

Assessing the Relationship Between Alternative Learning Approaches and Educational Efficiency at Monkayo West District

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Abstract. This study aimed to assess the extent of alternative learning approaches and their relationship with educational efficiency in the Monkayo West District. Specifically, it examined five domains of alternative learning approaches: flexibility and personalization, technology integration, active learning and engagement, accessibility and inclusivity, and assessment, feedback, and mechanisms. It also evaluated educational efficiency in student achievement, time and completion, resource utilization, and cost-effectiveness. Utilizing a quantitative-descriptive and correlational design, data were collected from 65 respondents through a validated survey instrument. The results revealed that all domains of alternative learning approaches and educational efficiency were rated as very extensive. A significant and strong positive correlation was found between alternative learning approaches and educational efficiency ($r = 0.757$, $p < .001$). Regression analysis showed that flexibility and personalization ($\beta = 0.264$, $p = .008$) and accessibility and inclusivity ($\beta = 0.293$, $p = .013$) were significant predictors of educational efficiency. These findings confirm that adaptive, inclusive, and learner-centered approaches make a meaningful contribution to enhancing educational outcomes. The study recommends continuously enhancing personalized learning practices, inclusive pedagogical models, and strategic implementation of flexible delivery modes to optimize educational efficiency at the school level.

KEY WORDS

1. Alternative learning approaches 2. educational efficiency 3. flexibility
4. personalization 5. accessibility 6. inclusivity

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1. Introduction

Alternative learning approaches in the Alternative Learning System (ALS) have become crucial. With disruptions to traditional learning, ALS ensures continuity of education for marginalized youth and adults. It offers diverse methods like online learning, modular instruction, and blended learning, making education more accessible. However, significant challenges persist, including limited access to technology, internet connectivity issues in rural areas, and socio-economic disparities. The effectiveness of alternative learning approaches within ALS is contingent upon the presence of support systems for learners, including teacher training, curriculum development, and ongoing monitoring and evaluation. Moving forward, it

will be crucial to ensure the successful implementation of approaches within ALS, thereby enabling all learners to access quality education equitably, regardless of their circumstances or background. There is a limited capacity and resources for teacher training and support in implementing alternative learning approaches. Teachers may lack the necessary skills and training to effectively facilitate online or blended learning environments, which can hinder the successful implementation of these approaches. Additionally, the rapid transition to alternative learning modalities has placed additional strain on teachers, exacerbating burnout and workload issues (Kaur, 2021). Alternative learning approaches may not adequately address the diverse learning needs and preferences of students. While some students thrive in self-directed or independent learning environments, others may struggle without the structure and support provided in traditional classroom settings. Alternative learning approaches must be designed to accommodate diverse learning styles, abilities, and backgrounds, ensuring that all students have the opportunity to succeed (Boyle et al., 2020). There are challenges related to assessment and evaluation in alternative learning environments. Traditional methods of assessment may not be well-suited to online or blended learning modalities, leading to questions about the validity and reliability of assessment results. Ensuring fair and accurate assessment practices in alternative learning contexts is crucial for maintaining educational standards and ensuring that students are adequately prepared for future academic or career pursuits (Burns et al., 2023). The Philippines faces several challenges in enhancing educational efficiency through alternative learning approaches. One significant challenge is the digital divide, characterized by disparities in access to technology and internet connectivity across different regions and socio-economic groups. While alternative learning approaches such as online learning offer flexibility and ac-

cessibility, many students, especially those in rural and underserved areas, lack the necessary devices and reliable internet access to participate effectively. This hampers their ability to engage fully in online learning activities, leading to inequities in educational opportunities and outcomes (Jaynes, 2024). In the provinces of Luzon, ALS employs flexible and adaptable learning modalities, including modular instruction, blended learning, and distance education, to accommodate learners who may face barriers to traditional classroom-based education. By providing options for self-paced learning, this ensures that learners can progress at their speed, allowing them to overcome obstacles such as work commitments, family responsibilities, or geographical constraints. This flexibility promotes educational efficiency by enabling learners to access education on their terms, leading to increased retention and completion rates (Lomer Palmer, 2023). ALS utilizes technology to expand educational access, particularly in remote and underserved regions with limited traditional resources. It connects learners in isolated communities through online platforms, radio, TV broadcasts, and mobile applications, ensuring equal access to quality education. By utilizing technology, ALS enhances educational efficiency, eliminates geographical barriers, optimizes resource utilization, and provides engaging, interactive learning experiences (Anwar, 2021). In Davao de Oro, ALS integrates holistic development and lifelong learning into its curriculum, emphasizing academic knowledge, essential life skills, values education, and civic engagement. By equipping learners with the skills and competencies needed to thrive in the modern world, ALS enhances educational efficiency by preparing learners for meaningful participation in society and the workforce. Addressing these challenges requires a concerted effort from policymakers, educators, and stakeholders to invest in infrastructure, provide training and support for teachers, and design inclu-

sive and accessible learning experiences for all students.

1.1. *Review of Significant Literature*—Alternative Learning Approaches and Educational Efficiency

Alternative learning approaches offer flexible, learner-centered education for those facing barriers to traditional systems—such as out-of-school youth, adults, persons with disabilities, or those in marginalized areas. These approaches emphasize mastery learning, meaningful assessment, and active instruction, offering inclusive alternatives that enhance educational access and effectiveness (Scovic, 1983).

1.1.1. Flexibility and Personalization—Flexibility in education allows learners to choose when, where, and how they learn, while personalization tailors content to individual needs. Ghallabi et al. (2022) and Zayet et al. (2023) proposed systems to adapt learning paths using AI-driven models. Vassoyan Vie (2023) introduced scalable graph-based models for learning path optimization. Anwar (2021) stressed that personalization must be balanced with privacy and trust to ensure digital equity.

1.1.2. Technology Integration—Digital tools support active learning, collaboration, and personalized feedback. Studies show that mobile technology adoption is driven by usability and enjoyment (Ismail et al., 2022), and digital games increase learner engagement and parental support (Amzalag, 2021). Integrating local cultural content, like Māori Performing Arts, with technology enhances identity and reflection (MacCallum et al., 2021). Reflective learning formats—written, audio, video, and face-to-face—further enrich the learning process (Chan Wong, 2023).

1.1.3. Active Learning and Engagement—Active learning strategies—such as group work, simulations, and multimodal tools—foster deep learning and engagement. However, students may still prefer face-to-face methods and perceive online components as less valuable

(Lomer Palmer, 2023). Studies by Knudson et al. (2022) and Gibson (2023) confirm that active learning spaces and blended models promote motivation and self-efficacy. Universal Design frameworks like SCAFFOLD (Seo Richard, 2021) and multimodal inclusive practices (Anis Khan, 2023) further support accessibility and equity.

1.1.4. Assessment and Feedback—Effective assessment and feedback systems guide learning and improvement. Clear criteria and constructive, actionable feedback are essential (Boyle et al., 2020). Yan Chiu (2023) found that formative strategies—goal setting and progress monitoring—correlate with academic success. Peer assessment reliability may be improved through AI and learning analytics (Darvishi et al., 2022).

1.1.5. Concept and Indicators—Educational efficiency refers to achieving high-quality outcomes with optimal use of time, resources, and funds. It includes metrics such as student achievement, time-to-completion, resource use, and cost-effectiveness.

1.1.6. Student Achievement—Achievement is a key outcome and reflects both instructional quality and system efficiency. Emotions such as enjoyment or anxiety mediate learning engagement (Luo Luo, 2022), while tracking practices may increase inequality (Terin Triventi, 2023). Parental expectations also significantly influence performance (Jaynes, 2024). Research highlights how well-crafted professional development impacts academic achievement through better IEPs (Burns et al., 2023), and digital tools like social networks enhance monitoring and feedback (Krivova et al., 2021).

1.1.7. Time of Completion—Reducing delays in educational pathways improves system efficiency. Effective evaluation models (Oczkowicz Myszewski, 2022) and competition-based reforms (Quintero-Fragozo et al., 2023) influence completion rates. How-

ever, resource constraints still limit institutional responsiveness.

1.1.8. Resource Utilization—Optimal resource use involves aligning investments with outcomes. Case studies emphasize collaborative leadership, structured resource management, and evidence-based planning (Shafer, 2023; Issa et al., 2020). In India, efficiency gaps highlight the need for improved financial and staff allocation (Kaur, 2021).

Cost-effectiveness weighs program impact against investment. Zick et al. (2022) found that simple, scalable interventions like SMS reminders can be low-cost and effective. Detrich (2020) urged the integration of cost data into policy decisions to ensure educational investments yield measurable benefits.

1.2. Synthesis—Alternative learning approaches provide a dynamic framework for addressing the diverse needs of learners, emphasizing flexibility and personalization to accommodate individual learning paces and preferences. Integrating technology enhances access to interactive tools, enabling active learning and engagement through collaborative and immersive activities. Moreover, they prioritize accessibility and inclusivity, ensuring equitable opportunities for learners from varied socioeconomic and cultural backgrounds. Central to these methods are assessment and feedback mechanisms that provide continuous insights into learners' progress, fostering educational efficiency by aligning teaching strategies with learning outcomes. These approaches have demonstrated significant potential in improving student achievement while optimizing the time required to complete learning goals. Additionally, by leveraging resource utilization effectively and focusing on cost-effectiveness, alternative learning systems present a sustainable model for delivering quality education across diverse contexts. This holistic strategy enhances individual learning experiences and ensures broader educational accessibility and success.

