

## Self-regulated learning of alternative learning system senior high school learners in flexible learning modality

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### ABSTRACT

The alternative learning system senior high school (ALS SHS) practiced flexible learning as its learning modality to give more opportunities and convenience making the program more inclusive and responsive to learners' needs. It also ensures that learners adhere to instructional competence and self-regulated learning (SRL). However, there is a lack of evidence under the program about the dissection of SRL. Hence, this sequential explanatory mixed method research aimed to evaluate SRL vis-à-vis the weaknesses and challenges encountered by ALS SHS learners enrolled in one public senior high school (SHS) in the City of Meycauayan, Bulacan. The findings showed that most respondents were early and middle adults, female, and currently working and demonstrated an observable SRL. There is a significant difference in SRL among learners when the profile is considered. The challenges encountered are focused on strategic academic planning and goal setting, preparedness and awareness in SRL, and support groups. The proposed capacity-building program aimed to offset the challenges encountered and improve the SRL of ALS SHS learners. Furthermore, this study affirmed the goodness-of-fit between the context of the research and the theory of SRL in improving the SRL of ALS SHS learners.

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## 1. INTRODUCTION

The 21st-century education brought a significant change in elevating and innovating pedagogies and instruction through the advancement of educational technologies, a positive, conducive learning environment, and the promotion of a student-centered curriculum. The current educational landscape is not just focused on what should be learned but rather it aims to dissect how learners apply pragmatically their learnings in a real-life situation [1]. More so, learners in the 21st-century can control their emotions, thoughts, and behaviors in a learning setting, which is more advantageous for their academic achievement and success [2].

In light of this, self-regulated learning (SRL) has therefore, been seen as a crucial factor in understanding why learners became more successful in their studies [3]. As mentioned by Kizilcec *et al.* [4], self-regulated learners could start metacognitive, cognitive, emotional, motivating, and behavioral processes. They took action to accomplish their learning objectives and continued until they succeeded [5], [6]. Although the terminology used varies, most researchers believe that SRL is some kind of a preparedness and readiness of the learners through the actual performance-based task completion phase towards the appraisal or adaptation phase of the learning process [7], [8].

Most of the analysis and research among SRL was focused on regular learners. Only a few research fell on the application of SRL in adult learning. In the Philippines, there was a lack of evidence and studies on SRL that focused on alternative learning system (ALS) learners, specifically in senior high school (SHS) since SHS is one of the newest implementers of ALS in the basic education of the Philippines [9]. Moreover, its application in flexible learning is still needed. In the informal observation of the researcher, the research on SRL among alternative learning system senior high school (ALS SHS) learners was new since the locale just started ALS SHS in 2022 and the program is still ongoing.

Thus, it becomes the intention of the researcher to assess and explore the SRL strategies of ALS SHS learners since the application of variable is new in the field and the understudied learners were in the new program and they were in the practice of flexible learning modality, where they were only required to attend the face-to-face class once a week and the remaining four days are both online and modular learning modality. Moreover, the integrated findings of the study will be used to craft a capacity-building enhancement program for the SRL strategies of ALS SHS learners. Furthermore, the findings will become an eye-opener in the school itself to determine and analyze how ALS SHS learners practice their SRL in a flexible learning modality. Its future implications lie in how ALS SHS learners will react based on the data collection of the study.

## **2. METHOD**

### **2.1. Research design**

This study utilized explanatory sequential mixed-method research design. The explanatory sequential mixed method is a research design that utilized quantitative methods followed by qualitative methods [10] articulated that an explanatory sequential mixed method combines and integrate quantitative and qualitative collection and analysis sequentially. The first phases are initiated through quantitative procedure and analysis followed neither supported and contradicted by a qualitative process to produce and create more information and responses that will further strengthen and justify the findings of the study. This design was chosen because it interprets the results of quantitative analysis supported by the qualitative responses.

Moreover, the researcher opted to employ the mixed methods since the research question can be further answered and strengthen by the integration of responses and cannot be done by using one single design using either qualitative or quantitative data collecting methods. The mixed method designs made the data is more factual and richer, and the data collection methods are more flexible. It is also understood that since the overall goal of the mixed-methods research design aimed to provide a justifiable and deeper understanding, thus the result of the study based on the data gathered can provide a fuller picture that can enhance the description and understanding of the existing problems in question.

