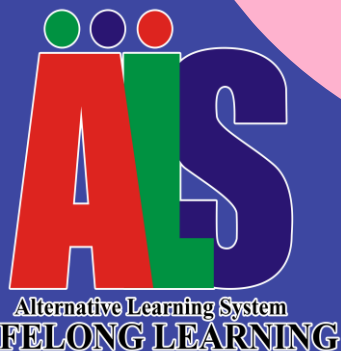




UNDERSTANDING OUT-OF-SCHOOL LEARNERS MINDSETS: SENTIMENT ANALYSIS ON POLITICAL POLARIZATION AND DISINFORMATION AMONG ALS LEARNERS

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BACKGROUND OF THE STUDY



GLOBALLY



Over
273
MILLION children and youth
are out-of-school



causes involve



Poverty



High cost
of education



Family
matters



Lack of
interest

IN THE PHILIPPINES



10.7
MILLION aged 5–24 are
classified as
out-of-school

(PSA, 2024)



BACKGROUND OF THE STUDY

In the Philippines, the Alternative Learning System (ALS), a government-initiated non-formal program designed to provide learning opportunities for out-of-school.

ALS SERVES DIVERSE LEARNERS



School drop out/leavers



Adult age who wish to finish basic education



Marginalized group (e.g. *Indigenous people*)



Working individual



Person deprived of liberty (PDL)



Those in remote areas and rehabilitation center

FLEXIBLE LEARNING ENVIRONMENT



The ALS program offer a flexible learning environment tailored to diverse learners needs and background.

- ✓ Modular
- ✓ Face to Face
- ✓ Blended (online/offline, Modular and Face to face)



ALS PROGRAM OFFERINGS



BLP
Basic Literacy Program

For learners who are non-readers and writers



A&E
ELEMENTARY
12 yrs old above

Basic education equivalent to elementary level



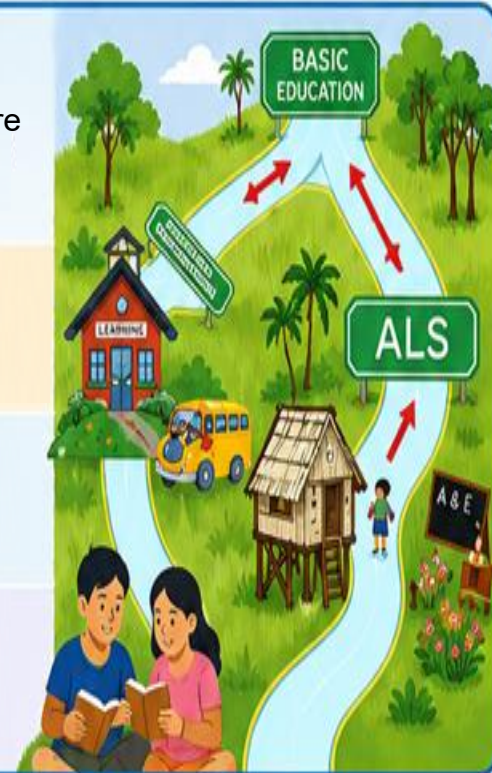
A&E
JUNIOR HIGH SCHOOL
16 yrs old above

Basic education equivalent to JHS level



ALS SENIOR HIGH SCHOOL
JHS passer

Basic education equivalent to SHS



The ALS program opens doors to learning, empowers individuals, and builds a more inclusive and educated society.



BACKGROUND OF THE STUDY



In the Division of Cavite Province a total of **6,828** out-of-school enrolled in Alternative Learning System, school year 2025-2026 (Based on LIS).



Reason for being **out-of-school** (poverty, work priority, early marriage, low interest in education, migration and lack of access to educational institutions).



Poverty



Work
Priority



Early
Marriage



Migration



Lack of Access
to Institutions



ALS learners are not exempted to **digital misinformation**, and misinformation has become a critical issue, particularly among Alternative Learning System (ALS) learners, who often rely heavily on social media and other online platforms as their primary sources of information.



