
Teaching Strategies Applied By ALS Teachers in QUALCI I: Their Effects to Students' Performance

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ABSTRACT

This study was conducted to ascertain the teaching strategies applied by ALS teachers and their effects on the performance of students in the selected school districts of QuaLCi 1, Division Zamboanga del Sur for School Year 2017-2018. The respondents involved were the ALS teachers and students from five school districts. It made used of descriptive and inferential statistics were used in obtaining an accurate analysis and interpretation of the data gathered.

Findings of this data revealed that majority of the teacher-respondents were females, had earned masters' units, contractual, and attended division level trainings and seminars. The teacher-respondents' extent of applying the strategies in teaching the students was high. Meanwhile, the overall performance of the student-respondents in the Accreditation and Equivalency Test was poor. The teacher-respondents encountered very serious challenges in the implementation of the program while the possible solutions to these challenges were considered very effective. Furthermore, the teacher-respondents' extent of application of the teaching strategies had no substantial effects on the student-respondents' performance in the test.

This study recommends that the ALS coordinators adopt the suggested solutions to effectively address the challenges met by the teacher-respondents' in the program; that the teachers continually apply the said teaching strategies to improve students' study skills, attend higher level of trainings and seminars to equip themselves with adequate pedagogical knowledge and skills, and pursue graduate studies for their professional growth and advancement; and that seminar studies be conducted with more variables being considered.

KEYWORDS: *Teaching Strategies, Alternative Learning System (ALS), Quality Learning Circle (QuaLCi), Students' Performance, Philippines*

INTRODUCTION

Every Filipino has a right to free basic education; however, many Filipinos do not have a chance to attend and finish formal basic education. There are those who dropout from schools due to various external and internal reasons, while some do not even have schools in their communities. By the declaration in the 1987 constitution – the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. The government has vowed to eradicate illiteracy and make education reach every citizen. For decades, Philippines has been head to head with its battle with illiteracy and has been putting so much importance in the

improvement of basic education as it entails the growth and development of the nation (Rodriguez) [1].

Illiteracy was noted as the biggest obstacle that hampers the economic growth of a country. Southeast Asian and African countries, most especially, have been bombarded with economic crisis brought about by poverty which links to illiteracy. Philippines was tagged as one of the countries to have the highest poverty incidence rate in Southeast Asia. Amongst everyone, the out-of-School Children (OSC), out-of-School Youth (OSYs), and Out-of-School Adults (OSAs) were the most affected by poverty due to lack of educational opportunities created, however, by illiteracy itself (Apao, Dayagbil, and Abao) [2].

To alleviate the issue, Alternative Learning System (ALS) was established to provide all Filipinos the chance to have access and complete their basic education in a way that fits their distinct situations and needs (DepEd). Alternative Learning System is parallel learning system which combined non-formal education and informal sources of knowledge and skills (DepEd) [3]. It specifically targets the learning needs of school leavers., adults and other learners from marginalized groups who do not have access to formal education. Through ALS, those who are “deprived, depressed, and underserved” as described by the law will now be offered with education toward Accreditation and Equivalency (A&E) Test may grant either elementary or high School diplomas (Arzadon and Nato) [4]. This test was developed by the Bureau of Non-Formal Education (BNFE) and is administered yearly. It provides an alternative means of certification of learning for Filipinos and Foreigners aged 15 years old and above who are unable to avail or do not have access of the formal school system, or who have dropped out of the formal elementary and secondary schools but are not basically illiterate. Passers of the test will get a chance to be go back to the formal basic education system, higher education or any technical-vocational school (“Philippine Education for all 2015: Implementation and Challenges Philippines”) [5].

It was established to benefit those who cannot afford formal schooling and follows whatever their available schedule. It reaches out to elementary and secondary school dropouts, youth and adults who, although in school, are overaged for grade 6 and 4th year, unemployed/underemployed OSYs and adults, industry-based workers, housewives, maids, factory workers, drivers, members of cultural minorities/indigenous People (IP), Persons with Disabilities (PDWs)/physically challenged and inmates and rebel. Furthermore, ALS seeks to improve the Socio-economic status of the OSYs and the poor by enhancing their basic educational capability through functional education and literacy, and continuing education programs, which will enable them to become more self-reliant, be integrated more effectively into the social and economic enhancement and self-growth opportunities; promotion of literacy programs for the attainment of the basic skills that include numeracy and functional literacy and which are basic needs for every individual; development of livelihood skills which manifest in the individual specific competencies that prepare, improve, and enhance employability and economic productivity and the expansion of certification and equivalency programs, which are administered by the formal Education Subsystem, into the non-formal sector.