1.3. Theoretical Framework—The principle of alternative learning approaches centers on meeting the diverse needs of learners through innovative, flexible, and learner-centered methodologies. Rooted in constructivist theories, these approaches emphasize that learning is an active, socially mediated process where individuals construct knowledge through interaction with their environment and peers (Richardson, 2021; Woolfolk et al., 2023). Constructivism highlights the importance of personal engagement and the learner's active role in building understanding, which aligns with the flexibility of alternative learning approaches. These methods emphasize personalized pathways, enabling learners to progress at their own pace while addressing their unique needs (Brookfield, 2022). Technology integration, guided by connectivist theory, underscores the importance of digital tools in creating networks for knowledge acquisition and collaboration (Siemens, 2020). Humanist theories emphasize learner autonomy and inclusivity, fostering intrinsic motivation and focusing on the development of the whole individual (Rogers, 2022). Experiential learning principles further inform these approaches by promoting critical thinking and problem-solving through meaningful, hands-on activities (Kolb, 2023). Collectively, alternative learning approaches aim to create equitable, engaging, and effective educational environments that empower learners to succeed in diverse and rapidly evolving contexts. Several theoretical frameworks could be applicable in this study, focusing on alternative learning approaches and educational efficiency within the context of the Alternative Learning System (ALS) or similar academic programs. Social Cognitive Theory emphasizes the reciprocal interaction between personal factors (e.g., individual beliefs, motivations, and self-efficacy), environmental influences (e.g., social norms, educational settings, and support systems), and behavioral outcomes (e.g., academic achievement, learning en-

gagement, and educational efficiency). Within the context of alternative learning approaches, SCT can help explain how learners' beliefs, motivations, and self-efficacy influence their engagement with different learning modalities and their subsequent academic performance and efficiency (Amzalag, 2021). Furthermore, Garrison, Anderson, and Archer could also be relevant. The CoI framework emphasizes the importance of cognitive presence, social presence, and teaching presence in facilitating meaningful learning experiences in online or blended learning environments. Within the context of alternative learning approaches, CoI can help examine how interactions between learners, instructors, and course content contribute to educational efficiency by developing a supportive and collaborative learning community (Anis et al., 2023). Moreover, the Technology Acceptance Model (TAM), proposed by Davis, could be pertinent when considering the integration of technology into alternative learning approaches. TAM suggests that individuals' acceptance and use of technology are influenced by perceived usefulness and ease of use. In the context of ALS, TAM can help explore how learners and educators perceive the usefulness and usability of technology-mediated learning environments, and how these perceptions affect their engagement and educational efficiency (Basdogan et

Secondly, the Community of Inquiry (CoI) framework can be employed to examine the development of a supportive and collaborative learning community within alternative learning environments. Researchers can investigate how interactions between learners, instructors, and course content contribute to cognitive presence, social presence, and teaching presence in online or blended learning settings. This could involve analyzing the quality of interactions within online discussion forums, assessing learner perceptions of instructor presence and

al., 2023). These theoretical frameworks offer valuable lenses through which to examine the complex interplay between individual factors, environmental influences, technological affordances, and educational outcomes within alternative learning contexts. Researchers may choose to draw upon one or more of these frameworks to guide their study design, data analysis, and interpretation of findings, ultimately contributing to a deeper understanding of the factors influencing educational efficiency in alternative learning approaches (Bayker et.al., 2023). Figure 1 presents the variables in the study. In the study focusing on alternative learning approaches and educational efficiency within the context of the Alternative Learning System (ALS) or similar academic programs, the presented theoretical frameworks can be applied in several ways. Firstly, Social Cognitive Theory (SCT) can be utilized to explore how learners' beliefs, motivations, and self-efficacy influence their engagement with different alternative learning modalities. Researchers can investigate factors such as learners' confidence in their ability to succeed in alternative learning environments, their motivation to engage with course materials, and their perception of the relevance of the learning content to their personal and academic goals.

feedback, and exploring the extent to which learners feel connected to their peers and course materials. Lastly, the Technology Acceptance Model (TAM) can be utilized to examine learners' acceptance and use of technology within alternative learning environments. Researchers can investigate how learners perceive the usefulness and ease of use of technology-mediated learning tools and platforms, exploring factors influencing their adoption and usage behavior, and identifying potential barriers to technology integration in alternative learning settings.

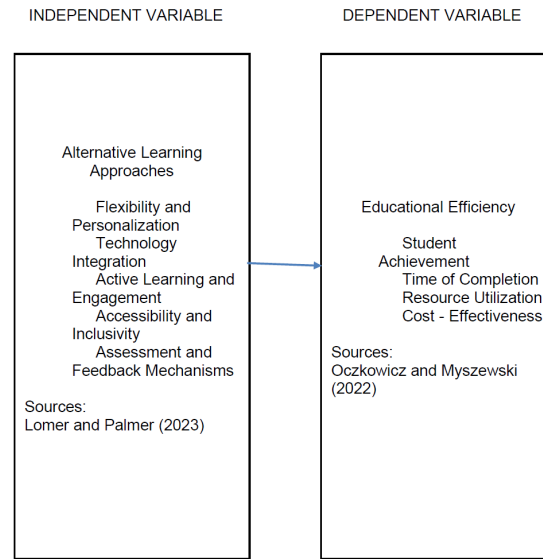


Fig. 1. Conceptual Framework of the Study

By applying these theoretical frameworks, researchers can gain insight into the complex interplay between individual factors, environmental influences, and technological affordances that shape educational efficiency within alternative learning approaches. This holistic understanding can inform the design and implementation of effective interventions aimed at

enhancing learners' engagement, learning outcomes, and overall educational experience in alternative learning settings, such as Alternative Learning Settings (ALS).

1.4. Statement of the Problem—This is a way to determine the extent to which alternative learning approaches are associated with educational efficiency.

- (1) What is the extent of alternative learning approaches in terms of:
 - (1) flexibility and personalization
 - (2) technology integration
 - (3) active learning and engagement
 - (4) accessibility and inclusivity
 - (5) Assessment, Feedback, and Mechanisms
- (2) What is the extent of educational efficiency in terms of:
 - (1) student achievement
 - (2) time and completion
 - (3) resource utilization, and
 - (4) cost-effectiveness
- (3) Is there a significant relationship between alternative learning approaches and educational efficiency?
- (4) Which among the domains of alternative learning approaches significantly influences educational efficiency?

This proposed study, entitled 'Extent of Alternative Learning Approaches on Educational Efficiency Beneficial to Various Stakeholders,'

aims to investigate the impact of alternative learning approaches on educational efficiency. Teachers

Teachers benefit from the study by gaining insights into the effectiveness of alternative learning approaches and their impact on educational efficiency. It provides teachers with evidence-based strategies and best practices for integrating alternative learning methods into their instructional practices, promoting student engagement, and improving learning outcomes.

Learners

This study is significant to learners as it aims to enhance their educational experiences by exploring innovative and flexible learning approaches that address diverse needs. By focusing on inclusivity, engagement, and personalization, the findings of this research can help create more effective learning environments that empower students to achieve their academic goals. Moreover, the study's emphasis on integrating technology, active learning strategies, and efficient resource utilization provides learners with opportunities to develop critical skills, such as problem-solving, collaboration, and adaptability, which are essential for success in an increasingly complex and evolving global context. Ultimately, the study contributes to fostering equitable access to quality education and promoting lifelong learning among students.

School Principal and Administrators

This will give evidence-based guidance on selecting and implementing alternative learning approaches that are most likely to enhance educational efficiency within their school. Principals can use the findings to facilitate teacher professional development opportunities, fostering a culture of innovation and continuous improvement in teaching practices.

Public School District Supervisor

The study offers valuable insights into the effectiveness of various alternative learning approaches in enhancing educational outcomes. It assists in decision-making regarding the adoption or adaptation of alternative learning methods within the district, helping to allocate resources effectively and improve overall edu-

cational efficiency. The findings can inform policy development and implementation strategies aimed at optimizing student learning experiences and achieving academic goals. Future Researchers

The study contributes to the body of knowledge on alternative learning approaches and educational efficiency, providing a foundation for future research in this area. It offers researchers opportunities to explore additional factors influencing the relationship between alternative learning methods and academic outcomes, such as student demographics, teacher training, and technology integration. Future researchers can build upon the study's findings to develop more targeted interventions and evaluation methods, advancing our understanding of how to improve educational efficiency through innovative instructional practices. This study establishes a better understanding and reference when discussing the results. The Alternative Learning System (ALS) is an educational program implemented by the Department of Education (DepEd) in the Philippines to provide non-formal education opportunities for out-of-school youth and adults who are unable to access or complete formal schooling. Alternative Learning Strategies (ALS) encompasses various approaches designed to cater to the diverse needs and circumstances of learners, including those who face socioeconomic challenges, geographic barriers, or personal constraints. In this study, I measured the variable through the following indicators: flexibility and personalization, technology integration, active learning and engagement, accessibility and inclusivity, and assessment and feedback mechanisms. Educational efficiency. An outcome of alternative learning approaches refers to the effectiveness and productivity of these methods in achieving desired learning objectives while optimizing resource utilization. Alternative learning approaches, such as distance education, blended learning, and personalized instruction, aim to

provide flexible and tailored learning experiences that accommodate diverse learner needs and contexts. Educational efficiency in this context encompasses several key elements. Firstly, it involves achieving educational goals and outcomes effectively, such as improved academic performance, increased retention rates, and enhanced student engagement. Secondly, it entails

maximizing the use of available resources, including funding, instructional materials, technology, and human capital, to support teaching and learning activities. In this study, the variable is measured through student achievement, time of completion, resource utilization, and cost-effectiveness.

2. Methodology

This chapter will outline the processes and steps involved in conducting the study. This will encompass selecting the study's design, identifying the respondents and the sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher employed artificial intelligence methods to proofread this work meticulously during its preparation. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing.

