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Experiences Of Non-Formal Graduates In Teacher Education Program: Basis For Program Framework

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ABSTRACT

This qualitative study investigated the experiences of non-formal graduates enrolled in the teacher education program in one of the universities in the Philippines. To understand how can they thrive in the teacher education program in a university, this study generally aimed to determine their experiences in teacher education program. Specifically, it investigated their academic and academic needs as students. Also, it determined what program framework may be proposed as a result of the study. Consequently, providing them and the next batches of learners to enter in the teacher education program the necessary and appropriate teaching and learning practices.

Non-formal graduates are the product of the Alternative Learning System (ALS). It is a non-formal education that caters to out-of-school children, youth, and adults (OSCYAs) who desire to complete basic education. ALS is a program of the Department of Education (DepEd) that is supported in the 1987 Philippine Constitution. Moreover, Article XIV, Section 2(1) on Philippine mandate for inclusive education is establishing a complete, adequate, and integrated system of education relevant to the needs of the people and society, Llego, (2023). Furthermore, an inclusive education encompasses all students and supports them to learn, regardless of who they are and their abilities or requirements, UNICEF, (2017)

The success of every learning journey is indispensable to needs that are met. In the context of this study, academic and non-academic needs of non-formal graduates enrolled in a teacher education program were considered crucial in facilitating smooth transition from ALS education to tertiary education. Results show that these non-formal graduates in an education program are seeking out an academic need on tutorial in Chemistry, Physical Science, Analytical Geometry, English and Math. Also, there is a need to cover academic need on optional class offering which is a flexible schedule that does not compromise family/personal concern and financial earning/support. Moreover, there is a need to encompass an academic need on language problem which is vocabulary literacy and English language enrichment. It further revealed that these non-formal graduates be extended an academic need on adequate educational preparation in ALS which is a challenging pedagogy and courses. Another important academic need on curriculum is ALS curriculum enhancement. Furthermore, their academic needs on interacting with professor and classmates are peer interactive learning and open communication, respectively. Lastly, non-academic need on contact person at the institution in addition to the instructor is the existence support group.

Keywords: Experiences, Non-formal Graduates, Teacher Education Program, Alternative Learning System, Academic and Non-academic Needs

1. INTRODUCTION

There are numerous reasons of Filipinos not attending school. These are inaccessibility, illness/disability, marriage/family matters, high cost of education/financial concern, employment/looking for work, and lack of personal interest. In fact, there is a record between 2016 and 2021 which shows that around 4.2 million out-of-school children, youth, and adults (OSCYAs) were enrolled in ALS. They could not progress in their education in favorable way, such as, a manner suitable to their preference and circumstances. This results in not achieving their goals of improving quality of life and becoming productive contributors to society, UNICEF, (2022).

Alternative Learning System (ALS) is a program of the Department of Education (DepEd) in the Philippines that responds to the need of these OSCYAs. No less than the 1987 Constitution directs the provision of ALS in a statement, “Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs,” (ARTICLE

XIV, section 1 (4). The Offering of ALS to the individuals who are unable to remain in school, and to adults, is an opportunity for certificate completion of free basic education.

The ALS Program, which is non-formal instruction, is a parallel learning system which provides practical option to the existing formal instruction for Filipino out-of-school children, youth, and adults (OSCYAs), UNICEF, (2022). Moreover, the Philippine mandate for inclusive education in the 1987 Philippine constitution clearly states in Article XIV, Section 2(1), to establish a complete, adequate, and integrated system of education relevant to the needs of the people and society, Llego, (2023). Furthermore, an inclusive education includes all students and supports them to learn, whoever they are and whatever their abilities or requirements, UNICEF, (2017)

Enrollment in ALS allows the learners to take the Alternative Learning System Accreditation and Equivalency Test (ALS A&E Test), offered by the government. Those who pass receive a certificate or diploma from the DepEd, which is regarded as equivalent to graduation from a formal school at the stated level of education. The recipient of these certificates or diploma are eligible to proceed to the next level of education in the Philippines, Krug, (2019). The way of learning in ALS is a complete opposite of formal education in the Philippines. The attendees of ALS are called “learners”.

