

**TRACER STUDY OF ALTERNATIVE LEARNING SYSTEM PASSERS FROM
2010-2015 IN SELECTED MUNICIPALITIES IN CAVITE**

Undergraduate Thesis
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ABSTRACT

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This study was conducted to determine the placement status of passers of Alternative Learning System from 2010-2015 in selected municipalities in Cavite. Specifically, it aimed to (1) determine the socio-demographic profile of Alternative Learning System passers from 2010-2015 in selected municipalities in Cavite; (2) determine the reasons for leaving formal school and for enrolling in the Alternative Learning System; (3) determine the placement status of Alternative Learning System passers from 2010-2015 now, as to educational or employment; (4) determine aspiration in life of the Alternative Learning System passers from 2010-2015, and (5) determine the problems encountered by the Alternative Learning passers.

The study used descriptive research; Proportionate Random Sampling Technique was used to determine the number of participants. The list of Alternative Learning System passers was gathered from Indang and Mendez ALS Coordinator from 2010-2015 and Slovin's formula was used to determine the sample size. Data were gathered using a questionnaire. These were statistically treated using mean, frequency, range, percentage, and standard deviation.

Fifty three percent of the participants were females and 47 were males. The mean age of the ALS passers is 25.52. Seventy nine percent of the participants were single followed by nineteen percent married, one percent separated and widowed. The main

reason why ALS passers stopped studying in formal school was because of financial problem and the reason why they enrolled in ALS program was because they wanted to finish their studies and get diploma.

The ALS passers had high aspiration in educational; they want to finish their studies and be professionals. In occupational; they aspire to have a good job in a good company, help their family and have a permanent job.

Majority of the ALS passers had no problem while studying in Alternative Learning System Program. However, 21 percent had problems on class schedule because the schedule conflicted with their time of work, 20 percent had financial reason and another 20 percent had problems on laziness in attending class. The most common problem of ALS passers while they were in formal school was also financial problem, while some were bullied by classmates and had family problem. The most common problem of the participants was their contractual status.

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