The research participants for a qualitative inquiry are chosen carefully through an inclusion and exclusion criteria. After both phases were initiated and analyzed, the two findings integrated and commented to gather conclusions that served as a new knowledge of the study. The data were triangulated to differences responses and sources. After which, the researchers made an in-depth analysis to check and validate the reality of the understudied variables in the locale of the researchers. The integration of findings helped the researchers to check the gaps and balance of the dissected variables and be the basis of the proposed capacity-building program. Its value and essence would significantly increase its viability and feasibility in the understudied setting and program of the study. Data [10], [11], its validity is verified by both quantitative and qualitative procedure.

### **2.2. Participant selection**

The study respondents included 55 ALS SHS learners, both grade 11 and grade 12, who were currently enrolled for the school year 2023-2024. The researcher utilized a universal sampling procedure and adherence to voluntary sampling as the study's sampling technique since the entire population was active in a physical contact modality. The researcher sent the survey questionnaire of the study through Google Form to the ALS learners through their group chats to gather the necessary data needed for the study. More so, the researcher secured informed consent first before they participated in the study.

### **2.3. Instrumentation**

For the quantitative data collection of the study, the researchers developed a survey questionnaire that was anchored to the descriptions of indicators of SRL. It is a Likert scale-type questionnaire that ranges from 1 (not observed) to 5 (highly observed). The constructed survey questionnaire underwent a series of validation and reliability tests to ensure that the survey questionnaire was valid and reliable in the context of the respondents of the study. Their comments and suggestions were applied to the modification and improvement of the survey tool. For the qualitative data collection, the researcher utilized an interview

protocol guide to explore the challenges experienced and encountered by ALS SHS learners in SRL. The interview protocol guide was checked and validated by field experts to ensure the accuracy of questions to elaborate the meaning of the phenomena.

## 2.4. Data analysis

For the quantitative analysis of the study, the data collected was tabulated and processed using Jeffrey's amazing statistics program (JASP), a statistical freeware. For the researcher to analyze and interpret the findings of the study critically and scientifically, weighted mean procedures were used to describe and assess the SRL strategies of ALS SHS learners. The researcher used weighted mean and standard deviation as the statistical method to compute the perception of ALS SHS learners on their SRL. The researcher utilized analysis of variance (ANOVA) to determine the significant difference in the SRL strategies of ALS SHS learners when the profile variable is considered.

On the other hand, for the qualitative part of data analysis, the researcher manually transcribed the generated responses of the key-informants with the aid of audio and video recordings. Then, the researcher did a thematic analysis aligned to [12] approach to identify the codes, categories, and emergent themes of the study from the narratives and experiences of the key-informants of the study. Both manual and computer-aided coding was utilized to refine and generate the emergent themes of the qualitative responses. After the transcript and narratives had been coded and analyzed, the researcher identified the categories and patterns using the significant statements from the key-informants, and then emergent themes will be formed extracted from the categories. Next, the researcher did a data triangulation and in-depth analysis by using different sources and literature to ensure the validity of the findings and conclusions of the study. An expert in qualitative research would reviewed and supervised the generated codes, categories and patterns, and emergent themes from the rich narratives and experiences of the participants.

## 3 RESULTS AND DISCUSSION

### 3.1. Profile of the respondents

Table 1 presents the demographic profile distribution of the ALS SHS learners for the school year 2023-2024 in terms of age range, gender, and socio-economic conditions. It can be inferred from the age-range distribution that most of the respondents are in the age range of 21 to 30 years old. Moreover, a combined analysis of the age range shows that many of the respondents of the study are in the early and middle adulthood stages. Also, as shown in the Table 1, there are 19 or 34.6% males and 36 or 65.4% females who become the respondents of the study. It can be deduced from the data that most of the respondents are females. Furthermore, the data shows that most of the respondents are currently working and engaging in business perspectives. Also, the combined frequencies of employed and having a business signifies that they are currently working while studying in the ALS SHS program of the department of education.