Instruction in ALS is modular and flexible. Learning happens anytime and any place. It is a non-formal education where learning session takes place outside the classroom, community-based, usually conducted at community learning centers, barangay multi-purpose hall, libraries or at home, managed by ALS learning facilitators, at an agreed schedule and venue between the learners and facilitators, DepEd, (2019). Learning is at any place at the convenient to the learners. It simply presents the fact that teaching and learning takes place at the homes of the learners, under the shades of trees, inside a church or mosque, playground and any other available space and venue, DepEd, (2019). Every ALS learner is given the liberty to choose when and how to study and complete learning module. Self-learning is mostly adopted in ALS. Learner is left on his/her own to study and complete all learning activities and pre and post-test.

If formal education system is classroom-based and managed by trained formal school teachers, it places these non-formal graduates to a new environment that is completely opposite the structure of ALS. In the school year 2018-2019, College of Teacher Education (CTEd) of Cagayan State University, (CSU) located in Andrews campus, has recorded four (4) officially enrolled students who were graduate of the ALS of the DepEd. For this study, Education Program is referred to the College of Teacher Education. It is a formal education system by which curriculum is prescribed and learning is competitive, interactive and collaborative. There is an official schedule to follow and determined courses to complete each semester.

Learners have to learn in a more stringent manner. Learning takes place in a classroom. Learners have to be more involved in classroom activities and all other ways in order to pass courses every semester. Learners have to take quizzes, submit requirements, take major examinations, work personally on skill manipulation in order to learn. These instructional knowledge and skills acquisition is not just compliance for one course but seven to eight courses or a total of 21 to 24 units or even beyond if allowed. This results to overlapping tasks to accomplish which really exhausts students.

Literature presents that adjustment is indispensable in the life of learners. Transition from non-formal instruction to formal instruction posits experiences that either facilitates learning or causes struggles in learning. In every transition period in one's life, there attached problems and adjustments. As Rithie, (2003) discussed in her study, attendance in a university is an educational experience that bridges transition. She further explained that university attendance fundamentally brings with it an increased stress and anxiety level. Also, university is perceived to be an experienced marked by success or failure.

However, in the context of the non-formal graduates enrolled in an education program in Cagayan State University, none has been presented scientifically regarding their experiences.

Occasionally, the researcher along with her colleagues, would discuss presence of ALS graduates in classrooms and their academic performance. These were learners who achieved their basic education from non-formal education, mainly in the ALS program of the DepEd. There had been common observation along their capability by which, most of the time, it takes more activities and much explanation needed in order for them to understand concepts in different courses.

No less than the learners themselves would verbalize needing more assistance from their classmates and professors during completion of any form of academic activities and performance and understanding of concepts. In return, the fast learners in their group or class as well as the professors were ready to extend their sought academic needs. Besides, professors and classmates, these learners were seeking assistance from individuals who could assist them their other needs outside academic concerns.

The peer mentoring is an assistance beneficial to mentors. The challenging experience of these learners in an education program should be resolved by role modelling on time management, personal confidence and problem solving that influenced retention and grade point average of learners, Connolly, (2015). Given these premises, for non-formal graduates to thrive in an education program in a university, this study generally aimed to determine their experiences in teacher education program. Specifically, it investigated their academic and academic needs as students in the program. Also, it determined what program framework may be proposed as a result of the study.

Consequently, providing them and the next batches of learners to enter in the teacher education program the necessary and appropriate teaching and learning practices.

2. LITERATURE REVIEW

2.1 Structure of the Education System

The three governing bodies in the education sector are Commission on Higher Education (CHED) for tertiary and graduate education, the DepEd for basic education and Technical Education and Skills Development Authority (TESDA) for Technical-Vocational Education and Training (TVET). The governing bodies oversee the education system of the Philippines which includes formal and non-formal education. Filipino learners enter formal education from pre-school, elementary, junior high school, senior high school, post-secondary education (tertiary education and vocational education) and graduate education. On the other hand, there has been reform in the non-formal education which is at present the Alternative Learning System, newly termed as the “the other side of basic education” as opposed to the one side - formal education, Go, (2013).