Community-Based Learning



Learning in the Community



Flexible and Inclusive Education



ALS: Learning for Life



ALS in Rehabilitation Centers



Supporting ALS learners means building a more informed, empowered, and inclusive community.



RESEARCH QUESTIONS

This study aims to answer the following:

1

What are the level of exposure to disinformation influence political polarization perception, media literacy, and trust in online information among ALS learners?



Exposure to Disinformation



Political Polarization Perception



Media Literacy



Trust in Online Information

2

What are the prevailing sentiments of ALS learners toward political polarization and disinformation?



Positive Sentiments



Neutral Sentiments



Negative Sentiments

3

How does exposure to disinformation influence the attitudes and perceptions of ALS learners regarding political issues?



Exposure to Disinformation



Influence on Attitudes and Perceptions



Perception of Political Issues

4

Is there a significant relationship between ALS learners' level of media literacy and their ability to critically evaluate politically polarized or misleading information?



Media Literacy



Significant Relationship



Ability to Critically Evaluate Information

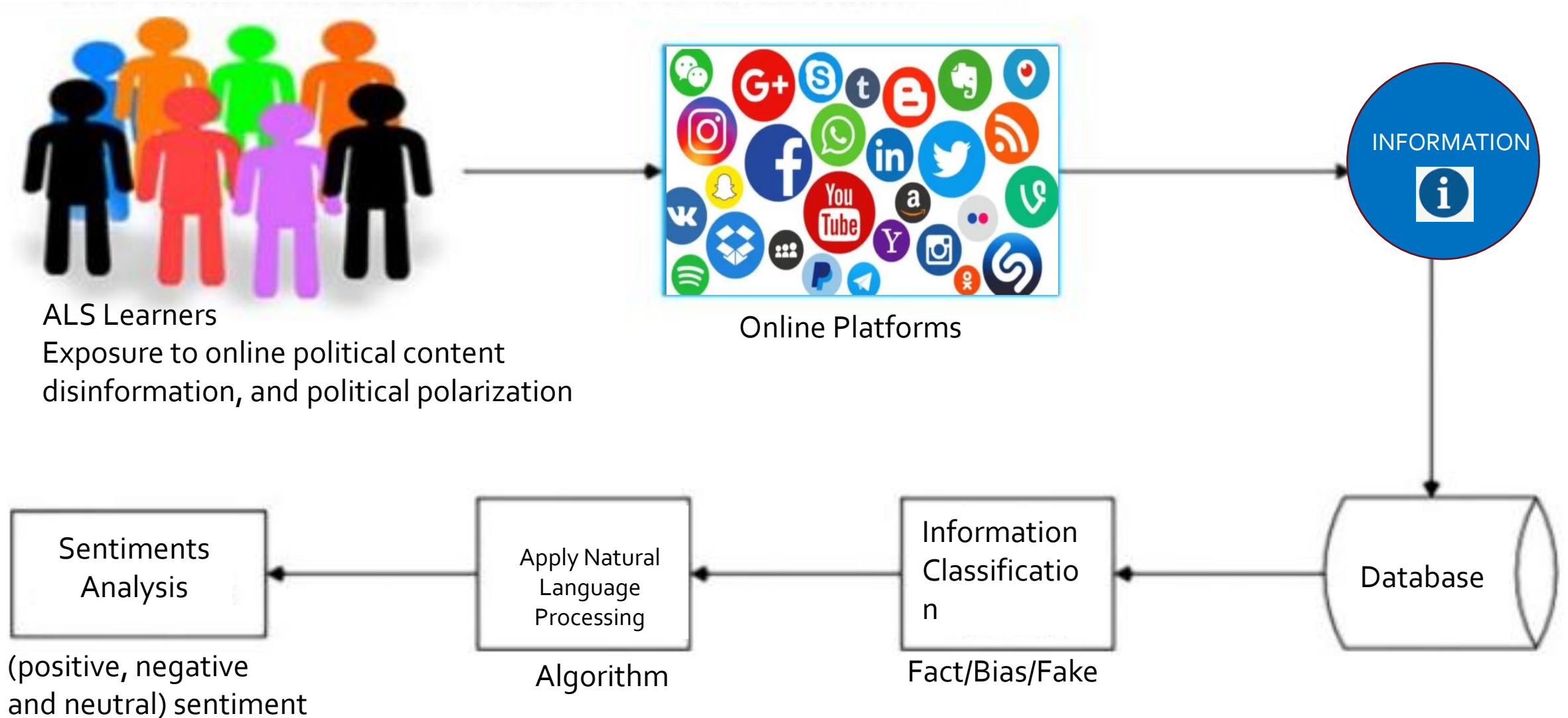


These questions aim to understand how disinformation shapes ALS learners' political perceptions and the role of media literacy in promoting critical and informed viewpoints.



Sentiment Analysis Theoretical Framework

Source: Liu, B. (2020). [*Sentiment Analysis and Opinion Mining*](#)





METHODOLOGY



1 RESEARCH DESIGN

This research employs
A mixed-method approach,
combining survey and round
table focus group discussion
with ALS learners



QUANTITATIVE (Survey)

Quantitative data was
gathered through
structure questionnaire to
assess the ALS learners'
sentiments toward
political polarization and
disinformation



QUALITATIVE (Focus Group Discussion)

Qualitative insight were
derived from focus group
discussion question to
explore their perceptions
regarding political issues
and disinformation

2 PARTICIPANTS OF THE STUDY



200
ALS LEARNERS

The participants of this study involve 200 learners in select municipalities in the Division of Cavite Province



SELECT MUNICIPALITIES IN THE DIVISION OF CAVITE



CITY OF
CARMONA



GMA



SILANG



AMADEO



Other municipalities are not included in this study.

3 DATA GATHERING PROCEDURE

The study utilized a structured survey questionnaire as a primary instrument in data gathering and semi-structured interview guide to gather both quantitative/qualitative data from ALS learners



1

SURVEY