2.1. Research Design—The study employed a non-experimental, descriptive-correlational research design, following the framework outlined by Creswell (2020). This design aims to explore the extent of relationships between two or more variables without manipulating any of them. Instead, it focuses on observing and analyzing the existing connections between these variables. Additionally, the descriptive-correlational research design is instrumental in both describing and explaining the relationships among variables. Typically employed in exploratory studies or when researchers seek to establish connections between variables, this research design offers valuable insights into associations among variables without resorting to experimental manipulation. Descriptive-correlational research is beneficial in exploratory studies where the goal is to uncover new insights or patterns in the data. It allows researchers to describe the relationships between variables and generate hypotheses for future research. Additionally, this design can

be valuable when researchers want to make predictions about future events based on the observed relationships between variables. Overall, the descriptive-correlational research design provides a valuable tool for understanding and explaining the relationships among variables in naturalistic settings, without the need for experimental manipulation. It offers insights into how variables are interconnected and can inform decision-making and further investigation in various fields, including education, psychology, sociology, and public health. Through this approach, the researcher collects data on various alternative learning methods implemented within the educational system, including online learning, blended learning, and project-based learning, as well as measures of educational efficiency such as academic performance, graduation rates, and student engagement. These data may be obtained through surveys, observations, or existing educational records. By examining the relationships between alternative learning approaches and educational effi-

ciency, researchers can identify patterns and associations that provide insights into which methods are most effective in improving educational outcomes. For example, results may find that schools employing specific alternative learning approaches have higher rates of student retention or increased levels of academic achievement compared to schools using traditional instructional methods. Through statistical analysis, such as correlation coefficients or regression analysis, researchers can quantify the strength and direction of these relationships, providing a deeper understanding of how alternative learning approaches influence educational efficiency. Descriptive statistics may also be used to summarize the characteristics of alternative learning programs and their associated outcomes. Overall, the non-experimental, descriptive-correlational research design allows researchers to examine the relationship between alternative learning approaches and educational efficiency within a naturalistic setting. By analyzing existing data and relationships between variables, this approach provides valuable insights that can inform educational policies, practices, and future research directions, ultimately improving students' academic outcomes.

2.2. Ethical Considerations—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to confidentiality, obtaining informed consent, and ensuring the voluntary nature of participation, thereby ensuring that the research is conducted with integrity and respect for the rights of all respondents.

2.2.1. Social Value—The study holds significant social value as it aims to contribute to the professional growth and well-being of teachers, who are essential pillars of the education system. By addressing challenges and identifying effective practices, the research aims to enhance teaching strategies, improve workplace satisfaction, and ultimately improve overall ed-

ucational outcomes. This focus underscores the ethical responsibility to respect and prioritize the welfare of teachers as respondents, ensuring their contributions lead to meaningful improvements in their professional lives and the broader educational community. Furthermore, the study's findings may foster collaborative practices and policies that enhance the social and cultural fabric of the teaching profession.

2.2.2. Informed Consent and Assent—The study ensures ethical compliance by obtaining informed consent from all participating teachers. Respondents will be provided with clear, detailed information about the study's purpose, procedures, potential risks, and benefits, ensuring they can make an informed decision about their participation. Their rights to confidentiality, voluntary participation, and the option to withdraw at any stage without penalty will be fully respected. Additionally, assent will be sought in cases where it is necessary to engage with younger or less experienced teachers, ensuring their understanding and agreement to participate. This process upholds the ethical standards of autonomy and respect for all participants, fostering trust and integrity in the research.

2.2.3. Vulnerability of Research Respondents—I recognize the potential vulnerability of the teacher-respondents in this study, particularly as they may feel obligated to participate due to their professional roles. To address this, I will ensure that participation is entirely voluntary and that respondents are free to decline or withdraw at any time without any repercussions. I will also take steps to maintain their anonymity and confidentiality, ensuring that their responses are not linked to their identities or professional standing. By creating a safe and respectful environment, I aim to protect the dignity and well-being of all respondents while fostering open and honest participation.

2.2.4. Privacy and Confidentiality—I am committed to upholding the privacy and con-

fidentiality of all teacher-respondents participating in this study. Personal information and responses will be handled with the utmost care, ensuring that no identifying details are disclosed at any stage of the research process. Data will be securely stored and used solely for this study. I will ensure that findings are reported in a manner that protects the anonymity of participants, safeguarding their professional and personal reputations. By prioritizing these ethical principles, I aim to build trust and maintain the integrity of the research.

2.3. Research Respondents—Using Slovin’s formula, the appropriate sample size for a population of 140 public school teachers in Compostela West District, Davao de Oro, with a 5 percent margin of error, is 104 respondents. This sample size ensures that the study gathers data representative of the population while maintaining accuracy and reliability in the findings. ALS teachers and personnel who were surveyed actively and directly engaged in a diverse range of ALS programs, projects, and activities as outlined in their respective School Improvement Plans. Beyond their roles in curriculum implementation and delivery, these educators demonstrated proficiency in streamlining operational processes and employing practical alternative learning approaches. Moreover, they showed a commitment to enhancing the system to improve the ALS Program. Recognized as qualified professionals, these ALS teachers have consistently made significant contributions to school improvement, fostering heightened awareness among stakeholders in the context of the new standard learning system during the academic year 2023-2024. Additionally, they have

been regular participants in seminars and training sessions, focusing on school development and creating a good environment.

2.4. Research Instrument—The researcher utilized a customized instrument developed through an extensive review of literature and relevant studies. A thorough examination of existing literature was conducted to identify key concepts that guided the content of the instrument and provided validation for its components. This rigorous process aimed to formulate a comprehensive set of questions that effectively addressed potential validity concerns within the study. The instrument was divided into two main sections. The first section assessed the extent of implementation of alternative learning approaches, focusing on five dimensions: flexibility and personalization, technology integration, active learning engagement, accessibility and inclusivity, and feedback and assessment mechanisms. The second section evaluated educational efficiency, which included indicators such as student achievement, time to completion, resource utilization, and cost-effectiveness. To ensure the instrument’s validity and reliability, a test-retest procedure was conducted. Cronbach’s Alpha was computed at a 0.05 level of significance, yielding an alpha coefficient of 0.870. This result indicates a high level of internal consistency and reliability of the survey items, following the standards discussed by Pallant (2020). The questionnaire utilized a 5-point Likert scale to measure the extent of responses across the identified dimensions. The scale, along with its corresponding descriptive ratings and interpretations, is presented below.

2.5. Data Gathering Procedure—During the data collection process of the research project, several crucial steps must be taken, with one of the most vital being the ethical acquisition of permission to conduct the study. This

step is crucial for upholding core principles, including respect, transparency, and responsible research conduct. The guidelines for this procedure strictly adhere to the policies of Rizal Memorial Colleges. As part of the formal re-

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	Alternative learning approaches and educational efficiency are always evident.
3.40 – 4.19	Extensive	Alternative learning approaches and educational efficiency are often evident.
2.60 – 3.39	Moderately Extensive	Alternative learning approaches and educational efficiency are sometimes manifested.
1.80 – 2.59	Less Extensive	Alternative learning approaches and educational efficiency are rarely demonstrated.
1.00 – 1.79	Not Extensive	The alternative learning approaches and educational efficiency are not manifested.

quest, researchers clearly outline their intentions regarding data collection, analysis, and dissemination, ensuring alignment with the overarching research goals. Any anticipated concerns or inquiries from recipients are proactively addressed in this communication, providing assurances regarding ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the success of the research endeavor.

2.5.1. Permission to Conduct the Study— Prior to the commencement of data collection in April 2024, the researcher initiated the process of obtaining formal approval from relevant authorities. This included securing endorsements from the research adviser, the Dean of Rizal Memorial Colleges, and senior officials of the DepEd Davao De Oro Schools Division, by institutional protocols. A comprehensive research

proposal was submitted, outlining the study's objectives, research design, methodology, data collection and analysis procedures, and a discussion of potential risks and anticipated benefits. Full details regarding the purpose and scope of the study were provided to ensure transparency and compliance with ethical standards. Furthermore, in January 2025, the researcher took steps to ensure that all participants were thoroughly informed about the nature of the study, their rights as participants, and the nature of their involvement. Informed consent was obtained from each participant prior to their participation in the study. For the distribution and retrieval of questionnaires during the first week of January 2025, the researcher maintained a commitment to data accuracy and completeness. These processes were conducted with a standardized and systematic approach, ensuring the reliability of the responses collected from participants.

2.6. Data Analysis—The study used the following statistical tool to measure and address the specifications in the statement of the problem.

2.6.1. Mean Scores and Standard Deviation—These descriptive statistics were employed to address Statement of the Problem No. 1, which focused on the extent of alter-

native learning approaches, and Statement of the Problem No. 2, which examined the extent of educational efficiency in Monkayo District, Davao de Oro Schools Division.

2.6.2. Pearson Product-Moment Correlation Coefficient (Pearson- r)—This inferential statistical tool was utilized to determine the strength and direction of the relationship between alternative learning approaches and educational efficiency.

2.6.3. Linear Regression Analysis—To address Statement of the Problem No. 4, linear regression analysis was conducted to identify which indicators of alternative learning approaches significantly influence educational efficiency (Pallant, 2000). All data processing and analysis were performed using the Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. Discussions and interpretations followed when the results were yielded.

3. Results and Discussion

This chapter presents the findings of the study entitled. It details the results derived from the collected data and provides a comprehensive analysis of the research questions and objectives. Quantitative data were subjected to appropriate statistical treatments to examine the relationship between implementing alternative learning approaches and the level of educational efficiency observed in the district. The discussion section contextualizes the findings within existing literature and academic frameworks, offering insights into how these approaches contribute to or hinder the achievement of educational goals. Patterns, correlations, and significant trends are highlighted to support data-driven conclusions and practical recommendations for improving instructional delivery and learner outcomes.

3.1. Alternative Learning Approaches—Alternative learning approaches refer to flexible, learner-centered instructional models designed to address diverse educational needs, particularly for students who cannot thrive in conventional classroom settings. These approaches encompass modular instruction, blended learning, project-based learning, and community-based education. A comprehensive process evaluation by Albert et al. (2024) highlighted the effectiveness of ALS in delivering education to marginalized sectors, despite facing significant resource constraints such as high pupil-teacher ratios and inadequate facilities. Furthermore, Mahinay and Manla (2025) emphasized the adaptability of ALS through various learning modalities, including modular instruction and community-based education, which cater to the unique circumstances of learners. These studies underscore the critical role of alternative learning approaches in enhancing educational

access and equity in the Philippines. The preceding tabular and textual presentation discusses the extent of alternative learning approaches in terms of flexibility and personalization, technology integration, active learning and engagement, accessibility and inclusivity, and assessment, feedback, and mechanisms.