Prior to the program, learners under the ALS were assessed and profile to identify their level and appropriate learning interventions. After which, they were classified as basic level, continuing education for elementary and secondary levels, or lifelong learning learners. Once they're in, they worked together with the stakeholders and worked on determining the

specific course agreements like objectives, curriculum and schedules. Similar to the formal basic education system, the ALS curriculum has five learning areas: communication skills; problem solving and critical thinking; sustainable use of resources and productivity; development of self and a sense of community; and expanding one's vision where knowledge, respect, peace, solidarity and global awareness are taught. Upon completion of the program, a certificate signed by the DepEd secretary is issued to the graduates as counterpart of the diploma in the formal education system.

In the view of the foregoing situation, the researcher was encouraged to undertake this study to ascertain the teaching strategies employed by teachers and the challenges they met in the implementation of the alternative Learning System Program. Valuable insights gained from this study would guide policy makers, implementers, students, parents, and other stakeholders in devising more effective programs and policies to guarantee the successful implementation of the program.

Statements of the Problem

This study was undertaken to ascertain the teaching strategies employed by the Alternative Learning System (ALS) teachers and their effects on the performance of students in the selected schools of Quality Learning Circle (QuaLCi) I, Division of Zamboanga del Sur, during the School Year 2017-2018. Specifically, this study sought answers to the following questions:

1. What is the teacher-respondents' extent of application of the teaching strategies to increase students' performance in the Accreditation and Equivalency Test?
2. What is the performance of the ALS students-respondents in the Accreditation and Equivalency Test?
3. What are the challenges met by the ALS teacher-respondents and their possible solutions?
4. Is there a significant relationship between the teacher-respondents' extent of application of the teaching strategies and the students' performance in the Accreditation and Equivalency Test?

METHODS

The quantitative-correlational research design was used. The researcher-constructed questionnaire was utilized in the study. The items of the questionnaires were subjected to internal consistency using the Cronbach alpha coefficient. Prior to this, the questionnaire was subjected to face validity. The participants included teachers and students from selected schools of Quality Learning Circle (QuaLCi) I, Division of Zamboanga del Sur. The study was made during the School Year 2017-2018. Data analysis included the frequency and percentage distribution, weighted average mean, and Spearman rho correlation for the test of significant relationship between the variables.

RESULTS AND DISCUSSIONS

Extent of the ALS Teacher-respondents' Application of the Teaching Strategies

Table 1 displays the data on the teacher-respondents' extent of application of the teaching strategies to increase students' performance in the Accreditation and Equivalency Test. These

teaching strategies include the following: Improve Study Habits, Give Students In-School Reading Practice, Give Homework Every Day, Give Students a Brain Break, and Increase Parent/Guardian Involvement.

With regards to the first teaching strategy, “Improve Study Habit”, statements 3, “ I inform them that managing their time is another way to improve their study skill” got the highest WAM of 3.20; followed by statement 4, “I let them create a study plan” 3.10; and statement 5, “I let them prepare all necessary references for study”, 3.07, which are all described as “Often”, interpreted as “High Extent”. Other statements received varied WAM but are also described a “Often” interpreted as “High Extent”. The Overall mean of 3.05 with the adjectival equivalent of “Often” implies that the teacher-respondents’ extent of utilizing this teaching strategy is “High”.

As to the second strategy, “Give Students’ In-School Reading Practice”, statement 5, “I give innovative reading activities” obtained the highest WAM of 3.20; followed by statements 4, “I let them choose the passage they want to read”, 3.13; and statement 1, “I give them 10-20 minutes to read”, 3.07, which are all described as “often”, interpreted as “High Extent”. Other statements yielded varied WAM but are also described as “often”, interpreted as “High Extent”. The overall mean of 3.09 with the adjectival of “Often” signifies that the teacher-respondents’ extent of employing this teaching strategy is “High”.

In terms of the third strategy, “Give Homework Every Day”, Statements 2, “I give them advanced lesson” obtained the highest WAM of 3.30 with the corresponding adjectival equivalent of “Always”, interpreted as “Very High Extent”. Meanwhile, the rest of the statements earned varied WAM but they all received the adjectival equivalent of “Often”, described as “High Extent”. The overall mean of 3.15 with adjectival equivalent of “Often” denotes that the teacher-respondents’ extent of using this strategy, “High”.

