

## **INSTRUCTIONAL COMPETENCE OF ALTERNATIVE LEARNING SYSTEM (ALS) IMPLEMENTERS IN RELATION TO LEARNERS' PERFORMANCE**

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### **ABSTRACT**

The Government establishes Alternative Learning System to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs. This study aimed to determine the instructional competence of Alternative Learning System (ALS) Implementers in relation to learners' performance in the Division of Guimaras for the year 2015. The instructional competence of ALS implementers as a whole was very high. Areas of communication skills, critical thinking, and problem-solving, sustainable use of resource and productivity, development of self and a sense of community, and expanding one's world were all held with very high instructional competence. For ALS implementers, when they were classified according their personal attributes, it yielded positive results. The performance of ALS learners as a whole was satisfactory and garnered the same result when classified according to age, sex, and civil status. Results further showed that there was no significant difference in the instructional competence of ALS implementers when classified according to age, sex, civil status, educational attainment, and length of teaching experience. Likewise, there was no significant difference in the performance of ALS learners, when classified according to age level. However, there were significant differences in the performance of ALS learners when classified according to sex and civil status. Significant relationship existed between the instructional competence of ALS implementers and Learners' Performance.

**Keywords:** *Instructional Competence, Alternative Learning System, Performance, descriptive-correlation*

### **INTRODUCTION**

#### **Background of the study**

Education in the Philippines nowadays poses new challenges in the academy for the improvement of literacy rate among Filipinos. In response to one of the challenges of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on Millennium Development Goal (MDG) which was to achieve universal primary education, literacy is held fundamental to the achievement of the quality of life of a person. The increase in the literacy rate is linked to educational expansion. It is the goal of the Department of Education to bring more school-age children to school. (Cristobal, 2015)

One of the initiatives undertaken by the Department which considered the contribution to the improvement of literacy among Filipinos is the implementation of the Alternative Learning System. The program provides an opportunity for out-of-school youths to use the education services of DepEd and take the accreditation and equivalency test, paving the way for further education. Alternative Learning System is an alternative way of acquiring a basic education for elementary and secondary levels, which is comparable to formal education. ALS Mobile Teachers, District ALS Coordinators, and Balik-Paaralan para sa Out-of-School Adults (BP-OSA) facilitators are deployed to conduct learning sessions with a group of learners until they become basically literate before moving on to the needy barangays. Regular orientations and training are held to upgrade and update ALS Implementers to deliver the basic literacy program better. After acquiring the basic skills for the 3Rs (reading, writing, arithmetic), they are advised to return to the

formal system, and others are recommended to take the Accreditation and Equivalency (A&E) Test. (BALS, 2016)

Teachers' competency in teaching is a significant factor in the development of the learner. They must be well-equipped with knowledge, skills, and competencies necessary to facilitate an effective teaching-learning process. An effective teacher is equipped with the best teaching practices such as strategies, procedures, and approaches in presenting, implementing, and assessing the learning session in accordance with the objectives set.

The Schools Division of Guimaras ALS Implementers were proud to note that Mr. Raymund Nonato J. Alcubilla, one of the graduates of Alternative Learning System (ALS) who was an Accreditation & Equivalency (A&E) test passer for Academic Year 2007-2008, was awarded as the Top 7 in the 2015 Licensure Examination for Teachers in the Elementary Level. He was a BEED student of Guimaras State College, Buenavista, Guimaras.

It is in this context that the researcher was inspired to investigate and to determine the instructional competence of ALS Implementers in relation to learner's performance in the Schools Division of Guimaras. The results of this study may serve as the basis among the program implementers in the province for further improvement of the program in the division.