3.1.1. Flexibility and Personalization—Flexibility and personalization are pivotal in alternative learning approaches, as they allow students to tailor their educational experiences according to their unique needs, preferences, and learning pace. These approaches provide a variety of learning pathways and resources, thereby promoting self-directed and autonomous learning behaviors among diverse learners. In a recent study, Narra, Acosta, and Nicolas (2023) examined the implementation of the Open High School Program (OHSP) in Narra Integrated School and found that learners perceived a high degree of flexibility and personalization

in the program. Their findings emphasized that such learner-centered strategies helped students progress at their own rhythm while receiving meaningful support, regardless of their demographic backgrounds. These results affirm the transformative potential of flexible and personalized learning in enhancing educational accessibility and efficiency within alternative delivery modes. Table 1 presents the respondents' perceptions regarding the extent of implementing alternative learning approaches regarding flexibility and personalization. The data reveal a consistently high level of agreement across all five indicators, with mean scores ranging from 4.49 to 4.55, all interpreted as "Very Extensive." The highest mean score of 4.55 was recorded for two indicators: the capacity of flexible learning to allow students to tailor their experiences based on individual needs, preferences, and pace, and the role of personalization in addressing diverse

learning styles, abilities, and interests. This suggests that learners highly value the autonomy and inclusivity afforded by such approaches. Indicators relating to self-directed learning ($M = 4.53$) and increased engagement through personalized pacing and topic exploration ($M = 4.53$) also received strong positive responses, affirming the motivational benefits of these methods. The indicator concerning the use of adaptive technologies and differentiated instruction received the lowest, yet still very high, mean score of 4.49, indicating strong support for the technological and pedagogical adaptability of the system. With an overall mean of 4.53, it is evident that flexibility and personalization within alternative learning approaches are consistently and very extensive, as manifested in the educational practices of the Monkayo West District, thereby contributing significantly to improved learner outcomes and satisfaction.

Recent empirical studies provide substantial evidence supporting the effectiveness of alternative learning approaches, particularly in fostering flexibility and personalization in education. Narra, Acosta, and Nicolas (2023) found that learners enrolled in the Open High School Program (OHSP) in the Philippines experienced a high level of autonomy, allowing them to tailor their educational experiences to their individual needs and preferences. Similarly, Mahinay and Manla (2025) emphasized the inclusive nature of the Alternative Learning System (ALS), which accommodates diverse learners through flexible learning modalities, although they noted challenges related to technological access and policy implementation that may affect the depth of personalization. A broader process evaluation conducted by Albert et al. (2024) further confirmed the effectiveness of ALS in providing second-chance education opportunities. However, it also revealed structural limitations such as high pupil-teacher ratios, which could hinder

the degree of personalized instruction. Complementing these findings, Cagang (2024) examined ALS implementation in Region XII and found a strong positive correlation between the flexibility of the learning environment and the development of 21st-century life skills, highlighting the transformative potential of personalized, learner-centered education. These studies affirm that well-designed alternative learning approaches can significantly enhance learner engagement and outcomes through flexible and personalized instructional practices.

3.1.2. Technology Integration—Technology integration serves as a vital pillar in implementing alternative learning approaches, enabling flexible, accessible, and engaging educational experiences. Incorporating digital tools, multimedia resources, and online platforms, educators can transcend traditional classroom boundaries and provide learners with a variety of opportunities for interaction, collaboration, and independent study. This approach not

Table 1. The Extent of Alternative Learning Approaches in terms of Flexibility and Personalization

No	Flexibility and Personalization	n	Mean	Descriptive Interpretation
1	Flexibility in alternative learning approaches allows students to tailor their learning experiences to fit their individual needs, preferences, and pace, fostering a more personalized educational journey.	65	4.55	Very Extensive
2	Offering a variety of learning pathways and resources, alternative learning approaches empower students to take ownership of their learning, promoting self-directed and autonomous learning behaviors.	65	4.53	Very Extensive
3	Personalization in alternative learning approaches enables educators to cater to diverse learning styles, abilities, and interests, ensuring that each student receives targeted support and opportunities for growth.	65	4.55	Very Extensive
4	Flexibility and personalization in alternative learning approaches promote greater engagement and motivation among students, as they can explore topics of interest and progress at their own rhythm, leading to improved learning outcomes.	65	4.53	Very Extensive
5	Through adaptive technologies and differentiated instruction, alternative learning approaches can accommodate students' individual learning needs, providing tailored support and scaffolding to help them overcome challenges and achieve success.	65	4.49	Very Extensive
Overall Mean		65	4.53	Very Extensive

only supports differentiated instruction but also enhances the personalization of learning by accommodating diverse learning styles and paces. As educational systems continue to adapt to 21st-century demands, technology integration remains central to promoting inclusive, student-centered learning environments that meet the needs of all learners.

Table 2 illustrates the respondents' assessment of the extent to which technology is integrated into alternative learning approaches. All five indicators received high mean scores, ranging from 4.30 to 4.40, with each interpreted as "Very Extensive," indicating strong implementation and manifestation of technology-supported strategies. The highest mean score of 4.40 was attributed to the role of technology in enriching learning experiences through access to diverse resources, interactive multimedia, and collaborative tools. The use of digital platforms and learning management systems to facilitate learning beyond the traditional classroom context also scored highly ($M = 4.35$), underscoring the perceived value of anytime, anywhere access

Table 2. The Extent of Alternative Learning Approaches in Terms of Technology Integration

No	Technology Integration	n	Mean	Descriptive Interpretation
1	Technology integration enhances alternative learning approaches by providing students with access to diverse educational resources, interactive multimedia, and collaborative tools, enriching their learning experiences.	65	4.40	Very Extensive
2	Through the use of digital platforms and on-line learning management systems, alternative learning approaches can extend learning beyond the traditional classroom, enabling anytime, anywhere access to educational content and support.	65	4.35	Very Extensive
3	Technology integration facilitates personalized learning in alternative approaches by offering adaptive software, learning analytics, and virtual simulations, allowing educators to tailor instruction to individual student needs and preferences.	65	4.30	Very Extensive
4	Alternative learning approaches leverage technology to promote active engagement and participation among students through interactive activities, multimedia presentations, and virtual discussions, fostering deeper learning and retention of concepts.	65	4.33	Very Extensive
5	Harnessing the power of technology, alternative learning approaches can overcome geographic barriers, reach underserved populations, and provide equitable access to quality education, enhancing educational efficiency and inclusivity.	65	4.33	Very Extensive
Overall Mean		65	4.34	Very Extensive

to education. Personalized learning supported by adaptive technologies and learning analytics received a mean of 4.30, demonstrating a favorable view of technology's capacity to cater to individual learning needs. Additionally, indicators related to promoting student engagement through multimedia and virtual interactions ($M = 4.33$), and reaching geographically isolated or underserved learners to ensure educational equity ($M = 4.33$), highlight the inclusive potential of technology-driven approaches. With an overall mean of 4.34, the findings suggest that technology integration is a consistently and very extensive, as applied dimension of alternative learning in the Monkayo West District, support-

ing enriched, inclusive, and flexible educational delivery. These findings align with recent studies emphasizing the pivotal role of technology in enhancing alternative learning approaches. Diola and Omaña (2024) highlighted how digital technologies, such as interactive learning software and adaptive learning systems, have significantly influenced Filipino students' learning styles, promoting personalized and flexible education. Similarly, Consoli et al. (2024) developed the Technology Integration Quality Scale (TIQS) to measure students' perceptions of technology integration, revealing that quality integration positively impacts students' digital competencies and engagement. In the Philip-

pine context, Cadiz et al. (2024) conducted a bibliometric analysis of technology integration in higher education, underscoring the necessity of aligning educational paradigms with technological advancements to enhance learning outcomes. Furthermore, a study by Sari et al. (2021) demonstrated that students utilizing e-learning platforms with multimedia resources exhibited higher engagement levels and improved academic performance compared to traditional learning methods. These studies corroborate the survey results, affirming that effective technology integration fosters personalized, engaging, and accessible learning environments within alternative education frameworks.

3.1.3. Active Learning and Engagement—Active learning and engagement refer to instructional approaches that involve students in the learning process through meaningful activities such as collaboration, inquiry, problem-solving, and reflection. These strategies promote deeper understanding, critical thinking, and increased motivation by encouraging learners to actively construct knowledge rather than passively receive information. Table 3 presents the respon-

dents' assessment of the extent to which active learning and engagement are manifested in alternative learning approaches. All five indicators received high mean scores, ranging from 4.41 to 4.63, each interpreted as "Very Extensive," indicating strong implementation of active learning strategies. The highest mean score of 4.63 was attributed to active engagement in encouraging students to take an active role in their learning process, promoting curiosity, creativity, and collaboration in diverse learning environments. Other indicators, such as fostering hands-on exploration and critical thinking ($M = 4.56$), and promoting ownership and responsibility for learning outcomes ($M = 4.50$), also received high ratings, underscoring the perceived value of active learning in enhancing student engagement and academic achievement. With an overall mean of 4.52, the findings suggest that active learning and engagement are consistent and extensive, as applied dimensions of alternative learning in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery.

Recent empirical studies corroborate the findings presented in Table 3, emphasizing the significance of active learning and engagement in alternative learning approaches. Idulsa and Luzano (2024) conducted a study on the Alternative Learning System (ALS) in the Philippines, revealing that learners exhibited high levels of academic engagement that were significantly correlated with both intrinsic and extrinsic motivation. This underscores the importance of fostering active participation to enhance learning outcomes. Similarly, Martinez and Gomez (2025) highlighted the effectiveness of active learning strategies such as think-pair-share, problem-based learning, and collaborative projects in promoting student engagement and critical thinking across various disciplines.

Their review suggests that these strategies are instrumental in facilitating a deeper understanding and retention of content. Furthermore, Mahinay and Manla (2025) provided qualitative insights into the implementation of ALS, noting that while the system offers flexibility and inclusivity, challenges such as slow policy implementation and unequal access to technology can impede the effectiveness of active learning strategies. These studies affirm that active learning and engagement are vital to alternative learning approaches, contributing to improved educational efficiency and academic achievement.