For the fourth teaching strategy, “Give Students a Brain Break”, statement 5, “I indulge them in some logic brain practices” yielded the highest WAM of 3.17; followed by statement 4, “I administer some simulation games”, 3.07; and statement 2, “I let them do some exercises where they get up and do a few different yoga moves”, 2.80, which are all described as “Often”, interpreted as “High Extent”. Other statements garnered varied WAM but are also described as “Often”, Interpreted as “High Extent”. The Overall mean of 3.00 with the teacher-respondents’ extent of applying this teaching strategy is “High”.

As to the last strategy, “Increase Parent/Guardian Involvement”, statement 3 “I encourage their parents to help in motivating their children to continue with the program “obtained the highest WAM of 3.30; followed by statement 2, “I inform their parents about their children’s attendance”, 3.27, which are both described as “Always”, interpreted as “Very High Extent”. On the other hand, other statements earned varied WAM but are described as “Often”, interpreted as “High Extent”. The overall mean of 3.23 with the adjectival equivalent of “Often” entails that the teacher-respondents’ extent of using this teaching strategy is “High”.

General, the grand mean of 3.10 with the corresponding adjectival equivalent of “often” implies that the teacher-respondents’ extent of application of the said teaching strategies is ‘High’. Furthermore, the result also implies that the ALS teachers highly utilize these strategies to increase their students’ study skills which are useful in improving their performance in the Accreditation and Equivalency Test.

Table 1. *Extent of the ALS Teacher-Respondents Application of the Teaching Strategies*

Statements	WAM	AE	I
A. Improve Study Habits			
1. I teach them to set their priorities straight.	2.97	O	HE
2. I take time to teach them how to set goals.	2.93	O	HE
3. I inform them that managing their time is another way to improve their study skills.	3.20	O	HE
4. I let them create a study plan	3.10	O	HE
5. I let them prepare all necessary references for study.	3.07	O	HE
Overall Mean	3.05	O	HE
B. Give Students in-School Reading Practice			
1. I give them 10-20 minutes to read	3.07	O	HE
2. I give them questions about what they read.	3.03	O	HE
3. I let them do a reaction paper about what they read.	3.00	O	HE
4. I let them choose the passage they want to read	3.13	O	HE
5. I give innovation reading activities.	3.20	O	HE
Overall Mean	3.09	O	HE
C. Give Homework Every Day			
1. I let them review at home what have been discussed.	3.03	O	HE
2. I give them advanced lessons.	3.30	A	VHE
3. I allow them to use their gadget in answering their assignments.	3.10	O	HE
4. I give recommendation activities to those who need it.	3.23	O	HE
5. I give assignment for them to use their spare time properly.	3.07	O	HE
Overall Mean	3.15	O	HE
D. Give Students a Brain Break			
1. I put on some music and let them perform freeze dance.	2.97	O	HE
2. I let them do some exercises where they get up and do a few different yoga moves.	3.00	O	HE
3. I allow them to play in their break time.	2.80	O	HE
4. I administer some simulation games.	3.07	O	HE
5. I indulge them in some logic brain practices.	3.17	O	HE
Overall Mean	3.00	O	HE
E. Increase Parental/Guardian Involvement			
1. I inform their parents about their children's academic participation.	3.23	O	HE
	3.27	A	VHE
2. I inform their parents about their children's attendance	3.30	A	VHE
3. I encourage their parents to help in motivating their children to continue with the program.	3.17	O	HE
4. I conduct meetings with their parents/guardians to plan for some activities that will develop their children.	3.23	O	HE
5. I inform their parents/guardians and community members about the things needed for better teaching			
Overall Mean	3.23	O	HE
Grand Mean	3.10	O	HE

Legend:

4	3.26 - 4.00	Always	(A)	Very High Extent	(VHE)
3	2.51 - 3.25	Often	(O)	Highly Extent	(HE)
2	1.76 - 2.50	Sometimes	(S)	Fairly Extent	(FE)
1	1.00 – 1.75	Never	(N)	No Extent	(NE)

Performance of the ALS Student-respondents in the Accreditation and Equivalency Test

Table 2 present the frequency counts and percentage distribution of the ALS Students-respondents who passed the Accreditation and Equivalency Test.