Table 1. Profile of the respondents

Profile	Frequency	Percentage (%)
Age-range		
Below 20 years old	2	3.6
21 years old to 30 years old	24	43.6
31 years old to 40 years old	15	27.3
41 years old to 50 years old	9	16.4
51 years old to 60 years old	5	9.1
60 years old and above	0	0
Gender		
Male	19	34.6
Female	36	65.4
Socio-economic condition		
Not employed and currently dependent on parents	9	16.4
Employed	32	58.2
Unemployed (recently separated from job)	3	5.4
Have an owned business	11	20
Total number of respondents per profile	55	100

### 3.2. Assessment of the SRL of ALS SHS learners

Table 2 shows the assessment of ALS SHS learners on their SRL in the flexible learning modality of the program. As can be observed from the summary of mean values of perceived SRL of ALS SHS learners in the flexible learning modality reveals that most of the indicators of SRL are rated as observed, only one, which is strategic planning, is rated as moderately observed. The overall description of SRL is rated as

observed as evidenced by the general weighted mean of 4.06. The findings elucidate that learners are open to learning guidance and academic dialogue to further improve themselves and their studies. ALS SHS learners are highly observant in checking and asking classmates and other people when they are not sure about some material and information in the lesson presentation and learning resources and share challenges and struggles with their classmates and teachers in this flexible learning and think and reflect on how to solve our challenges and struggles encountered. More so, ALS SHS learners observe the following indicators upon their ALS SHS journey in the flexible learning modality, to wit: persistent in getting help from the subject teachers to fully understand the lesson in this flexible learning modality; asking other classmates and teachers for ideas and insights when they do not fully understand something; and communicates with classmates and other people to find out how they are doing in class [13], [14].

Despite becoming self-regulated learners, they are thoughtful and open to being mentored and guided [15]. This explains that they are willing to learn more even though they are mature enough. Their maturity and age are an edge, and it is true that seeking help from their teachers, especially with newly encountered concepts is observed [16]. Still, they are seeking guidance and mentoring to improve themselves in their academic journey [17] explained that learners should be guided and mentored for them to cope with some difficult lessons they have encountered. Help-seeking strategy in a way on how the learning challenges encountered offset in the long run of their academic journey [18].

The findings also found that the strategic planning skills of ALS SHS learners are moderately practiced and have a weak understanding of the different learning strategies to be used in finishing the program and practicing flexible learning modalities. It also connotes that learners possess moderate awareness of what learning strategies will be used when studying at home and in school and distribute the studying time and habits evenly across days, even though the program practices flexible learning modality [19]. They also have concerns about choosing a specific purpose and intention for each learning strategy applied in the daily flexible learning process [20]. Furthermore, they have also experienced struggles in balancing their time since most of them are working and have a poor understanding of the specific learning strategies to be used resulting in low strategic planning skills. The findings of [21] revealed that planning and learning strategies are lacking among ALS SHS learners resulting in drop-out and a decrease in cohort survival rate in the program [9]–[14], [15]–[19], [20]–[22].

Table 2. SRL of ALS SHS learners

SRL indicators	Mean	SD	Interpretation	Rank
Help-seeking	4.34	0.89	Observed	1 <sup>st</sup>
Elaboration	4.28	0.66	Observed	2 <sup>nd</sup>
Goal setting	3.94	0.87	Observed	3 <sup>rd</sup>
Task strategy	3.91	0.76	Observed	4 <sup>th</sup>
Self-evaluation	3.82	0.81	Observed	5 <sup>th</sup>
Strategic planning	3.06	0.56	Moderately observed	6 <sup>th</sup>
Average	4.06	0.76	Observed	

### 3.3. Test of significant differences between the perceived SRL when profile is considered

Table 3 illuminates the results of the ANOVA on the perceived SRL of ALS SHS learners when profile variables are considered. For the age range, the analysis reports an f-value of 3.26 with an associated p-value of 0.000. Since the associated probability exceeds 0.05 alpha or the level of significance, this means that the perceived SRL of ALS SHS learners differs significantly as to age range is considered. Hence, the decision is to reject the null hypothesis which states that there is no significant difference in the perceived SRL when age range is considered, and a significant interpretation is observed. The findings imply that age range is a factor to consider in becoming a self-regulated and independent learner in the ALS SHS program under the flexible learning modality. Their strategy is different based on their age since they have their ways of dealing with their academics. Their focus on acquiring learning through flexible learning modality is different in taking the ALS program [23], [24].

For gender, the analysis reports an f-value of 0.88 with an associated p-value of 0.000. Since the associated probability does not exceed 0.05 alpha or the level of significance, this means that the perceived SRL of ALS SHS learners differs significantly as gender is considered. Hence, the decision is to reject the null hypothesis which states that there is a significant difference in the perceived SRL when gender is considered, and a significant interpretation is observed. This connotes that gender is also a factor to consider in the further analysis of the study. Becoming a self-regulated and independent learner in a flexible learning modality is determined by gender [25]. Thus, regardless of this, ALS SHS learners can adapt and work on their studies and performance tasks.