ALS encompasses both non-formal and informal sources of knowledge and skills. Its curriculum is in sync with the competencies of the formal K to 12 curriculum but is not a mirror of the formal one. It includes Information, Communication and Technology (ICT) and Life and Career skills and competencies not found in the formal curricula, including competencies in everyday life. Also, it determines Basic Literacy Program (BLP) with the aim to eradicate illiteracy by developing literacy skills in reading, writing, numeracy, and simple comprehension. Moreover, it provides opportunities for learners to acquire vocational and technical skills to enhance work readiness and employability, TeacherPH, (2023).

2.2 Experiences of ALS Learners

Extant literatures disclose performance and needs of ALS students which commence from the completion of the program through DepEd to their entry to any degree program in tertiary education. Both the performance and needs reflect their experiences that ponder on the facilitating and hindering factors to learning. Interestingly, this ALS that is meant to serve the out-of-school young people was found to be purposeful and meaningful investment to benefit the poor young people, Mehra, et al, (2021).

It is serving beneficially those whose age is 22 years old and below because they perform better academically compared to age group above 22 years old. When an individual stopped school for a long time, it is expected that there is difficult adjustment again in terms of academic and non-academic involvement in school, Defacto, (2022). Positively, their participation to non-formal education means they are empowered individuals, Lertkittisuk, (2019) which pave the way to success completion of the program. Moreover, the kind of mobile teacher who patiently visit learners who cannot attend learning sessions, Aque & Benavides, (2020) contribute even more to their success in ALS.

Learners of ALS honestly verbalize that experience of being an ALS student is not easy. They see it as not interesting and appealing as the society’s stigma to this different form of education is different from what society usually pursues. Remarkably, these learners possessed strong will and perseverance and these became their bridge of hope to a second chance towards their pursuit through education, Yao, et al, (2017).

Consequently, these learners may enter tertiary education prepared as a result of their experience from the ALS education of the DepEd. The readiness to tertiary education may seem favorable. This is enhanced in a study by Calabit, (2022) which explained that regardless of ALS learning strand/subject and the subjects taken in higher education, ALS graduate was prepared to enter tertiary education. The study further corroborated that their preparation is dependent on their stability, promises, and aims to constitute high perseverance as they face the changing environment. Moreover, those who possess all these attributes are more interested and eager to bind themselves entirely to achieving their intended aims by expending effort and resources to fulfill their objectives. On the contrary, literature presents ALS graduates not-college ready. They have unfavorable study orientation which says the predictors of their college readiness. It was suggested that ALS graduates need to enhance their study habits and attitudes as these are essential skills in improving college readiness. Mamba, et al, (2021).

Some literatures discuss the needs of these non-formal graduates. One academic need explained was tutorial. They need extra time of tutoring in areas of Mathematics and English. Another academic need was optional class offering especially for working students. Also, time management as a major concern for those who have dual concerns or more roles to take while finishing their education program, (Countryman, 2006). Torn between being a working student, a mother, a financial provider for family and a student, if given liberty to choose a lax schedule as compared to stringent schedule in the education program, these non-formal graduates may opt to choose a schedule that may favor them. But, a standard curriculum and pre-determined time slot for each subject by the education degree program, registrar, the university system, students are not laid with options.

In another study, academic adjustment problems were also presented. These academic problems include language problems, problem due to the differences between the educational system, problems concerning curriculum/problem relevance, problems interacting with classmates and problems in interacting with professors

(Lin Lin, 1998). Furthermore, an interesting non-academic need discussed by Bayless, (2001) was contact person at the institution in addition to the instructor.