The survey was administered first to gather quantitative data on learners exposure to disinformation and political perception

2

IN-DEPTH INTERVIEWS



This was followed by in-depth interviews through round table discussion with selected participants

4 DATA ANALYSIS

Descriptive statistic such frequency counts, percentage , and weighted mean were used to summarize the respondent's demographic profile, exposure to disinformation and political perceptions.



This mixed-method approach ensures a comprehensive understanding of ALS learners' perspectives on political polarization and disinformation.

QUANTITATIVE ANALYSIS



To determine relationship among variables, inferential statistic, particularly Pearson correlation coefficient and t-test for significance, were applied to test the hypotheses and assess whether the observed relationship were statistically significant

QUALITATIVE ANALYSIS



For the qualitative data collected through semi-structured interviews, thematic analysis was employed



RESULT & DISCUSSION



RQ1.

What are the level of exposure to disinformation influence political polarization perception, media literacy, and trust in online information among **ALS learners**?

VARIABLES	MEAN	SD	INTERPRETATION
 Exposure to Disinformation	3.52	0.68	High
 Political Polarization Perception	3.05	0.71	Moderately high
 Media Literacy Level	2.78	0.64	Low to Moderate
 Critical Evaluation Skills	2.71	0.66	Low to Moderate
 Trust in Online Information	2.60	0.73	Low



QUALITATIVE INSIGHT

Learners frequently encounter conflicting political narratives on social media, often leading to confusion and heated debates within their social circles.

High Exposure & Susceptibility



LEARNERS QUOTES:



• “Tuwi ng magbubukas ako ng Social media, parang laging may nag-aaway. Ang dami kong nakikitang post tungkol sa mga politiko na hindi ko na alam kung ano ang totoo, kaya tuloy nagkakagipnigan kami ng mga kaklase.”
– Male, 24, JHS, Farm Worker



• “Tinitingnan ko lang yung mga picture at headline. Kapag marami ang nag-share, sa tingin ko totoo na ‘yun. Hindi ko naman alam na may mga tao palang gumagawa lang ng balita para manloko.”
– Female, 18, EL



• “Hindi na ako basta-basta naniwala sa mga nababasa ko online. Parang lahat na lang ay may gustong iturong mali kaya ini-iskrol ko na lang at hindi na pinapansin.”
– Male, 25, JHS



MEAN SCALE INTERPRETATION

1.00 – 1.99
Low

2.00 – 2.99
Low to Moderate

3.00 – 3.49
Moderately High

3.50 – 4.00
High



KEY TAKEAWAY

ALS learners are highly exposed to disinformation and experience moderately high political polarization. They show low to moderate media literacy and critical evaluation skills, with low trust in online information.