Lastly, for socio-economic conditions, the analysis reports an f-value of 1.39 with an associated p-value of 0.001. Since the associated probability does not exceed the 0.05 alpha or the level of significance, this means that the perceived SRL of ALS SHS learners differs significantly as to the socio-economic condition. Hence, the decision is to refute the null hypothesis which states that there is a significant difference in the perceived SRL when socio-economic condition is considered and a significant is observed. This implies that the current socio-economic condition of the ALS SHS learners is a factor to consider since most of them are currently working or having business. It can be further inferred from the findings that due to their work; flexible learning modality helps them to become more self-regulated and independent learners in the program [26].

Table 3. Test of significant differences between the perceived SRL when profile is considered

Variables	f-value	p-value	Decision	Interpretation
Perceived SRL and age-range	3.26	0.000	Reject the null hypothesis	Significant
Perceived SRL and gender	0.88	0.000	Reject the null hypothesis	Significant
Perceived SRL and socio-economic condition	1.39	0.001	Reject the null hypothesis	Significant

### 3.4. Weaknesses and challenges encountered by ALS SHS Learners as self-regulated learners

Table 4 (see Appendix) presents the qualitative phase of the study that discloses the weaknesses and challenges encountered by the respondents in SRL in the ALS SHS program through a flexible learning modality. The thematic analysis yields the following emergent themes, to wit: weak strategic planning and time management skills and practices; weak internet connectivity and limited technological resources; lack of self-control, out-of-focus, and overcommitment; lack of collaborative learning activities, support group, and teacher's guidance due limited learning interaction; and slow adaptation of independent and SRL. The findings of [27] showed that even though SRL is successful in improving the learning achievements of the learners still areas such as financial matters, flexibility in the learning environment, and internet connectivity and resources are the main weaknesses of SRL. Moreover, some inadequacies affect SHS learners' ability to study in a self-regulated manner. Some of these deficiencies include the learners' continued need for technical guidance, their lack of confidence, their ignorance of the significance of learning objectives, their inability to manage their emotions, and the like [28], [29]. A correlation among the findings builds significant remarks that learners still encounter problems and hinder their total learning achievement. Thus, an enhancement plan should be implemented to properly address the following issues and concerns about the SRL of ALS SHS learners in the flexible learning modality.

### 3.5. Integration of quantitative and qualitative findings of the study

As can be gleaned from Table 5, from the integration of the results based on the least rated indicators and qualitative responses, the identified key priority areas for the capacity building program for SRL are strategic academic planning in flexible learning modality, overcommitment and out-of-focus defeat self-discipline, collaboration and communication, and preparedness and awareness on SRL [30]. The other least indicators that will be used also as key-priority areas of the capacity building program will be taken on the quantitative assessment and qualitative analysis.

Table 5. Integration of quantitative and qualitative data in terms of least rated indicators and challenges encountered

Quantitative least rated indicators	Qualitative emergent themes	Integrated theme key priority areas
Aware of what learning strategies will be used when studying at home and in school. Although it's not required to attend daily classes since the program practices flexible learning modality, still tries to distribute the studying time and habits evenly across days. Have a specific purpose and intention for each learning strategy applied in the daily flexible learning process. Revisit the completed activities and reflect on the right answers and things that need to be improved. Communicate with classmates and other people to find out how I am doing in class.	Weak strategic planning and time management skills and practices  Lack of self-control, out-of-focus and overcommitment  Lack of collaborative learning activities, support groups, and teachers' guidance due to limited learning interaction	Strategic academic planning in flexible learning modality  Overcommitment and out-of-focus defeat self-discipline  Collaboration and communication
Asks myself questions about what I am to study before I begin to learn for the school year. Change strategies when you do not make progress while learning for the activity in a specific subject.	Preparedness and slow adaptation of independent and SRL	Preparedness and awareness of SRL

### 3.6. The proposed capacity building program

The capacity to learn autonomously and adjust to different learning situations is essential in the constantly evolving in today's educational landscape. This is particularly observed for learners enrolled in the ALS SHS since they frequently encounter different opportunities and challenges than their peers in conventional learning environments. To meet these needs and improve the learning outcomes and experiences of ALS SHS learners, it suggests a thorough capacity building program in SRL for them to further cope and adapt to its principles of attaining quality education in a flexible learning modality.