3. Conceptual Framework

This study is anchored with Maslow's Hierarchy of Needs Theory. As humanist, this theory explains that people have inborn desire to be self-actualized. For people to achieve self-actualization, they have to be all they can be. Cherry, (2022). It means, they have completely achieved their needs before self-actualization.

In this study, participants self-actualization is meeting their academic and non-academic needs. Needs refers to all requirements of learners, and what is needed to be learned in finishing their course, Li Juan, (2013) in the study of Widdowson, (1981). In the process of learning, the presence of assistance along academic and non-academic needs of participants may pave the way to their success or failure in school. These needs that are satisfied and provided are the bridge to self-actualization of these participants.

Academic needs that are studied in this study are tutorial, optional class offering, language problems, adequacy of educational preparation, curriculum, interacting with classmates, interacting with professors. Non-academic need is contact person at the institution in addition to the instructor.

4. METHODOLOGY

4.1 Research Type and Respondents

This study utilized qualitative design through Focus Group Discussion (FGD), individual interview and narrative writing of the participants. Attention must be paid to the dynamic aspects of interaction within the group in FGD. In FGD, the researcher acts as facilitator to uncover participant's responses, Parker & Tritter, (2006). Through the three approaches utilized in this study, the researcher was able to unravel the details regarding academic needs and non-academic need of the participants pondering on their experiences from ALS program and in an education program in tertiary education.

There were four (4) participants who were chosen using purposive sampling. These participants entered the university in the school year 2016-2017. They participated in this study in the school year 2018-2019. Participants' common characteristics that qualified them were: graduates of Alternative Learning System; passer of the National Accreditation and Equivalency Examination (A&E), and officially enrolled in the Education program of Cagayan State University. The participants were identified and verified by the program chair of the Bachelor of Elementary Education (BEEd).

Participants were informed of the purpose of their participation in the study. They were given consent form to read and sign. They were also informed of their right to withdraw from the study. Their identities were eliminated and assigned pseudonym as participants 1 to 4. Data was collected through individual interview, focus group discussion (FGD), and text document using the narrative writing of the participants.

4.2 Research Instrument

A structured interview guide was used in the FGD and individual interview. Interview guide questions used in the FGD, individual interview and narrative writing were crafted patterned from the constructs of Countryman, (2006) in the study of Lin Lin, (1998) and Bayless, 2001. The questions for the FGD, individual interview and narrative writing highlighted the needs of the participants in academic and non-academic. Two (2) experts did the content validation of the instrument, and refinement was done after integrating their suggestions and comments. Two (2) Filipino language experts translated the questions in Filipino.

4.3 Data Gathering Procedures

Permission was sought to conduct the study from the concerned education program official. In keeping with the ethical standards, the researcher explained the purpose of the study and obtained the free and prior informed consent (FPIC). They were also informed of their right to withdraw from the study. The FPIC form was read and signed by the participants after a verbalization of an understanding of the purpose of the study. The participants were encouraged to answer questions in any language they found comfortable with.

4.4 Data Analysis

Interpretative Phenomenological Analysis (IPA) was utilized in this study. IPA explores how participants making sense of their personal and social world. Particularly, the meanings of experiences, events, states hold for participants. It is attempting to explore personal experience and is concerned with an individual's personal perception or account of an object or event, Smith & Osborn, (2007).

Open coding mainly was used. The researcher identified distinct concepts and themes from categorization. Open coding used constant comparison of [textual] indicators and focused on comparing regularly occurring textual material. The researcher needed to sift through informant's responses and organize similar words and phrases, Williams & Moser, (2019).

Transcripts from the individual interview, FGD and narrative writing were coded and emerging themes were identified.

5. RESULTS AND DISCUSSION

5.1 Academic need along tutorial

Participants acknowledged that there were subjects not tackled or not discussed in ALS which are superficially discussed, like in the form of review, in the education program they were enrolled in. Professors would verbalize the subjects were already discussed in high school. On the contrary, these subjects were not taken in the ALS.