### **Statement of the Problem**

This study aimed to determine the instructional competence of Alternative Learning System Implementers in relation to learners' performance in the Division of Guimaras for the year 2015. Specifically, it sought answers to the following questions: (1) What is the profile of the respondents when categorized according to age, sex, civil status, educational attainment, and length of service? (2) What is the instructional competence of ALS implementers as a whole and when categorized into the areas of communication skills, critical thinking and problem solving, sustainable use of resource and productivity, development of self and a sense of community, and expanding one's world? (3) What is the instructional competence of ALS implementers as a whole and when they are classified according to age, sex, civil status, educational attainment, and teaching experience? (4) What is the learners' performance when they are classified according to age, sex, and civil status? (5) Are there significant differences in the instructional practices of ALS implementers when they are classified according to age, sex, and civil status, educational attainment and length of service? (6) Are there significant differences in the learners' performance when they are classified according to age, sex, and civil status? and (7) Is there a significant relationship between the teachers' instructional competence and learners' performance?

### **METHODOLOGY**

The descriptive-correlation research design was used to determine the instructional competence of ALS Implementers in relation to learners' performance in the ALS program in the Division of Guimaras. The descriptive research design used systematic observation to describe a specific behavior. It cannot make predictions or determine causality. It simply identifies behaviors and describes the behavior and the participants. On the other hand, the correlation determines whether a relationship or association exists between two or more variables, but cannot determine if one variable causes another. In correlations, the researchers do not manipulate any of the variables or put the participants into groups. Although correlations cannot determine causality, it is useful for predicting the level of one variable based on knowledge of the other variable.

Two (2) groups of respondents were included in the study, namely: ALS implementers composed of ALS Mobile Teachers, District ALS Coordinators, and BP-OSA facilitators; and (2) learner-respondents who are ALS learners (183). The teacher respondents are those who are officially teaching students in the

different Community Learning Centers or schools implementing the Alternative Learning System for CY 2015.

The total enumeration was employed in the study, considering the number of ALS Program Implementers and learners. For the learner-respondents, both elementary and secondary level learners were included. They were officially enrolled in the ALS.

Accreditation and Equivalency (A&E) Program for C.Y. 2015 who have not taken the Accreditation and Equivalency test for the same year. Shown in Table 1 and Table 2 are the distributions of respondents classified as to ALS Implementers and Learners.

Table 1. Distribution of the Respondents

Categories of Variables	Frequency (f)	Percentage (%)
ALS Implementers	21	10.29
Learner-respondents	183	87.71
TOTAL	204	100

Two (2) sets of instruments were designed and used in the study. One (1) instrument was designed for the ALS Program Implementers who were involved in the implementation of A&E Program for C.Y 2015. It was composed of two (2) parts: Part I was on the personal profile of the respondents and Part II was on their instructional competence. Another instrument was designed for the learner-respondents in the form of a test to determine the performance of the respondents on the five (5) learning strands of ALS A&E Test Program, namely: communication skills, critical thinking and problem solving, sustainable use of resource and productivity, development of self and a sense of community, and expanding one's world vision. The responses on the questionnaires were tallied, tabulated, and computer processed using the SPSS software for analysis and interpretation. Appropriate statistical tools were used to give meaning to the data gathered.

## RESULTS AND DISCUSSIONS

**Profile of the Respondents.** Table 2 presents the profile of the ALS Implementers. The researcher used the frequency count and percentages for the respondent's profile, classified as to age level, sex, civil status, educational attainment, and length of service. As to age level, 11 or 52.40% were young, and 10 or 47.6% were old. As to sex, 9 or 42.9% were male, and 12 or 57.1% were female. For civil status, 16 or 76.2% were single, and 5 or 23.8% were married. Regarding their educational attainment, 16 or 76.2% were with bachelors' degree, 5 or 23.8% were bachelor degree holders with units in Master of Arts in Education. As to the length of service, 11 or 52.4% rendered 1-3 years of service which was considered as short service, and 10 or 47.6% rendered 4 years and up, which was considered as long service. Majority of the respondents were females, and most of them had units in Master's Degree in Education.