3.1.4. Accessibility and Inclusivity—Accessibility and inclusivity are essential principles in alternative learning methods, which fo-

Table 3. The Extent of Alternative Learning Approaches in Terms of Active Learning and Engagement

No	Active Learning and Engagement	n	Mean	Descriptive Interpretation
1	Active learning and engagement lie at the heart of alternative learning approaches, fostering hands-on exploration, critical thinking, and problem-solving skills among students, resulting in deeper understanding and retention of content.	65	4.56	Very Extensive
2	In alternative learning approaches, active engagement encourages students to take an active role in their learning process, promoting curiosity, creativity, and collaboration in diverse learning environments.	65	4.63	Very Extensive
3	Through project-based learning, problem-based learning, and inquiry-based activities, alternative learning approaches empower students to apply theoretical knowledge to real-world scenarios, enhancing their practical skills and preparing them for future challenges.	65	4.41	Very Extensive
4	Alternative learning approaches leverage active learning strategies such as peer collaboration, group discussions, and experiential learning, creating dynamic and interactive learning experiences that cater to diverse learning styles and preferences.	65	4.47	Very Extensive
5	Active engagement in alternative learning approaches fosters a sense of ownership and responsibility for learning outcomes, motivating students to invest time and effort in their studies, ultimately leading to improved educational efficiency and academic achievement.	65	4.50	Very Extensive
Overall Mean		65	4.52	Very Extensive

cus on providing all learners with equal opportunities to obtain a quality education, regardless of their socioeconomic background, geographic location, physical ability, or educational history. These methods emphasize the elimination of traditional obstacles by presenting flexible learning options, including modular instruction, community-based programs, and digital platforms that serve underserved groups. Table 4 presents the respondents' assessment of how accessibility and inclusivity are manifested in alternative learning approaches. All five indicators received high mean scores, ranging from 4.44 to 4.58, each interpreted as "Very Extensive," indicating strong implementation of strategies promoting equitable access to education. The highest mean scores of 4.58 were attributed to the roles of alternative learning approaches in removing barriers to education, such as geographic limitations, physical disabilities, or socio-economic constraints, and in fostering a supportive and welcoming learning environment that values diversity and promotes a

sense of belonging among all learners. Other indicators, such as providing flexible learning options through digital technologies ($M = 4.44$), offering differentiated instruction and adaptive learning resources ($M = 4.46$), and prioritizing equity and social justice to enhance educational efficiency ($M = 4.55$), also received high ratings. With an overall mean of 4.52, the findings suggest that accessibility and inclusivity are consistently and extensively applied as dimensions of alternative learning in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery. Recent empirical studies corroborate the findings presented in Table 4, emphasizing the significance of accessibility and inclusivity in alternative learning approaches. Mahinay and Manla (2025) conducted a qualitative study on the implementation of the Alternative Learning System (ALS) in the Philippines, revealing that while ALS offers flexibility and inclusivity, challenges such as slow policy implementation and unequal access to technology can impede its effectiveness.

Similarly, a study by the Philippine Institute for Development Studies highlighted the need for better alignment between ALS and other social protection programs to enhance accessibility and inclusivity (Albert et al., 2024). Furthermore, a literature review by Cai and Richdale (2024) emphasized the importance of accessible and inclusive online learning in higher education, noting that while online learning has the potential to meet the needs of students with disabilities, institutions must actively provide accessible and inclusive opportunities. Additionally, a study by Togni (2025) demonstrated the development of an inclusive educational platform using open technologies and machine learning, highlighting the potential of technology to enhance accessibility in education. These studies collectively demonstrate that accessi-

bility and inclusivity are essential components of alternative learning approaches, contributing to enhanced educational effectiveness and academic achievement.

3.1.5. Assessment, Feedback, and Mechanism—Assessment, feedback, and mechanisms are crucial for practical alternative learning approaches. They monitor progress, identify gaps, and provide guidance on instruction. Formative and summative assessments enable educators to evaluate learning outcomes, while timely feedback helps learners reflect on their performance and take responsibility for their growth. Structured feedback mechanisms, such as portfolios, peer evaluations, and digital tools, support continuous improvement, transparency, and accountability.

Table 4. The Extent of Alternative Learning Approaches in Terms of Accessibility and Inclusivity

No	Accessibility and Inclusivity	n	Mean	Descriptive Interpretation
1	Alternative learning approaches prioritize accessibility and inclusivity by removing barriers to education, such as geographic limitations, physical disabilities, or socio-economic constraints, ensuring that all students have equal opportunities to engage in learning.	65	4.58	Very Extensive
2	Through the use of digital technologies and online platforms, alternative learning approaches extend educational opportunities beyond traditional classroom settings, providing flexible learning options that accommodate diverse learning needs and preferences.	65	4.44	Very Extensive
3	Alternative learning approaches embrace inclusivity by fostering a supportive and welcoming learning environment that values diversity, respects individual differences, and celebrates unique perspectives, promoting a sense of belonging and empowerment among all learners.	65	4.58	Very Extensive
4	Offering multiple entry points, differentiated instruction, and adaptive learning resources, alternative learning approaches cater to the diverse learning styles, abilities, and backgrounds of students, allowing each learner to progress at their own pace and maximize their potential.	65	4.46	Very Extensive
5	Alternative learning approaches prioritize equity and social justice by addressing systemic inequalities in education, advocating for marginalized populations, and promoting access to quality education for all learners, thereby enhancing educational efficiency and promoting societal advancement.	65	4.55	Very Extensive
Overall Mean		65	4.52	Very Extensive

Table 5. The Extent of Alternative Learning Approaches in Terms of Assessment, Feedback, and Mechanism

No	Assessment, Feedback and Mechanism	n	Mean	Descriptive Interpretation
1	Assessment and feedback mechanisms in alternative learning approaches play a crucial role in monitoring student progress, identifying learning gaps, and providing timely interventions to support individualized learning pathways.	65	4.50	Very Extensive
2	Through formative assessments, alternative learning approaches offer ongoing feedback to students, allowing them to track their own learning progress, reflect on their strengths and weaknesses, and adjust their study strategies accordingly.	65	4.49	Very Extensive
3	Alternative learning approaches utilize a variety of assessment methods, including performance-based assessments, portfolios, self-assessments, and peer assessments, to provide a holistic view of student learning and achievement.	65	4.55	Very Extensive
4	Feedback mechanisms in alternative learning approaches promote a culture of continuous improvement by providing constructive feedback to students, guiding them towards mastery of learning objectives, and fostering a growth mindset.	65	4.53	Very Extensive
5	Integrating assessment and feedback seamlessly into the learning process, alternative learning approaches empower students to take ownership of their learning, enhance their metacognitive skills, and ultimately improve educational efficiency by maximizing learning outcomes.	65	4.52	Very Extensive
Overall Mean		65	4.52	Very Extensive

Table 5 presents the respondents' assessment of the extent to which assessment, feedback, and mechanisms are manifested in alternative learning approaches. All five indicators received high mean scores, ranging from 4.50 to 4.49, each interpreted as "Very Extensive," indicating strong implementation of assessment and feedback strategies. The highest mean score of 4.92 was attributed to the role of formative assessments in offering ongoing feedback to students, allowing them to track their learning progress, reflect on their strengths and weaknesses, and adjust their study strategies accordingly—enriched, inclusive, and flexible educational delivery. Other indicators, such as utilizing a variety of assessment methods ($M = 4.55$), promoting a culture of continuous improvement through feedback ($M = 4.53$), and integrating assessment and feedback seamlessly into the learning process ($M = 4.52$), also received high ratings. With an overall mean of 4.52, the findings suggest that assessment, feedback, and mechanisms are consistently and extensively applied as dimensions of alternative learning in the Monkayo West District, supporting this approach. Sanusi et al. (2025) conducted a systematic literature review highlighting the opportunities and effects of alternative assessment approaches in teaching practices, noting that such assessments enhance educational quality and effectiveness. Similarly, a study by Al-Abdullatif (2024) demonstrated that web-based self- and peer-assessment approaches effectively improve the quality of student educational projects, emphasizing the role of diverse assessment methods in fostering student learning. Furthermore, a study by Sari et al. (2021) revealed that students utilizing e-learning platforms with multimedia resources exhibited higher engagement levels and improved academic performance compared to traditional learning methods, underscoring the importance of integrating assessment and feedback mechanisms in digital learning envi-

ronments. These studies confirm that assessment, feedback, and mechanisms are essential components of alternative learning approaches, contributing to enhanced educational efficiency and academic achievement.

3.2. Summary on the Extent of Alternative Learning Approaches—Table 6 presents the respondents' assessment of the extent to which various alternative learning approaches are manifested. All five components—Flexibility and Personalization ($M = 4.53$), Technology Integration ($M = 4.34$), Active Learning and Engagement ($M = 4.52$), Accessibility and Inclusivity ($M = 4.52$), and Assessment, Feedback, and Mechanism ($M = 4.52$)—received high mean scores, each interpreted as "Very Extensive." The highest mean score was attributed to Flexibility and Personalization, which strongly emphasizes tailoring learning experiences to individual student needs. While slightly lower, technology integration still reflects a significant incorporation of digital tools and platforms to enhance learning. The consistently high scores across all components suggest a comprehensive and robust implementation of alternative learning approaches in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery. Recent empirical studies corroborate the findings presented in Table 6, emphasizing the significance of these alternative learning approaches. Sanusi et al. (2025) conducted a systematic literature review highlighting the opportunities and effects of alternative assessment approaches in teaching practices, noting that such assessments enhance educational quality and effectiveness. Similarly, a study by Al-Abdullatif (2024) demonstrated that web-based self- and peer-assessment approaches effectively improve the quality of student educational projects, emphasizing the role of diverse assessment methods in fostering student learning.

Table 6. The Extent of Alternative Learning Approaches

No	Alternative Learning Approaches	n	Mean	Descriptive Interpretation
1	Flexibility and Personalization	65	4.53	Very Extensive
2	Technology Integration	65	4.34	Very Extensive
3	Active Learning and Engagement	65	4.52	Very Extensive
4	Accessibility and Inclusivity	65	4.52	Very Extensive
5	Assessment, Feedback and Mechanism	65	4.52	Very Extensive
Overall Mean		65	4.52	Very Extensive

Furthermore, a study by Sari et al. (2021) revealed that students utilizing e-learning platforms with multimedia resources exhibited higher engagement levels and improved academic performance compared to traditional learning methods, underscoring the importance of integrating technology in learning environments. A systematic review by Frontiers in Education (2025) identified and analyzed practices and technologies that foster the participation of students with diverse needs, indicating that educational technologies transform the learning environment into a more inclusive and accessible one by adapting to the diverse needs of students. These studies collectively affirm that the integration of flexibility, technology, active engagement, inclusivity, and robust assessment mechanisms is a vital component of alternative learning approaches, contributing to improved educational efficiency and academic achievement.