Consequently, presenting dilemma to these participants enrolled in an education program. These are subjects they are encountering difficulty understanding topics covered during the completion of semester. Eventually, seeking a request for tutorial along the subjects Chemistry, Physical Science, Analytical Geometry and Mathematics was enhanced by the participants. As the participants expressed:

“For us in ALS, our other subjects not taken or included in the ALS curriculum were Chemistry, Physical Science, Analytical Geometry,” (P1)

“Not all subjects taken from ALS are the same in the University so I need to have tutorial,” (P2)

“For subjects, they should give more tutorial in English and Math,” (P3)

Tutorial is an academic endeavor that facilitates learning of individuals needing elaboration and enrichment of topics discussed in class. The end goal of this endeavor is to improve academic performance of a students or learners in a subject/s they manifest difficulty understanding. If this assistance is given them, this makes mentored students achieve higher levels of academic achievement, Edwards, (2000). Similarly, assistance in the form of mentoring or tutorial intervention has a definitive positive impact in enhancing academic performance, Gillum, (2012).

5.2 Academic need along optional class offering

Most of these non-formal graduates enrolled in an education program were married. If not married, they were self-supporting, meaning, they have to earn money to support their basic and school needs. They were the ones who played double roles which eventually divided their focus between studies or family responsibilities/personal concerns. As participants recounted:

“Like me, I really have to choose something (class schedule) that I have time for my family.” (P4)

“I prefer subjects that are offered during day time not the subject offered after 5 in the afternoon.” (P1)

“I had to cut or limit my units when I was in first year and second year to five subjects only so I could spare time to work in the household where I am supported financially.” (P3)

These participants believed that balancing school and family/personal concern is one challenge to look into in order to function well and carry out responsibilities by which neither is sacrificed. There is a need to balance work while in school as it becomes coping strategy when faced with this challenge, Chege, 2015).

5.3 Academic need along language problems

Participants acknowledged issues they faced regarding language problems. The language dilemma was encountered in analyzing examination questions in English. Moreover, unfamiliar words in reading tasks and examination were linked to language problem. Meanwhile, a participant’s suggestion was for ALS facilitators/mobile teachers from the Department of Education to also focus on English language during learning sessions. This is believed to prepare the ALS graduates for college during classroom interaction and examination task. As participants’ articulated:

“As an ALS graduate, my English is not fluent.” (P4)

“I have problem encountering unfamiliar words.” (P2)

“English is difficult most especially during exam, I find it difficult to analyze questions.” (P1)

Study shows language issues encountered by learners. Student’s limited vocabulary, minimum opportunities and seldom to practice the English language were problems faced by students, Rahayu, (2015). There should be classroom activities enhancing vocabulary, practice communicative exercise and reading comprehension in order to address this language problem. This is the role of educators and their teaching approach should be looked into in order to take care of the tertiary students who are facing challenges in classroom learning (Maarof, Nooreiny, et. Al. 2015)

5.4 Academic need along problem on adequacy of educational preparation

Adequacy of competencies in the curriculum either ALS or an education program is crucial in forming the preparedness and confidence of every learner. Unfortunately, these non-formal graduates expressed their educational preparation in ALS was not enough. They described as:

“Department of Education must provide more subjects in module of ALS.” (P1)

“Subjects in ALS are just given and learners are left on their own to study.” (P2)

“Provide ample time to learners and there has to be a procedure to follow in teaching to hone the learners.” (P1)

“Time in carrying our instruction should not be Saturday or just twice a week” (P4)

“Learning set up should be like formal school to facilitate an easier transition to classroom environment of formal education.”(P3)

“Provide more challenging exercises not only about fraction that is meant for first year and second high school or the ones already discussed in elementary” (P4)

It is acknowledged that the participants held high regard in ALS because this has opened an opportunity for them to enter college degree in a university. However, there was an evident of being unready in college degree because of some competencies and subjects not covered in ALS. This is enhanced in a study that ALS graduates are not college ready. This is attributed to their unfavorable study orientation, Mamba, et al, (2021). On the contrary, even if they encountered difficulty in an education program, they learned to navigate in the life of a student in an education program. These participants relearned their approach to their learning abilities and sought out resources (Morrow-Gholson, 2016).