Table 2. Profile of the Respondents

	Profile	Frequency	Percent
Age	Young	11	52.4
	Old	10	47.6
Total		21	100
Sex	Male	9	42.9
	Female	12	57.1
Total		21	100
Civil status	Single	16	76.2
	Married	5	23.8
Total		21	100
Educational Attainment	W/ Bachelor's degree	16	76.2
	Bachelor's degree w M.A. units	5	23.8
Total		21	100
Length of Service	Short ( 1-3 years)	11	52.4
	Long (4 years up)	10	47.6
Total		21	100

**Instructional Competence of ALS Implementers as a Whole and when categorized into Different Area.** The instructional competence of ALS implementers, when taken as a whole was 4.77, which was described as very high. In communication skills, they got a mean of 4.82, which was considered very high. Critical thinking and problem solving got a mean of 4.84, which was rated as very high. Sustainable use of resource and productivity got a mean of 4.77, which was held as very high. Development of self and a sense of community got a mean of 4.63, regarded as very high. Expanding one's world got a mean of 4.78, which was viewed as very high. These results implied that the ALS implementers in the schools' division of Guimaras were very highly competent in handling ALS classes.

In terms of critical thinking and problem solving, the result of the study showed that statement "Adjusts teaching methods to learners' needs, interests, and abilities" got the highest mean of 4.90. On the other hand, "Organizes and presents subject matter clearly, coherently, and systematically" and "Encourages the learners to think and clarify lessons through effective questioning towards the learners" got the lowest mean of 4.81, but was still described as "very high." These results imply that regardless of the categories under critical thinking and problem solving, the ALS implementers had "very high" instructional competence.

In terms of sustainable use of resources, it was found that statement, "Comes to class early and starts learning activities on time" got the highest mean of 4.95, described as "very high" while statement, "Commands respect from the learners and establish authority in the classroom effectively by making students obey rules set forth" got the lowest mean of 4.57 but was still considered as "very high."

In terms of the development of self, it turned out that both statement, "Shows a great deal of patience towards the learners" and statement, "Evaluates learners' performance fairly and uses adequate and accurate standard measures of evaluation" got a mean of 4.67, which was regarded as "very high" while statement, "Makes every moment active by promoting fun in learning" got the lowest mean of 4.57, which was described as "very high."

In terms of expanding one's world vision as a whole, it was found that as a whole, the ALS implementers got a mean of 4.77, which was described as "very high." In terms of expanding one's world, it was shown that statement, "Bases ratings according to the objectives of the lessons and criteria set in class" got the highest mean of 4.86, which was described as "very high," while statement "Implements an effective classroom management system for positive student behavior" got the lowest mean of 4.71, which was also considered as "very high."

Table 3. Instructional Competence of ALS Implementers per Area

Items	Mean	Interpretation
<b>Communication Skills</b>		
1. Manifests confidence and firmness with every information being given in the class	4.76	Very High
2. Emphasizes difficult parts of the lesson that is easy to understand	4.86	Very High
3. Explains the lesson by citing relevant examples and situations and relates subject matter to previous topics and areas of interest	4.95	Very High
4. Cites current and timely information of the subject	4.71	Very High
Total	4.82	Very High
<b>Critical Thinking and Problem solving</b>		
5. Reflects mastery of the entire subject that he/she teaches	4.85	Very High
6. Organizes and presents subject matter clearly, coherently, and systematically	4.81	Very High
7. Encourages the learners to think and clarify lessons through effective questioning towards the learners	4.81	Very High
8. Adjusts teaching methods to learners' needs, interests, and abilities	4.90	Very High
Total	4.84	Very High
<b>Sustainable use of Resources</b>		
9. Uses different teaching techniques, approaches, and strategies to make the lesson interesting, meaningful, and easy to understand	4.81	Very High
10. Utilizes instructional materials that sustain learners' attention in achieving teaching objectives	4.76	Very High
11. Commands respect from the learners and establishes authority in the classroom effectively by making students obey rules set forth	4.57	Very High
12. Comes to class early and starts learning activities on time	4.95	Very High
Total	4.77	Very High
<b>Development of Self</b>		
13. Makes every moment in class active by promoting fun in learning	4.57	Very High
14. Shows a great deal of patience towards the learners	4.67	Very High
15. Uses different methods in evaluating learners' learning aligned to the learning objectives, such as oral performance, projects, practical tests and etc.	4.62	Very High
16. Evaluates learners' performance fairly and uses adequate and accurate standard measures of evaluation	4.67	Very High
Total	4.63	Very High
<b>Expanding One's World</b>		
17. Implements an effective classroom management system for positive student behavior	4.71	Very High
18. Gives evaluation results and ratings that are well-accepted by the learners and utilizes evaluation result as a basis for improving instruction	4.76	Very High
19. Includes items in the tests that are based on the class objectives along with actual discussions, activities, and classroom interactions	4.81	Very High
20. Bases ratings according to the objectives of the lessons and criteria set in class	4.86	Very High
21. Expanding one's world vision	4.78	Very High
22. Mean Instructional Competence	4.77	Very High