3.2.1. Educational Efficiency—Educational efficiency refers to the capacity of educational systems to maximize learning outcomes relative to the resources invested, such as time, funding, and instructional efforts. In the context of alternative learning approaches, enhancing educational efficiency involves implementing strategies that optimize resource utilization while maintaining or improving the quality of education. For instance, integrating technology in education has been shown

to facilitate personalized learning experiences, thereby improving efficiency. A study by Zhang et al. (2024) demonstrated that an advanced learning management system with embedded educational data mining capabilities significantly enhanced the efficiency of identifying student performance attributes, enabling timely interventions and improved academic outcomes. Such innovations underscore the importance of leveraging technological advancements to achieve greater educational efficiency in diverse learning environments.

3.2.2. Student Achievement—Table 7 presents the respondents' assessment of how educational efficiency is manifested through student achievement. All five indicators received high mean scores, ranging from 4.49 to 4.56, each interpreted as "Very Extensive," indicating strong implementation of strategies promoting educational efficiency. The highest mean scores of 4.56 were attributed to the roles of student achievement as a fundamental benchmark of educational efficiency and in fostering a culture of continuous improvement, as analyzed through student achievement data. Other indicators, such as providing effective instructional strategies ($M = 4.49$), optimizing resources and instructional practices ($M = 4.50$), and recognizing student achievement as an indicator of the effectiveness of educational institutions ($M = 4.55$), also received high ratings. With an overall mean of 4.53, the findings suggest that

educational efficiency in student achievement is consistently and very extensively applied in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery.

Table 7. The Extent of Educational Efficiency in Terms of Student Achievement

No	Student Achievement	n	Mean	Descriptive Interpretation
1	Student achievement serves as a fundamental benchmark of educational efficiency, reflecting the extent to which students acquire knowledge, skills, and competencies within a given time-frame and educational context.	65	4.56	Very Extensive
2	Efficient educational systems prioritize student achievement by providing effective instructional strategies, tailored support mechanisms, and targeted interventions to ensure that all students reach their full potential.	65	4.49	Very Extensive
3	Optimizing resources and instructional practices, educational efficiency aims to maximize student achievement outcomes, including academic performance, graduation rates, and post-secondary success, while minimizing resource wastage and inefficiencies.	65	4.50	Very Extensive
4	Educational efficiency fosters a culture of continuous improvement by analyzing student achievement data, identifying areas for growth, and implementing evidence-based interventions to enhance learning outcomes and overall educational effectiveness.	65	4.56	Very Extensive
5	Student achievement is not only a measure of individual success but also an indicator of the effectiveness of educational institutions and systems in preparing students for future challenges, opportunities, and contributions to society.	65	4.55	Very Extensive
Overall Mean		65	4.53	Very Extensive

Dalauta et al. (2024) conducted a study in Gingoog City, Philippines, revealing that various factors significantly affect students' academic performance, highlighting the importance of tailored support mechanisms and targeted interventions to enhance learning outcomes. Similarly, a study by Stumbrienė et al. (2022) proposed a conceptual framework for evaluating the efficiency and effectiveness of education systems, emphasizing the role of student achievement data in fostering continuous improvement and educational effectiveness. Furthermore, research by Lourenço and Paiva (2025) has demonstrated that self-regulated learning strategies have a positive impact on academic achievement, underscoring the importance of fostering a culture of continuous improvement through evidence-based interventions. These studies collectively demonstrate that student achievement is a crucial component of educational effectiveness, contributing to enhanced academic outcomes and institu-

tional success.

3.2.3. Time and Completion—Table 8 presents the respondents’ assessment of how educational efficiency is manifested through time and completion. All five indicators received high mean scores, ranging from 4.43 to 4.53, each interpreted as “Very Extensive,” indicating a strong implementation of strategies that promote educational efficiency in terms of time and completion. The highest mean score of 4.53 was attributed to identifying and addressing barriers to timely completion, such as academic obstacles, financial constraints, or personal chal-

lenges. Other indicators, such as providing streamlined pathways and supportive resources (M = 4.49), recognizing timely completion as a key performance metric (M = 4.43), and balancing efforts to optimize time of completion with maintaining educational quality (M = 4.49), also received high ratings. With an overall mean of 4.47, the findings suggest that educational efficiency, in terms of time and completion, is consistently and very extensively applied in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery.

Table 8. The Extent of Educational Efficiency in Terms of Time and Completion

No	Time and Completion	n	Mean	Descriptive Interpretation
1	Time of completion is a crucial aspect of educational efficiency, representing the duration students require to achieve their educational goals, whether it be completing a course, a program, or attaining specific learning milestones.	65	4.43	Very Extensive
2	Efficient educational systems strive to minimize time of completion by providing streamlined pathways, flexible scheduling options, and supportive resources that enable students to progress through their educational journey efficiently and without unnecessary delays.	65	4.49	Very Extensive
3	Timely completion of educational milestones is not only indicative of individual student success but also serves as a key performance metric for assessing the effectiveness and productivity of educational programs, institutions, and systems.	65	4.43	Very Extensive
4	Identifying and addressing barriers to timely completion, such as academic obstacles, financial constraints, or personal challenges, educational stakeholders can enhance educational efficiency and promote equitable access to educational opportunities for all learners.	65	4.53	Very Extensive
5	Efforts to optimize time of completion should be balanced with a commitment to maintaining educational quality, ensuring that students receive the necessary support, resources, and instruction to achieve meaningful learning outcomes within a reasonable timeframe.	65	4.49	Very Extensive
Overall Mean		65	4.47	Very Extensive

Recent empirical studies corroborate the findings presented in Table 8, emphasizing the significance of time and completion as measures of educational efficiency. The National Center for Education Statistics (2024) reported that the timely completion of educational programs is a critical indicator of institutional effectiveness and student success. Similarly, a study by Kuhfeld and Lewis (2023) emphasized the importance of accelerated learning strategies in mitigating learning loss and promoting timely progression through educational milestones. These studies collectively affirm that time and completion are vital to educational efficiency, contributing to improved academic outcomes and institutional effectiveness.

3.2.4. Resource Utilization—Table 9 presents the respondents' assessment of the extent to which educational efficiency is manifested through resource utilization. All five indicators received high mean scores, ranging from 4.38 to 4.50, each interpreted as "Very Extensive," indicating strong implementation of strategies promoting educational efficiency in resource utilization. The highest mean score

Similarly, Zhu (2024) investigated the effectiveness of resource allocation in China's secondary school education system, emphasizing the importance of optimizing resource allocation to improve educational quality. Furthermore, a study by Wang et al. (2023) explored the resource allocation efficiency of China's "double first-class" universities, finding that both technical efficiency change and technical progress efficiency play significant roles in improving total factor productivity of resource allocation. These studies collectively demonstrate that efficient resource utilization is crucial to educational effectiveness, leading to enhanced academic outcomes and institutional performance.

3.2.5. Cost-Effectiveness—Table 10 presents the respondents' assessment of how ed-

of 4.50 was attributed to assessing the effectiveness and efficiency of resource allocation strategies, identifying areas for improvement, and implementing targeted interventions to optimize resource utilization and enhance educational outcomes for all students. Other indicators, such as strategically allocating resources based on student needs and evidence-based practices ($M = 4.47$), implementing innovative instructional strategies and leveraging technology ($M = 4.47$), and ensuring equitable and sustainable resource distribution ($M = 4.46$), also received high ratings. With an overall mean of 4.46, the findings suggest that educational efficiency in resource utilization is consistently and very extensively applied in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery. Liao et al. (2023) conducted a study evaluating the efficiency of educational resource utilization across 35 European countries, revealing a potential 36.88 percent improvement in educational resource utilization, which highlights the need for optimized resource management.

ucational efficiency is manifested through cost-effectiveness. All five indicators received high mean scores, ranging from 4.38 to 4.49, each interpreted as "Very Extensive," indicating strong implementation of strategies promoting educational efficiency in terms of cost-effectiveness. The highest mean score of 4.49 was attributed to efforts to improve cost-effectiveness by reducing inefficiencies, minimizing waste, and reallocating resources to initiatives with the highest potential for improving student achievement and overall educational effectiveness. Other indicators, such as evaluating the cost-effectiveness of various educational programs ($M = 4.43$) and prioritizing cost-effective strategies ($M = 4.40$), also received high ratings. With an overall mean of 4.42, the findings sug-

Table 9. The Extent of Educational Efficiency in Terms of Resource Utilization

No	Resource Utilization	n	Mean	Descriptive Interpretation
1	Resource utilization is a critical aspect of educational efficiency, encompassing the effective allocation and management of various resources, including financial, human, technological, and instructional materials, to support teaching and learning activities.	65	4.38	Very Extensive
2	Efficient educational systems optimize resource utilization by strategically allocating resources based on student needs, educational priorities, and evidence-based practices, thereby maximizing the impact of available resources on student learning outcomes.	65	4.47	Very Extensive
3	Implementing innovative instructional strategies, leveraging technology, and promoting collaboration among stakeholders, educational institutions can enhance resource utilization and ensure that resources are utilized efficiently to support student achievement and overall educational effectiveness.	65	4.47	Very Extensive
4	Efficient resource utilization involves assessing the effectiveness and efficiency of resource allocation strategies, identifying areas for improvement, and implementing targeted interventions to optimize resource utilization and enhance educational outcomes for all students.	65	4.50	Very Extensive
5	Efforts to improve resource utilization should be guided by principles of equity, sustainability, and continuous improvement, ensuring that resources are distributed equitably, used responsibly, and aligned with the goals and priorities of the educational institution or system.	65	4.46	Very Extensive
Overall Mean		65	4.46	Very Extensive

gest that educational efficiency, in terms of cost-effectiveness, is consistently and very extensively applied in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery. Steinberg and Kohlmoos (2024) conducted a study evaluating the cost-effectiveness of high-dosage tutoring programs, revealing that such interventions can yield significant learning gains relative to their costs, thereby optimizing educational investments.