5.5 Academic need along problem concerning curriculum

Curriculum is simply described as what, why, and how well students learn. What are the subjects included in the curriculum, how do teachers teach and why do the students need to hone their skills and enhance their knowledge? All these should be covered in curriculum. There seems to be a problem encountered by these non-formal graduates. They expressed that:

“Add subjects in ALS so to prepare ALS learners for college particularly subjects taken by formal students in third year to fourth year high school” (P1)

“ALS mobile teachers to improve their teaching” (P2)

“There should be remedial class for ALS students in the university” (P4)

The adding of subjects and the suggestion on mobile teachers improving their teaching are reflection of experiences in ALS requiring a revisit to ALS curriculum. It is for the purpose of adding subjects that are offered in the formal school in order to prepare them in the competencies they found difficulty to understand. This directionally links to the remedial class for ALS in the education program in the university. The content of curriculum in the ALS program and the strategies and methods of teaching of mobile teachers in ALS are sought by the participants along concern on curriculum.

It clearly presents that academic skills are connection that links high school preparation and college success. The skills learned from a previous educational exposure is carried over to how students study other course in college” (Wilkinson, 2008). If curriculum from preceding educational level do not prepare learners academically, it follows a dilemma in learning in the next level of education.

5.6 Academic need along interacting with classmates

There was a common observation by the researcher and her colleagues on the disparity of level of participation between graduates from formal education and non-formal education. This is due to the differences of educational orientation. Formal education has enough exposure to classroom interaction among students while non-formal education presents a limited exposure to interaction as learning sessions is not done regularly. Most of the time non-formal education learners are left on their own completing their modules. Eventually, in the education program, the participants displayed a struggle along academic interaction in their classes. As recounted by the participants:

“Mobile teachers should give group activities and hold events that require interaction between and among students” (P2)

“Reporting is one way that a student can interact with classmates” (P1)

There is a need to emphasize providing learning activities activity that foster interaction in a diverse classroom. Students acknowledged that they learn their subject area by interacting (Bosetin, 2007). Moreover, the quality of interaction is a stronger predictor for level of social presence and learner’s satisfaction (Oyarzum, 2016).

5.7 Academic need along problem in interacting with professors

The professors in the university are the ones in authority who guide the learners in all programs in any institution. Students come to them for concerns because they believe that they can trust them. Also, their concerns are only settled by the professors themselves. However, there are instances that issues to be brought to the attention of the professor is a concern of a learner against the professor. At times, professors are also busy in their instructional duties that sparing time for the concern of students is not possible. Participants articulated that talking directly to the professor and communicate to them their concern are better ways to resolve this academic need. They expressed that they should:

“Talk directly to the professor” (P4)

“Communicate to them if there is an issue/concern” (P4)

“Ask the assistance of peers or student leaders if reluctant to talk directly to the concerned professor” (P1)

“Talk first to the concerned professor instead of resolving issue on social media” (P3)

In resolving concern of participants, it is obligatory to create communication line. This is a way to provide holistic support to students, specifically the participants who needed assistance the most. Through communication line, it leads to an established relationship that facilitates their stay in the program. Since it is a big adjustment for non-formal graduates in an education program, a mechanism that outweighs pressure over academic tasks completion should be set in order to create a smooth sail in the program. This is sync to claim that for a valuable learning experience, professors should meet with students individually and establish relationships with them (Riedel, 2012)”.