Based on the given data, it is clearly revealed that out of the 117 student-respondents from Mahayag North District who took the test, only 52 or 44.4 percent of them passed. In Mahayag South District, only 24 or 28.24 percent of the 85 student-respondents who took the same test passed. In Dumingag I District, there were 55 or 48.25 percent of the 114 student-respondents who passed the test while 47 or 49.47 percent of the 95 student-respondents who also passed the same test in Dumingag II District. Meanwhile, in Josefina District, 31 or 44.93 percent of the 69 student-respondents who took the test successfully passed.

In general, out of the 480 student-respondents who took the test, only 209 or 43.54 percent of them successfully passed. The results imply that only few of the student-respondents successfully passed while majority of them failed to get a score of 75 percent and more in the said test.

Table 2. *Performance of the ALS Student-respondents in the Accreditation and Equivalency Test*

Districts	Actual Takers	Passers	P (%)
Mahayag North	117	52	44.44
Mahayag Sought	85	24	28.24
Dumingag I	114	55	48.25
Dumingag II	95	47	49.47
Josefina	69	31	44.93
Total	480	209	43.54

Challenges Met by the ALS Teacher-Respondents

Table 3 reveals the data on the different challenges met by the teacher-respondents during implementation of the Alternative Learning System (ALS) Program. These challenges were predetermined based on the interviews and readings conducted by the researcher before the onset of the survey.

From the given data, it vividly shows that item number 3, “Poor environment” received the highest WAM of 3.10; followed by item number 10, “No proper construction, maintenance, and improvement of school facilities”, 3.03; items number 4, “Insufficient teaching materials” and number 6, “Lack of skills in teaching diverse learners” both earned the same WAM of 3.00; and item number 5, “Lack of motivation among teachers due to delayed honorarium”, 2.93, which all received the same corresponding adjectival equivalent of

“Agree”, interpreted as “Very Serious”. Other listed challenges obtained varied WAMs but they are also described as “Agree”, interpreted as “Very Serious”.

To sum up, the overall mean of 2.93 with the corresponding adjectival equivalent of “Agree” entails that the teacher-respondents usually encounter “Very Serious” challenges in the implementation of the Alternative Learning System (ALS) Programs.

Table 3. *Challenges Met by the ALS Teacher-Respondents*

Challenges	WAM	AE	I
1. Difficulty in reaching out the parents or guardians of the learners	2.83 2.80	A A	VS VS
2. Lack of motivation among the learners to continue in the program	3.10 3.00	A A	VS VS
3. Poor learning environment	2.93	A	VS
4. Insufficient teaching materials	3.00	A	VS
5. Lack of motivation among teachers due to delayed honorarium	2.90	A	VS
6. lack of skills in teaching diverse learners	2.90	A	VS
7. Difficulty in adapting to the learners	2.77	A	VS
8. Poor implementation of school policies and procedures	3.03	A	VS
9. No proper scheduling of Accreditation and equivalency Test			
10. No proper construction, maintenance and improvement of school facilities			
Overall Mean	2.93	A	VS

Legend:

4	3.26 - 4.00	Strong Agree (SA)	Very Much Serious (VMS)
3	2.51 - 3.25	Agree (A)	Very Serious (VS)
2	1.76 - 2.50	Fairly Agree (FA)	Serious (S)
1	1.00 – 1.75	Disagree (D)	Not Serious (Ns)

Possible Solutions to the Challenges Met by the ALS Teacher-Respondents

Table 4 discloses the data on the possible solutions to the challenges met by the teacher-respondents during the implementation of the Alternative Learning System (ALS) Program. These solutions were considered based on the challenges previously identified by the researcher.

As clearly presented, the data show that solutions number 3, “The administration must provide a wholesome and conducive place for the learners to learn effectively” and number 4, “The administration must provide appropriate facilities like audio-visual room, computer room, science laboratory room, etc.” both obtained the highest WAM of 1.67; followed by solution number 7, “Teacher must learn and use different strategies in adapting to learners’ behaviors”, 1.60; and solution number 2, “Teachers must utilize varied strategies and activities for the learners to be motivated in pursuing their studies under the program”, 1.57, which all received the same adjectival equivalent of “Strongly Agree”, interpreted as “Very Much Effective”. Meanwhile, other possible solutions considered on the list earned varied

WAM but are also described as “Strongly Agree” and are interpreted as “Very Much Effective.