Legend: 4.21 – 5.00 “Very High”; 3.40 – 4.20 “High”; 2.61 – 3.40 “Moderately”; 1.81 – 2.60 “Low”; 1.00 – 1.80 “Very Low”

**Instructional Competence of ALS Implementers.** Table 4 presents Instructional Competence of ALS Implementers as a whole and when classified according to age, sex, civil status, educational attainment and length of teaching experience. The instructional competence of ALS Implementers as whole got a mean of 4.77 described as very high. When they classified according to age, the young got a mean of 4.77 described as very high, and the old got a mean of 4.78 also described as very high. As to sex, the male got a mean of 4.74 described as very high, and the female got a mean of 4.79 also described as very high. As to civil status, the single got a mean of 4.74 described as very high, and the married got a mean of 4.86 also described as very high. As to educational attainment, the bachelor's degree holder got a mean of 4.75 described as very high. Lastly, as to teaching experience, the short got a mean of 4.78 described as very high, and the long got a mean of 4.76 also described as very high instructional competence.

Cabansag (2012), supported these findings which stated that socio-demographic profile of teachers such as age, gender, civil status and number of children, degree earned, specialization, years of teaching experience in English, training, conferences and seminar-workshops, and in-service training attended have no association to their instructional competence.

Table 4. Instructional Competence of ALS Implementers classified according to Age, Sex, Civil Status, Educational Attainment and Length of Teaching Experience

	Variables	Mean	Description
Age	Young	4.77	Very High
	Old	4.78	Very High
Sex	Male	4.74	Very High
	Female	4.79	Very High
Civil Status	Single	4.74	Very High
	Married	4.86	Very High
Educational Attainment	Bachelors Degree	4.75	Very High
	Bachelors Degree w/ MA Units	4.84	Very High
Length of Teaching Experience	Short	4.78	Very High
	Long	4.76	Very High
As a Whole group		4.77	Very High

Legend: 4.21–5.00 “Very High”; 3.40–4.20 “High”; 2.61–3.40 “Moderately”; 1.81–2.60 “Low”; 1.00–1.80 “Very Low”

**Learners’ Performance.** Table 5 presents the performance of ALS learners when classified according to age, sex, and civil status. When classified according to age, the young learners got a mean of 50.82 while the old ones got a mean of 50.83, all described as outstanding. The same was true when respondents were categorized as to sex, the males got a mean of 50.48, while the females got a mean of 51.22, which was all viewed as outstanding. As to civil status, the singles got a mean of 51.58, while the married ones got a mean of 50.57 and the widow/er got a mean of 48.50, all described as outstanding.