Table 10. The Extent of Educational Efficiency in Terms of Cost Effectiveness

No	Cost Effectiveness	n	Mean	Descriptive Interpretation
1	Cost-effectiveness is a fundamental aspect of educational efficiency, reflecting the optimal balance between the resources invested in education and the outcomes achieved, such as student achievement, graduation rates, and overall educational quality.	65	4.38	Very Extensive
2	Efficient educational systems prioritize cost-effectiveness by identifying cost-efficient strategies, leveraging resources efficiently, and maximizing the impact of investments on student learning outcomes and educational attainment.	65	4.40	Very Extensive
3	Evaluating the cost-effectiveness of various educational programs, interventions, and initiatives, educational stakeholders can make informed decisions about resource allocation, ensuring that resources are directed towards initiatives that yield the greatest return on investment in terms of educational outcomes.	65	4.43	Very Extensive
4	Efforts to improve cost-effectiveness should focus on reducing inefficiencies, minimizing waste, and reallocating resources to initiatives with the highest potential for improving student achievement and overall educational effectiveness.	65	4.49	Very Extensive
5	Cost-effectiveness analysis provides valuable insights into the economic efficiency of educational programs and policies, enabling educational stakeholders to make evidence-based decisions that promote fiscal responsibility and maximize the impact of investments on student learning and educational outcomes.	65	4.40	Very Extensive
Overall Mean		65	4.42	Very Extensive

Similarly, the EdTech Hub (2021) highlighted the importance of cost-effectiveness analysis in educational technology initiatives, emphasizing the need for careful cost definitions, impact comparisons, and equity considerations to ensure efficient resource utilization. Furthermore, the Brookings Institution's Childhood Cost Calculator (C3) tool, introduced in 2023, provides a standardized approach to capturing and reporting cost data for educational

interventions, facilitating informed decision-making and promoting educational fiscal responsibility. These studies collectively demonstrate that cost-effectiveness analysis is crucial to educational efficiency, contributing to enhanced academic outcomes and institutional effectiveness.

Summary on the Extent of Educational Efficiency

Table 11 presents the respondents' assessment of the extent to which educational efficiency is manifested across four key dimensions: Student Achievement, Time and Completion, Resource Utilization, and Cost-Effectiveness. All indicators received high mean scores, rang-

ing from 4.42 to 4.53, each interpreted as "Very Extensive," indicating strong implementation of strategies promoting educational efficiency. The highest mean score of 4.53 was attributed to Student Achievement, highlighting the district's emphasis on academic outcomes. Time and Completion ($M = 4.47$), Resource Utilization ($M = 4.46$), and Cost-Effectiveness ($M = 4.42$) also received high ratings, reflecting a comprehensive approach to optimizing educational processes. With an overall mean of 4.47, the findings suggest that educational efficiency is consistently and extensively applied in the Monkayo West District, supporting enriched, inclusive, and flexible educational delivery.

Table 11. The Extent of Educational Efficiency

No	Educational Efficiency	n	Mean	Descriptive Interpretation
1	Student Achievement	65	4.53	Very Extensive
2	Time and Completion	65	4.47	Very Extensive
3	Resource Utilization	65	4.46	Very Extensive
4	Cost-Effectiveness	65	4.42	Very Extensive
Overall Mean		65	4.47	Very Extensive

Recent empirical studies corroborate the findings presented in Table 11, underscoring the importance of these dimensions in improving educational efficiency. For instance, Liao et al. (2024) evaluated the efficiency of educational resource utilization across 35 European countries, revealing a potential improvement of 36.88 percent, which underscores the importance of optimizing resource management. Similarly, Abai and Nworgu (2024) examined the relationship between educational budgetary control and resource utilization in Nigerian secondary schools, finding a strong correlation that highlights the impact of financial management on educational outcomes. In terms of cost-effectiveness, Steinberg and Kohlmoos (2024) analyzed high-dosage tutoring programs,

demonstrating significant learning gains relative to their costs, thereby optimizing educational investments. Furthermore, the OECD's Education at a Glance 2024 report provides comprehensive indicators on educational outcomes and resource allocation, offering valuable insights into the efficiency of educational systems worldwide. These studies collectively affirm that focusing on student achievement, timely completion, efficient resource utilization, and cost-effectiveness is vital for enhancing educational efficiency and effectiveness.

3.3. Relationship between Alternative Learning Approaches and Educational Efficiency—Table 12 presents the correlation between Alternative Learning Approaches and Educational Efficiency. The computed Pearson corre-

lation coefficient ($r = 0.757$) indicates a strong positive relationship between the two variables. The p-value ($p < .001$) is less than the significance level of 0.05, suggesting that the correlation is statistically significant. Therefore, the null hypothesis (H_0), which posits no significant re-

lationship between Alternative Learning Approaches and Educational Efficiency, is rejected. This finding implies that as alternative learning approaches are implemented, educational efficiency also improves.

Table 12. Significant Relationship between Alternative Learning Approaches and Educational Efficiency

Variables	r-value	p-value	Interpretation	Decision
Alternative Learning Approaches	0.757	.001	Significant	Reject H_0

Note: *Significant at $p < 0.05$.

Interpretation Scale: Perfect Positive Correlation ($r = 1.0$); Strong Positive Correlation ($0.7 \leq r < 1.0$); Moderate Positive Correlation ($0.3 \leq r < 0.7$); Weak Positive Correlation ($0 < r < 0.3$); No Correlation ($r = 0$).

Mahinay and Manla (2025) highlighted the flexibility and inclusivity of the Alternative Learning System in the Philippines, noting its positive impact on educational outcomes. Roehe et al. (2023) demonstrated that varied teaching methods influence students' preferred learning approaches, affecting academic performance. Shehab et al. (2021) also observed that hybrid learning models, which combine traditional and online instruction, effectively enhance the learning process and educational efficiency. SCT emphasizes the interplay between personal factors, behaviors, and environmental influences, highlighting the role of observational learning and self-efficacy in educational settings. The CoI framework emphasizes developing deep and meaningful learning experiences through the interaction of social, cognitive, and pedagogical presences, particularly in online and blended learning environments. Together, these models provide a multifaceted understanding of how learners engage with content, peers, instructors, and technology, thereby informing the design and implementation of effective alternative learning strategies. Recent studies have applied these models to contemporary educational contexts. For instance, a

study by Widodo and Astuti (2024) critically analyzed the implementation of SCT in elementary schools, underscoring its relevance in fostering students' social and moral development through observational learning and modeling. In the realm of online education, Das and Madhusudan (2024) employed the CoI framework to evaluate collaborative learning and learner engagement, discovering that the interplay of social, cognitive, and pedagogical presences significantly enhances the online learning experience. Regarding technology adoption, Barz et al. (2024) extended the Technology Acceptance Model (TAM) by incorporating self-regulated learning and affinity for technology, demonstrating that these factors positively influence students' acceptance of e-learning platforms. These studies affirm the applicability and utility of SCT, CoI, and TAM in analyzing and improving alternative learning approaches in diverse educational settings.

3.4. Domains of Alternative Learning Approaches Significantly Influence Educational Efficiency—

3.4.0. *Model M (Null Model)*—Model M_0 , which lacks predictors, yields the following values:

- $R = 0.000$ $R^2 = 0.000$ Adjusted $R^2 = 0.000$

This indicates no explanatory power. The Root Mean Square Error (RMSE) for this model is 0.459, reflecting the average deviation of observed values from the mean.

3.4. *Model M (Full Model)*—In contrast, Model M_1 incorporates five predictors:

- ALA_FP_AVE
- ALA_TI_AVE
- ALA_ALE_AVE
- ALA_AI_AVE

- ALA_AFM_AVE

resulting in an R of 0.874, R^2 of 0.764, and adjusted R^2 of 0.744. These values suggest that approximately 76.4 per of the variance in the dependent variable is explained by the model, with the adjusted R^2 accounting for the number of predictors. The RMSE for M is 0.233, indicating improved predictive accuracy over M . These metrics collectively demonstrate that Model M provides a substantially better fit to the data compared to the null model.

Table 13. Model Summary - DV_AVE

Model	R	R ²	Adjusted R ²	RMSE
M	0.000	0.000	0.000	0.459
M	0.874	0.764	0.744	0.233

Tuncer et al. (2023) conducted a comprehensive review of regression applications in educational research, highlighting their utility in modeling complex relationships between instructional strategies and learning outcomes. In another study, researchers examined the impact of alternative education models on student achievement, employing multiple regression to assess the contribution of various pedagogical approaches to academic performance. These studies underscore the effectiveness of regression analysis in evaluating and enhancing educational practices. The Analysis of Variance (ANOVA) results for Model M reveal a statistically significant relationship between the set of alternative learning approach variables and educational efficiency. Specifically, the regression model, which includes five predictors. section*Model Summary for DV_AVE

The model summary for DV_AVE presents two regression models: M_0 (the null model) and M_1 (the full model).

3.4. *Model M (Null Model)*—Model M_0 , which lacks predictors, yields the following values:

- $R = 0.000$ $R^2 = 0.000$ Adjusted $R^2 = 0.000$

This indicates no explanatory power. The Root Mean Square Error (RMSE) for this model is 0.459, reflecting the average deviation of observed values from the mean.

3.4. *Model M (Full Model)*—In contrast, Model M_1 incorporates five predictors:

- Flexibility and Personalization (ALA_FP_AVE)
- Technology Integration (ALA_TI_AVE)
- Active Learning and Engagement (ALA_ALE_AVE)
- Accessibility and Inclusivity (ALA_AI_AVE)
- Assessment, Feedback, and Mechanism (ALA_AFM_AVE)

These predictors account for a substantial proportion of the variance in the dependent variable. The regression sum of squares is 10.308 with 5 degrees of freedom, yielding a mean square of 2.062. The residual sum of squares is 3.192 with 59 degrees of freedom, resulting in a mean square of 0.054.

3.4. *Statistical Significance*—The computed F-statistic is 38.103, with an associated p-value

less than .001, indicating that the model significantly predicts educational efficiency:

$$F(5,59) = 38.103, \quad p = 0.001$$

This suggests that the combination of these alternative learning approaches makes a meaningful contribution to variations in educational efficiency.

