interesting, and how to foster interest in relation to completing basic level of education of single mothers and other school drop outs.
4. Psychological and psychosocial supports should be extended to single mothers and other types of ALS learners.
5. Learning programs should be developed to improve the understanding, fundamental knowledge and communication skills in Filipino and English, in Mathematics and in Science.
6. Further related research should be done by incorporating variables not included in this study that could be interrelated to the learning achievement of single mothers in alternative Learning System.

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