Analysis of the findings implies that the possible solutions to the challenges met by the teacher-respondents during the implementation of the Alternative Learning System (ALS) Program are regarded by the teachers themselves as “Very Much Effective” as strongly supported by the grand mean of 1.54 with the corresponding adjectival equivalent of “Strongly Agree”.

Table 4. *Possible Solutions to the Challenges Met by the ALS Teacher-Respondents*

Possible Solutions	WAM	AE	I
1. Teachers must administer meetings with parents or guardians to emphasize the essence of the program and how it may help them in the future.	1.47	SA	VE
2. Teachers must utilize varied strategies and activates for the learners to be motivated in pursuing their studies under the program.	1.57	SA	VE
3. The administration must provide a wholesome and conducive place for the learners to learn effectively.	1.67	SA	VE
4. The administration must provide appropriate facilities like audio-visual room, computer room, science laboratory room, etc.	1.67	SA	VE
5. Honorarium for teacher must be given every end of the month so that the teachers will be motivated in teaching the learners.	1.40	SA	VE
6. Teacher must be sent to different trainings and seminars to acquire new skill in dealing with diverse learners.	1.50	SA	VE
7. Teachers must learn and use different strategies in adapting to the learners’ behaviors.	1.60	SA	VE
8. Policies and procedures must be strictly and consistently implemented for the learners to be properly guided.	1.50	SA	VE
9. Fixed school calendar must be formulated showing all the yearly programs including the test date for the learners and teachers’ preparation.	1.50	SA	VE
10. Budget must be provided for the construction of the ALS classroom and for the maintenance and improvement of the school facilities.	1.53	SA	VE
Overall Mean	1.54	SA	VE

Legend:

4	3.26 - 4.00	Disagree (D)	Not Effective (NE)
3	2.51 - 3.25	Fairly Agree (FA)	Effective (E)
2	1.76 - 2.50	Agree (A)	Very Effective (VE)
1	1.00 – 1.75	Strongly Agree (SA)	Very Much Effective (VME)

Table 5. *Significance of the Relationship between the Teacher-Respondents' Extent of Application of the Teaching Strategies and the Students-Respondents' Performance in the Accreditation and Equivalency Test*

Variables	Spearman rho correlation value	t-value		Decision
		Computed value	Critical value	
Teachers' Teaching Strategies and Students' Performance in the Accreditation and Equivalency	0.26	1.42	1.701	Not Significant

Table 5 shows the analysis of the significance of the relationship between the teacher-respondents' extent of application of teaching strategies and student-respondents' performance in the Accreditation and Equivalency test.

As evidently displayed, the computed t-value of 1.42 is less than the critical value of 1.701, tested at the 0.05 level of significance with a correlation coefficient of 0.26 and 28 degrees of freedom. Therefore, there is a sufficient evidence to accept the null hypothesis.

The result discloses the teacher-respondents' extent effects on the performance of the students-respondents in the Accreditation and Equivalency Test. Although the previous results shows that the teacher-respondents' extent of application of the teaching strategies is "High", it essentially suggests that their application of these strategies must be intensified to bring about significant improvements on the student-respondents' performance in the test. Furthermore, the results also suggest that there are still other factors which could somehow affect the performance of the Students-respondents' in the Accreditation and Equivalency test aside from attributing this solely to the teacher-respondents' extent of application of the said teaching strategies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions are hereby drawn: the teacher-respondents are predominantly females, have earned master's units, contractual, and have attended low level trainings and seminars; the teacher-respondents' extent of application of the teaching strategies is high; the overall performance of the students-respondents in the test is poor; the teacher-respondents encounter very serious challenges I the implementation of the program; the teacher-respondents encounter very serious challenges in the implementation of the program; the teacher-respondents consider the possible solutions to the challenges they met as very effective; and the teacher-respondents' extent of application of the teaching strategies has no substantial effects on the students-respondents' performance in the test.

Based on the conclusions drawn, the following recommendations are hereby offered: that the ALS coordinators adopt the suggested solutions to effectively address the challenges met by the teacher-respondents I the program; that the teachers continually apply the said teaching strategies to improve students' study skills, attend higher level of trainings and seminars to equip themselves with adequate pedagogical knowledge and skills, and pursue graduate

studies for their professional growth and advancement; and that similar studies be conducted with more variables being considered.

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