Table 14. ANOVA

Model	Sum of Squares	df	Mean Square	F	p
M					
Regression	10.308	5	2.062	38.103	.001
Residual	3.192	59	0.054		
Total	13.501	64			

Note. M includes ALA_FP_AVE, ALA_TI_AVE, ALA_ALE_AVE, ALA_AI_AVE, ALA_AFM_AVE.

Note. The intercept model is omitted, as no meaningful information can be shown.

Tuncer et al. (2024) emphasized the importance of regression analyses in educational research, highlighting how multiple predictors can collectively influence academic outcomes. Additionally, Akomodi (2025) discussed the efficacy of statistical methods in understanding relationships between educational variables and outcomes, including regression analysis. These studies highlight the importance of utilizing comprehensive statistical models to evaluate the impact of multifaceted educational interventions on efficiency and effectiveness. Table 13 presents the regression coefficient analysis examining how various Alternative Learning Approaches (ALAs) domains influence Educational Efficiency. The model includes five predictors: Flexibility and Personalization (FA), Technology Integration (TI), Active Learning

and Engagement (ALE), Accessibility and Inclusivity (AI), and Assessment, Feedback, and Mechanism (AFM). The unstandardized coefficients indicate the extent to which each predictor contributes to the dependent variable. Specifically, FA has a coefficient of 0.264 ($p = 0.008$), and AI has a coefficient of 0.293 ($p = 0.013$), both of which are statistically significant at the 0.05 level. This suggests that enhancements in flexibility, personalization, accessibility, and inclusivity are associated with improvements in educational efficiency. Conversely, TI ($p = 0.108$), ALE ($p = 0.246$), and AFM ($p = 0.318$) do not show statistically significant contributions within this model, indicating that their effects may be less pronounced or require further investigation.

These findings align with recent research emphasizing the importance of adaptable and inclusive educational practices. Barrera (2024) conducted a multiple regression analysis on mathematics academic performance, identifying teacher support and instructional competence as significant predictors of student suc-

cess, underscoring the value of personalized and accessible learning environments. Similarly, Cadis et al. (2024) analyzed perceptions of traditional versus alternative educational systems, highlighting the positive impact of flexible and inclusive approaches on academic outcomes. These studies corroborate the signifi-

Table 15. Regression Coefficient Analysis of Domains of Alternative Learning Approaches Significantly Influence Educational Efficiency

Model	Unstandardized	Standard Error	Standardized	t	p	Decision
M	(Intercept)	4.475	0.057		78.546	0.001
Reject Null						
M	(Intercept)	0.453	0.299		1.518	0.134
Accept Null						
	FA	0.264	0.096	0.272	2.751	0.008
Reject Null						
	TI	0.114	0.070	0.141	1.632	0.108
Accept Null						
	ALE	0.114	0.098	0.128	1.171	0.246
Accept Null						
	AI	0.293	0.114	0.336	2.576	0.013
Reject Null						
	AFM	0.107	0.107	0.124	1.008	0.318
Accept Null						

cance of flexibility and inclusivity in enhancing educational efficiency. SCT emphasizes the interplay between personal, behavioral, and environmental factors in learning, highlighting the importance of self-efficacy and observational learning. The CoI framework complements this by focusing on the development of deep and meaningful learning experiences through the interaction of social, cognitive, and teaching presences, particularly in online and blended learning environments. TAM addresses the determinants of technology acceptance, positing that perceived usefulness and intention to use new technologies. Together, these models provide a multifaceted understanding of how learners engage with content, peers, instructors, and technology, thereby informing the design and implementation of effective alternative learning strategies. Recent studies have applied these models to contemporary educational contexts.

A study by Badghish et al. (2024) critically analyzed the implementation of SCT in elementary schools, underscoring its relevance in fostering students' social and moral development through observational learning and modeling. In online education, research utilizing the CoI framework has assessed collaborative learning and learner engagement, finding that the interplay of social, cognitive, and teaching presences significantly enhances the online learning experience. Regarding technology adoption, studies have extended the Technology Acceptance Model (TAM) by incorporating factors such as self-regulated learning and affinity for technology, demonstrating that these factors positively influence students' acceptance of e-learning platforms. These studies affirm the applicability and utility of SCT, CoI, and TAM in analyzing and improving alternative learning approaches in diverse educational settings.

4. Conclusions and Recommendations

This chapter presents the conclusions drawn from the study's key findings and offers evidence-based recommendations aligned with the objectives and research questions. The conclusions synthesize the implications of the significant relationships observed between alternative learning approaches and educational efficiency. The recommendations provide actionable insights for

educators, policymakers, and school leaders to enhance instructional strategies and system-wide practices. These initiatives are designed to foster the development of more inclusive, adaptive, and efficient learning environments within the context of educational reform and innovation. The extent of alternative learning approaches was perceived to be very extensive across all examined domains. Flexibility and personalization were identified as the most consistently implemented, highlighting the prominence of learner-centered practices in classroom delivery. The integration of technology was also observed to be highly evident, indicating the widespread use of digital tools and platforms to support instruction. Active learning and engagement strategies were reported as being extensively applied, demonstrating the commitment to participatory and interactive teaching methodologies. Accessibility and inclusivity emerged as core strengths, with schools actively fostering equitable access and nurturing environments for learners of diverse backgrounds. Moreover, assessment practices, including feedback mechanisms, were reported to be consistently utilized, affirming the strong presence of formative assessment in supporting student learning. Educational efficiency was likewise rated as very extensive across its key dimensions. Student achievement was widely perceived as a robust outcome of alternative learning strategies, serving as a strong indicator of their effectiveness. Efficient time management and task completion were observed, indicating that learners are generally meeting learning expectations within reasonable time frames. The management and utilization of instructional, technological, and human resources were viewed as effective, while cost-efficiency was reflected in the strategic investment of educational resources to achieve targeted outcomes. The analysis revealed a significant and positive relationship between alternative learning approaches and educational efficiency, supporting the conclusion that enhancements in learning delivery are associated with improved educational outcomes. Notably, among the domains of alternative learning approaches, flexibility and personalization, along with accessibility and inclusivity, were found to have a significant influence on educational efficiency. These findings suggest that learner-focused and equitable strategies play a crucial role in enhancing performance and maximizing educational gains.

4.1. Conclusions—It is concluded that alternative learning approaches are extensively implemented in the Monkayo West District. Among the five domains assessed, flexibility and personalization are the most emphasized, demonstrating the district's commitment to learner-centered practices that support individualized learning paths. Technology integration, active learning and engagement, accessibility and inclusivity, and assessment with feedback mechanisms are also consistently practiced, contributing to the creation of a responsive and supportive educational environment. Regarding educational efficiency, the results confirm that student achievement, time and completion, resource utilization, and cost-effectiveness are extensively observed in the learning process. The consistent ratings across these dimensions reflect the effectiveness of the district's educational practices in achieving desired learning outcomes within optimal timeframes and with judicious use of resources. Furthermore, the study established a statistically significant and strong positive relationship between alternative learning approaches and educational efficiency. This confirms that effectively implementing diverse, inclusive, and technology-enabled teaching strategies substantially enhances educational outcomes. Among the domains, flexibility and personalization, as well as accessibility and inclusivity, significantly influence educational efficiency, highlighting the

critical role of adaptive and equitable learning designs in promoting overall system performance. These findings underscore the importance of sustaining and expanding innovative teaching practices to ensure continuous improvement in educational delivery.

4.2. Recommendations—In light of the study’s conclusions, the following recommendations are proposed to enhance the implementation of alternative learning approaches and promote educational efficiency within the Alternative Learning System (ALS) and beyond:

For Learners

Learners are encouraged to take full advantage of flexible and personalized learning opportunities by actively participating in self-paced modules and engaging in reflective practices. They should cultivate independent learning habits and maximize the use of available digital and community-based resources to support their educational progress. Learners are also advised to provide feedback to their facilitators regarding their needs and challenges, thereby contributing to the improvement of instructional strategies. For ALS Teachers

ALS teachers are urged to consistently adopt and sustain learner-centered teaching practices that emphasize flexibility, personalization, and inclusivity. It is recommended that they integrate adaptive instructional strategies and employ varied formative assessments to address diverse learner needs. Continued participation in professional development focused on digital pedagogy, inclusive education, and differentiated instruction is essential to strengthen their capacity to deliver quality alternative learning experiences. Teachers should also foster strong relationships with learners by creating supportive and motivating environments that promote emotional and academic growth. For School Administrators

School administrators are advised to institutionalize flexible learning modalities across subject areas by promoting policies that sup-

port differentiated instruction and self-paced learning. They should ensure the availability of inclusive learning materials and equitable access to facilities, especially for learners from marginalized or geographically isolated communities. Furthermore, administrators must lead in establishing data-driven systems for monitoring educational efficiency, including time management, resource utilization, and learner achievement. These practices will help align school goals with evidence-based improvements. For DepEd Officials

DepEd officials at the division and regional levels are encouraged to prioritize strategic investments in areas identified as significant predictors of educational efficiency, particularly flexibility, personalization, accessibility, and inclusivity. Policymaking should be guided by evidence from local implementation to ensure context-responsive reforms. It is recommended that DepEd develop scalable programs for capacity building, allocate funds for ICT infrastructure, and mainstream alternative learning strategies into the broader basic education framework. DepEd may also consider institutionalizing robust monitoring and evaluation frameworks to sustain continuous quality improvement. For the Community

Community stakeholders, including parents, local government units, and NGOs, play a vital role in supporting alternative learning programs. They are encouraged to participate in community-based educational initiatives, provide logistical support such as learning spaces and connectivity, and collaborate with ALS implementers to foster inclusive and responsive learning environments. Strengthening community partnerships will help bridge resource gaps and promote learner retention and success.

For Future Researchers

Future researchers are encouraged to explore the long-term effects of alternative learning approaches on learner outcomes, particularly in relation to employment readiness, life-

long learning, and socio-emotional development. Mixed-methods and longitudinal studies may offer deeper insights into how learner-centered and inclusive practices translate into sustained educational efficiency. Expanding the scope to different regions or learner groups will also contribute to a more comprehensive understanding of best practices in alternative learning implementation.

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