5.8 Non-academic need along contact person at the institution in addition to the Instructor

There are numerous concerns instructors/professors face each day. There is instructional load, administrative-related load, personal concerns, instructional materials and many more. Also, when there is no established rapport between instructor/professors and students, there is no way students can bring their concerns to be resolved. Accordingly, participants recounted their experience when they sought assistance from:

“graduating students” (P3)

“peers” (P2)

“classmates” (P4)

“student leaders” (P1)

Interestingly, the prime reasons they sought graduating students, peer, classmates and student leader were clarification of the topic they could not understand and advice on personal and school-related concerns. The existence of support system contributes to a smooth transition from ALS to tertiary education. As Austin, (2006) supports this need of the participants, creating advising is a vital resource because of limited availability of faculty mentors or availability of faculty advising.

5.9 Program Framework exploring the Academic and Non-academic needs of Non-formal Graduates in the Teacher Education Program

An inclusive education includes learners from different backgrounds, abilities and race. A diverse classroom is set to be a welcoming atmosphere to these kinds of learners. Alternative Learning System graduates who were enrolled in the Teacher Education Program is a proof of the implementation of Philippine Constitution mandate on Inclusive Education. These learners came from teaching and learning orientation that is different from a formal education. Based on the result of the study, these learners are seeking out academic needs along ALS curriculum enhancement; flexible schedule in the teacher education program; peer interactive learning during classes in the teacher education or learning sessions in ALS; open communication with professors in the teacher education program; challenging pedagogy and courses in the ALS; vocabulary literacy and English language enrichment both in ALS and teacher education; and tutorial in Chemistry, Physical Science, Analytical Geometry, English and Mathematics. On the other hand, non-academic need they are seeking out is the existence of support group. These needs when extended to them, eventually result to achieving an improved teaching and learning practices which facilitates smooth transition of these non-formal graduates enrolled in the teacher education and other programs in any institution.

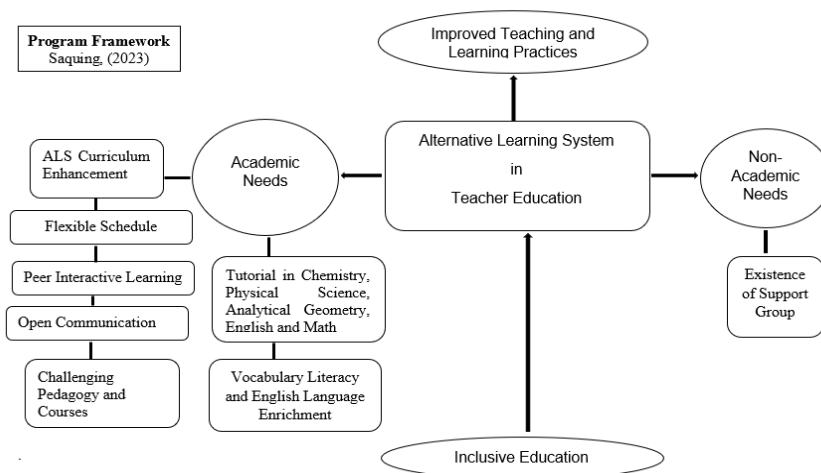


Figure 1

6. CONCLUSION

The non-formal graduates in an education program are seeking out academic and non-academic needs that are considered appropriate in facilitating smooth transition from ALS education to teacher education program in

tertiary level. Consequently, improving teaching and learning practices. Results show that that these non-formal graduates in a teacher education program are seeking out an academic need on tutorial in Chemistry, Physical Science, Analytical Geometry, English and Math. Also, there is a need to cover academic need on optional class offering which is a flexible schedule that does not compromise family/personal concern and financial earning/support. Moreover, there is a need to encompass an academic need on language problem which is vocabulary literacy and English language enrichment. It further revealed that these non-formal graduates be extended an academic need on adequate educational preparation which is a challenging pedagogy and courses in ALS. Another important academic need on curriculum is ALS curriculum enhancement. Furthermore, their academic needs on interacting with professor and classmates are peer interactive learning during classes in teacher education or learning sessions in ALS and open communication with professors in the teacher education, respectively. Lastly, non-academic need on contact person at the institution in addition to the instructor is the existence of support group.

CONFLICT OF INTEREST

The author declares no conflict of interest in the study, considering that ethical consideration was strictly followed.

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