RESULT & DISCUSSION



Frequency and Percentage Distribution of ALS Learners' Sentiments toward Political Content

RQ2.

What are the prevailing sentiments of **ALS** learners toward political polarization and disinformation?



SENTIMENTS TOWARD POLITICAL CONTENT	FREQUENCY (f)	PERCENTAGE (%)	VISUAL DISTRIBUTION
 Confused / Uncertain	120	60%	 60%
 Concerned	45	22.5%	 22.5%
 Indifferent (neutral / unbothered)	20	10%	 10%
 Strongly Opinionated	15	7.5%	 7.5%
 TOTAL	200	100%	 100%

QUALITATIVE INSIGHT

Most learners express confusion and concern, especially those with limited formal education or irregular access to verified information. Some working learners show disengagement due to time constraints.

LEARNERS QUOTES:

-  "Nakalalito po kasi iba-iba ang sinasabi sa Social media at balita."
– Female, 20, JHS level
-  "Minsan hindi ko na pinapansin kasi parang puro away lang ang politika."
– Male, 28, EL level, construction worker
-  "Nag-aalala ako kasi baka mali ang pinaniniwalaan ko."
– Female, 35, EL, housewife



KEY TAKEAWAY

A majority (60%) of ALS learners feel confused or uncertain about political content. Concerns are also high (22.5%) while fewer are indifferent (10%) or strongly opinionated (7.5%). The result highlight the need for clearer, verified, and accessible information to help learners navigate political content and reduce confusion and polarization.

RESULT & DISCUSSION



Effects of Disinformation on ALS Learners' Perceptions



RQ3.

How does exposure to disinformation influence the attitudes and perceptions of ALS learners regarding political issues?

EFFECTS	FREQUENCY (f)	PERCENTAGE (%)	VISUAL REPRESENTATION
 Believe in misleading information	90	45%	 45%
 Develop mistrust in media sources	56	28%	 28%
 Emotional reactions (anger/fear)	34	17%	 17%
 Disengagement from politics	20	10%	 10%
 TOTAL	200	100%	 100%



QUALITATIVE INSIGHT

Learners frequently exposed to social media without guidance are more likely to accept misinformation or develop mistrust. Pressures and limited time also reduce their ability to verify information.



LEARNERS QUOTES:



"Akala ko totoo agad kasi maraming shares, pero sabi ng teacher namin fake pala."
– Male, 22, JHS, delivery rider



"Parang ang hirap na magtiwala kahit sa news kasi hindi ko alam kung alin ang tama."
– Female, 26, JHS, market vendor



"Minsan nakakagalit kasi parang paninira lang sa kabila ang nakikita ko."
– Male, 31, EL, tricycle driver



KEY TAKEAWAY

A total of 45% of ALS learners believe in misleading information, while 28% mistrust in media sources. Emotional reactions affect 17% of learners, and 10% become disengaged from politics. Disinformation clearly shapes learners' attitudes and reduces informed participation.

RESULT & DISCUSSION



Correlation Analysis of Variables (Pearson's r)

? RQ4.

Is there a significant relationship between **ALS** learners' level of **media literacy** and their ability to critically evaluate politically polarized or misleading information?