The flexible learning modality, characterized by its adaptability and learner-centered approach, requires learners to take greater responsibility for their learning processes. However, many ALS SHS learners may lack the necessary skills and strategies to effectively manage their learning in such an environment. SRL is a critical competency that empowers learners to set goals, monitor their progress, and reflect on their learning journey, thereby fostering autonomy, motivation, and academic success. This proposed program aims to equip ALS SHS learners with the tools and techniques needed to thrive in a flexible learning context. By focusing on key aspects of SRL, including goal setting, time management, self-assessment, and adaptive learning strategies. More so, it seeks to create a supportive framework that encourages lifelong learning and personal growth. The program will utilize a blend of instructional methods, including workshops, interactive modules, and one-on-one mentoring, to ensure a holistic and engaging learning experience [31].

Ultimately, the capacity-building program in SRL aspires to not only improve academic performance but also to instill a sense of confidence and empowerment in ALS SHS learners. By fostering a proactive and reflective approach to learning. It aims to prepare these students for future educational pursuits and the demands of an ever-changing world.

## 4 CONCLUSION

In light of the findings of the study, this study concluded that there are 43% of the respondents were early and middle adults; almost 65% of the respondents were female; and more than 58% of the respondents are currently working. It is shown that ALS SHS learners are considered self-regulated learners and can acquire and grasp learnings in a flexible learning modality. A statistical significance on the SRL of ALS SHS learners in flexible learning modality is observed and recorded when compared to the level of significance set when age range, gender, and socio-economic condition are considered. The ALS SHS learners are self-regulated in flexible learning modality and encounter challenges and weaknesses such as weak strategic planning and time management skills and practices, weak internet connectivity and limited technological materials, lack of self-control, out-of-focus, and overcommitment, lack of collaborative learning activities, support groups, and teachers' guidance due to limited learning interaction, and prepared and slow adaptation of independent and SRL. The proposed capacity-building program for SRL aimed to enhance and embrace the tenets and beauty of SRL in ALS SHS, specifically in flexible learning modality for the betterment of the learners enrolled in the program.

Furthermore, this study is theoretically anchored to the theory of SRL. SRL was a fundamental conceptual framework for comprehending learning's cognitive, motivational, and emotional elements. Its philosophical and theoretical contribution to the study plays a significant role in guiding the dissection on evaluating and exploring SRL in the ALS SHS field. Thus, the study concluded an affirmation between the theory utilized and the objectives of the study in application in ALS SHS in flexible learning modality. Furthermore, Zimmerman's theory of SRL is an effective theoretical tool for improving self-regulation and independent learning among ALS SHS learners.

In view of all the foregoing, findings and conclusions of the study, it is recommended that the principles and tenets of SRL as learning practices in the ALS SHS program should be explained and reflected as a tool for improving the self-regulation and independent learning of the learners. To make this a reality, a school learning action cell session focusing on SRL where ALS SHS teachers are participants should be planned and implemented for the betterment of its application in the program. The proposed capacity building program for SRL intended for the ALS SHS program should be implemented and included in the year-round action plan of the school. The proposed action and measures in improving the strategic planning and goal-setting skills of the ALS SHS learners should be magnified. To make this happen, a general orientation for ALS SHS should be done to give them some points to remember on how they will strategically accomplish the learning task given for each learning subject. There should be regular monitoring and evaluation of its application should be done. To make it a reality, this concern should be included in the meeting. Proper coordination through ALS Faculty meetings should be applied and elucidated.

A follow-up study and impact analysis should be initiated to assess and evaluate the progress of the ALS SHS learners as self-regulated learners and the program implementation in the ALS SHS. Moreover, this study should be conducted gain with the same framework of analysis, in the form of a longitudinal study to further attest to the applicability of theoretical and practical implications of the study. Also, this study

should widen the scope of the study, by including other schools that are implementing ALS SHS to evaluate the SRL practices and further widen the practical analysis of the variable in the field of the study. Furthermore, future researchers who are interested in the same parameters may replicate the study by utilizing other pressing variables that might affect SRL to generate more conclusions about SRL in the ALS program of the department of education.