Table 5. Performance of ALS learners Classified According to Age, Sex, &amp; Civil Status

	Profile	Mean	Interpretation
Age	Young	50.82	Outstanding
	Old	50.83	Outstanding
Sex	Male	50.48	Outstanding
	Female	51.22	Outstanding
Civil status	Single	51.58	Outstanding
	Married	50.57	Outstanding
	Widow/er	48.50	Outstanding

Scale: 45.00-55.00 (Outstanding); 34.00-44.00 (Very Satisfactory); 23.00-33.00 (Satisfactory) 12.00-22.00 (Fairly Satisfactory); 0.00 - 11.00 (Poor)

### Differences in the Instructional Competence of ALS Implementers

Table 6 presents the differences in the instructional competence among ALS implementers when they were classified according to age, sex, civil status, educational attainment, and length of teaching experience. There were no significant differences in the instructional competence of the ALS implementers when they were paired with variables age, sex, civil status, educational attainment, and length of experience. This means that no matter what personal attribute the ALS implementers have, whether married or single, male or female and so on. They have the same instructional competencies which described as very high.

These findings supported the study of Cabansag (2012) where it was stated that socio-demographic profile of teachers such as age, gender, civil status and number of children, degree earned, specialization, years of teaching experience in English, training, conferences, and seminar-workshops, and in-service training attended have no association to their instructional competencies.

Table 6. Differences in the Instructional Competence of ALS Implementers

Variables	U test	p-value	Remarks
Age	53.50	0.914	Not Significant
Sex	52.0	0.884	Not Significant
Civil status	35.50	0.704	Not Significant
Educational attainment	21.50	0.118	Not Significant
Length of Teaching Experience	52.50	0.857	Not Significant

$p > .05$  level of significance

### Differences in the Learner's performance

Table 7 presents the differences in the performance of ALS learners when they were classified according to age and sex. To find out the difference in the performance of ALS learners, the researcher used the Mann-Whitney U test. There was no significant difference in the performance of ALS learners when they were classified according to age level.

These findings supported the findings of Cabansag where it was stated that the socio-demographic profile of teachers such as age has no association to their instructional competencies.

There was, however, a significant difference in the performance of ALS learners when they were classified according to sex and civil status. This means that whether male or female and single or married the respondents; they affect the learner's performance.

Table 7. Differences in the performance of ALS learners When Classified According to Age, Sex, and civil status

Profile	Computed value	p-value	Interpretation
Age	3886.5	0.794	Not Significant
Sex	3021.0	0.001	Significant
Civil Status	10.104	0.006	Significant

$p > 0.05$  level of significance

### Relationship between the Teacher's Instructional Competence and Learner's Performance

To find out the relationship between the instructional competence of the ALS implementers and the performance of ALS learners, the researcher used the Pearson r. There was a significant relationship between the instructional competence of the ALS implementers and the performance of ALS learners. The Pearson r was at 0.252 with a p-value of 0.001. The p-value was less than the 0.05 level of significance, which meant that there was a significant relationship between the instructional competence of the ALS implementers and performance of ALS learners. The relationship denotes present but a slight correlation.

Table 8. The relationship between the Instructional Competence of the ALS Implementers and the Performance of ALS Learners

Variables	r-value	p-value	Interpretation
Instructional competence* ALS performance	0.252**	0.001	Significant

\*\*  $P < 0.01$



## CONCLUSIONS

There was a very high instructional competence among ALS implementers in the areas of communication skills, critical thinking and problem solving, sustainable use of resource and productivity, development of self and a sense of community, and expanding one's world. There was a "very high" instructional competence among ALS implementers when they were classified according to age, sex, civil status, educational attainment, and teaching experience. An outstanding performance was found among ALS learners, as to age. As to sex, the males and the females both had satisfactory performances. As to civil status, the single, the married, and the widow/er manifested satisfactory performance. There were no significant differences in the instructional competence of ALS implementers when they were classified according to age level, sex, civil status, educational attainment, and length of teaching experience. There were significant differences in the performance of ALS learners when they were classified according to sex and civil status. There were no significant differences in the performance of ALS learners when they were classified according to age level. There was a significant relationship between the instructional competence of ALS implementers and learners' performances.

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