VARIABLES COMPARED	PEARSON'S r	p-VALUE	INTERPRETATION	QUALITATIVE INSIGHT
 Exposure to Disinformation vs Political Perception	0.62	0.001	 Strong positive relationship – higher exposure increases influence on attitudes	 Learners who have attended ALS sessions on media literacy or have higher educational attainment demonstrate better critical thinking. Those with limited exposure rely heavily on social media cues such as likes and shares. LEARNERS QUOTES:  “Tinitingnan ko na po kung legit ang source bago ako maniwala.” – Female, 23, JHS completer with media literacy training  “Kapag viral, inisip ko totoo na agad.” – Male, 19, JHS, newly enrolled ALS learner  “Natutunan ko na hindi sapat ang headline lang, kailangan basahin lahat.” – Female, 30, EL completer
 Media Literacy vs Critical Evaluation Skills	0.74	0.000	 Strong positive relationship – higher literacy improves information evaluation ability	
 Media Literacy vs Susceptibility to Disinformation	-0.58	0.004	 Moderate negative relationship – higher literacy reduces susceptibility	
 Political Polarization vs Emotional Reaction	0.66	0.002	 Strong positive relationship – more exposure leads to more confusion	



KEY TAKEAWAY

Media literacy plays a crucial role in shaping ALS learners' ability to evaluate political content critically and resist misinformation.



Higher disinformation exposure **increases** its **influence** on learners' attitudes.



Higher media literacy **strengthens** critical evaluation skills.



Higher media literacy **reduces** susceptibility to disinformation.



More political polarization leads to **stronger** emotional reactions.

Note: $p < 0.05$ indicates a statistically significant relationship.

RESULT & DISCUSSION



HYPOTHESIS RESULTS

VARIABLES COMPARED		t-VALUE	p-VALUE	DECISION	INTERPRETATION
	Exposure to Disinformation vs Political Attitudes	3.45	0.001	 Reject H_0	 There is a significant relationship; disinformation influences attitudes.
	Media Literacy vs Critical Evaluation Skills	4.12	0.000	 Reject H_0	 Strong significant relationship; media literacy improves critical thinking.
	Media Literacy vs Susceptibility to Disinformation	-2.98	0.004	 Reject H_0	 Significant inverse relationship; higher literacy reduces susceptibility.



NULL HYPOTHESES (H_0):

- There is no significant relationship between exposure to disinformation and political attitudes.
- There is no significant relationship between media literacy and critical evaluation skills.



KEY TAKEAWAY



Disinformation significantly shapes learner attitudes.



Stronger media literacy leads to better critical evaluation skills.



Higher media literacy reduces vulnerability to disinformation.

RQ4.

Is there a significant relationship between ALS learners' level of media literacy and their ability to critically evaluate politically polarized or misleading information?

CONCLUSION & RECOMMENDATION

The study found that exposure to disinformation significantly affects ALS learners' political polarization, perceptions, and trust in online information. Learners who were highly exposed to misleading or false content tended to develop stronger polarized views and became more doubtful of online sources.



The findings also showed that media literacy plays an important role in helping learners critically evaluate information, as those with higher media literacy skills were less likely to be influenced by disinformation.



Qualitative results revealed recurring experiences of confusion, emotional reactions, and gradual development of critical awareness among learners when engaging with political content online.



Overall, the study emphasizes that disinformation not only shapes political attitudes but also affects emotional and cognitive responses among ALS learners.



Strengthened media literacy can help learners become more responsible and objective consumers of information.



In conclusion, disinformation poses a serious challenge to ALS learners' understanding and trust in online political information, but building strong media literacy skills serves as a key protective factor that empowers them to navigate the digital world wisely and critically.



SA ALS WALANG MAIWAN



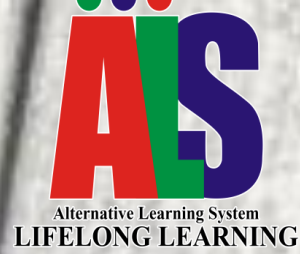
SA ALS MAY PAG-ASA



ALL IN LAHAT SA ALS



**MAGLILINGKOD NG TAPAT,
SAPAT AT KARAPAT – DAPAT
NA MAY DEDIKASYON,
GAMIT ANG PUSO**



**THANK
YOU!**

DION MANGAO, 2026