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C : **C**onceptualization

M : **M**ethodology

So : **S**oftware

Va : **V**alidation

Fo : **F**ormal analysis

I : **I**nvestigation

R : **R**esources

D : **D**ata Curation

O : **O**riting - **O**riginal Draft

E : **E**riting - **R**eview & **E**editing

Vi : **V**isualization

Su : **S**upervision

P : **P**roject administration

Fu : **F**unding acquisition

## CONFLICT OF INTEREST STATEMENT

To ensure fair and objective decision-making, authors declared no conflict of interest in connection with manuscripts. Non-financial competing interests include a declaration of political, personal, religious, ideological, academic, and intellectual competing interests. The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## INFORMED CONSENT

The authors had full documentation and obtained informed consent to the respondents of the study prior to their participation.

## DATA AVAILABILITY

The data that support the findings of this study are openly available in Google Scholar and DOAJ. Moreover, the data that supports the findings of the study are from different literature and studies that can be found in Google Scholar and DOAJ.

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## APPENDIX

Table 4. Weaknesses and challenges encountered by ALS SHS learners as self-regulated learners

Emergent themes	Significant responses	Description
Weak strategic planning and time management skills and practices	<p>"I have difficulties in managing my time sir since I have four kids and need to do some important stuff to earn money."</p> <p>"Siguro kaya din ako naghinto noong araw kasi hindi ako talaga organize pagdating sa pag-aaral at saka ung oras ko sir hindi ko sya ganun kahawak kahit marami akong bakanteng oras."</p> <p>(Maybe the reason why I stopped studying before is because i am not organized sir, and I have no control even if I have vacant time).</p>	The ALS SHS learners encounter weakness and concerns in managing and planning themselves both in family, work, and academics resulting in some concerns that affect their everyday living.






Table 4. Weaknesses and challenges encountered by ALS SHS learners as self-regulated learners (continue)




Emergent themes	Significant responses	Description
Weak internet connectivity and limited technological resources	<p>"Sir, limited po kasi ung finances naming kaya mobile data lang gamit naming tapos hindi pa ganun kabilis kaya minsan hindi po ako nakaka attend ng online classes." (Sir, we have limited resources so we are just using mobile data which is slow so I cannot attend online classes.)</p> <p>"This is always my problem sir, yung device ko hindi ganun ka updated tapos ung internet services provider hindi naman ganun kaayos". (This is always my problem sir, my device is not updated and my internet service provider is not reliable).</p>	The theme elucidates that technological devices and internet connectivity are an issue and concerns to be considered since one of the learning deliveries is online and virtual discussions and presentations.
Lack of self-control, out-of-focus and overcommitment	<p>"Puro kasi ako tanggap ng work, yan din ung naging problema ko sir, kaya hindi ko na rin po alam kung ano uunahin ko lalo po pag nagsabay-sabay ang mga Gawain." (I tend to accept too many part-time jobs, which has become my problem sir, that is why I no longer know which one to prioritize when things pile up).</p>	Too much commitment and overlapping of activities trigger the lack of self-control among ALS SHS learners, resulting in some learning and academic gaps in the ALS SHS program.
Lack of collaborative learning activities, support groups, teachers' guidance due to limited learning interaction	<p>"Kasi nga marami sa amin working, kaya pag pumapasok kami ng face-to-face talagang konti lang tapos may mga bitbit pang anak kaya hindi masyadong makapafocus." (Most of us are working, that's why whenever we are conducting face-to-face classes not everyone can attend, some even have kids with them so we really cannot focus.)</p> <p>"Nanibago kasi iba ung approach, ipinaliwanag naman sa amin ung adult learning pero siguro namimiss ko lang ung harutan ng mga classmates ko dati." (I am not used to this kind of approach, even though they are explaining that it is adult learning somehow, I miss the childishness in us).</p>	Since flexible learning is implemented, there is limited and scheduled time for the ALS SHS learners to attend the face-to-face class which in effect sometimes they are misguided due to the modality and limited opportunities for meaningful learning inside the classroom.
Slow adaptation of independent and SRL	<p>"Naninibago po ako na ako lang ang gumagawa tapos wala masyadong kausap hindi katulad nung nasa regular class ako medyo may kausap pa ako. Ngayon ako lahat ang gumagawa." (It felt strange that I was the only one working on my school tasks and i was not talking to anyone unlike when I was in a regular class that I can talk to my classmates, now i work independently).</p>	Since the practice is new in the ALS SHS program, the ALS SHS learners are still adapting to the changes and practices of becoming self-regulated learners, but they are doing their best to be independent and self-regulated at their face.

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