

Instructional Approaches and Learners' Attitude Towards Alternative Learning System (ALS)

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Abstract

All learners' depth and caliber of learning are mostly impacted by their teachers. The study explores the level of usage of the following approaches, the level of learners' attitude towards ALS learning various teaching methods. It assesses learner engagement, motivation, and achievement in the ALS program. The study was conducted in the ALS Centers of the Municipality of Libertad and Initao, and the respondents were the ALS learners (n=171) of the district of Libertad, Initao North, and Initao South, Division of Misamis Oriental, School Year 2022-2023. The instrument was adapted and modified from the study by Cardino and Ortega-Dela Cruz (2020). It employed both correlational and causal methods of research to achieve the objectives set in this study using the mean and standard deviation and Pearson Product Coefficient and Multiple Linear Regression to identify any significant relationships between the variables. This study used random sampling, which ensures equal chances of population selection. The study found that the ALS teachers and Community ALS Implementers (CAI) highly utilized the four approaches, and the learners' attitude towards ALS learning was highly positive. In addition, the four approaches such as cooperative learning, deductive approach, inductive approach, and integrative approach, were positively correlated to the learners' attitude; cooperative and integrative approaches best influenced the attitude of the learners. It was recommended that the teachers may continue to intensify the use of these approaches and strongly support the positive attitudes of the learners toward ALS learning.

Keywords: Approaches, ALS Learners, Attitude, Learning

1. Introduction.

The 1987 Philippine Constitution declares that education is a right of every Filipino. On this basis, government education policies and programs had been primarily geared toward providing access to education for all. The Philippines is, therefore, committed to the World Declaration on Education for All (EFA) and the second goal of the Millennium Development Goals (MDG) which is to achieve universal primary education.

In the Philippines, ALS teachers use various strategies and approaches to effectively teach and reach out to their students. One common approach is the use of modular materials, which are self-paced and self-directed learning materials that allow students to study at their own pace and convenience. Another approach is the use of technology, such as online platforms and mobile apps, to enhance learning and facilitate communication between the teacher and the students. Additionally, ALS teachers also use experiential learning activities, such as field trips and hands-on projects, to provide students with real-life experiences and to make learning more engaging and meaningful. They also employ differentiated instruction, which involves tailoring teaching methods and materials to the different learning needs and styles of individual students.

Overall, these strategies and approaches help ALS teachers in the Philippines to provide quality education to their students and enable them to successfully complete the program.

And to address the concern of out-of-school youth (OSY) and out-of-school adult (OSA), the Alternative Learning System (ALS) of the Department of Education was developed which is described as the other side of basic education. The ALS program combines non-formal education and accreditation and equivalency (A&E) tests that grants Elementary or Junior High School diplomas/certificates to out-of-school youth and adult. It specifically targets the learning needs of school leavers, adults, and other learners from marginalized groups who are described by the law as deprived, depressed, and underserved (DDUs).

In addition, the researcher examined how ALS teachers were able to facilitate learning for Junior High School learners. According to Ningtiyas (2018), assessing teacher competence in terms of their attitudes and strategies is crucial. Effective teachers not only possess the required knowledge and skills but also exhibit a positive attitude towards teaching and utilize effective strategies in the classroom. The aim of this study was to evaluate the competence of ALS teachers and gain insights into effective teaching practices that can enhance the learning outcomes of Junior High School learners enrolled in ALS.

Aligning the implementation of ALS programs with national standards sets by the Department of Education is crucial to ensure the quality and effectiveness of the program. As noted by Crespo (2022), this includes every aspect of the program, from the admission process to the methods of instruction, materials used, and evaluation and assessment methods. By aligning ALS programs with national standards, learners can be assured that they are receiving an education that meets the same standards as traditional classroom-based education. Additionally, this alignment can help to ensure consistency across different ALS centers and programs, which can help to promote equitable access to education for out-of-school youth, adults, and individuals who have not completed their basic education. The study by Crespo (2022) highlights the importance of this alignment and underscores the need for ongoing evaluation and monitoring of ALS programs to ensure that they remain aligned with national standards. Ultimately, this can help to ensure that the ALS program is effective in providing education to underserved populations and can contribute to the overall improvement of the education system in the country.

The correlation between ALS programs and teaching methodologies has gained attention among researchers. They are keen on investigating the impact of different teaching methods on students' attitudes and motivations in non-conventional learning settings. By analyzing the attitudes of ALS students towards different instructional strategies, teachers and educational administrators can determine the most effective ways to promote learning and engagement. Furthermore, studying the attitudes of ALS learners towards instructional practices can offer valuable insights into their preferred learning styles and how to enhance their learning experience.

Being an Alternative Learning System (ALS) teacher gets a lot of problems. Many of these teachers' complaint about the lack of instructional materials which will provide aid in the learning and assessment of learners. Teachers must be resourceful to deliver a quality learning experience for learners (Arpilleda, 2018). Other challenges that ALS teachers encounter include language barriers, low literacy levels, limited time, and motivation and engagement issues. Despite these challenges, ALS teachers remain committed to providing their learners with the education and support they need to succeed. The statement emphasizes the need to recognize and appreciate the hard work and dedication of ALS teachers, and to provide them with the support and resources they need to create an effective and inclusive learning environment for all learners.

In connection with this, the researcher aims to examine the relationship between the instructional strategies employed by ALS teachers and the attitudes of ALS learners in the Division of Misamis Oriental. This research will look at numerous instructional strategies such as inquiry-based learning, cooperative learning, and direct instruction, and assess how they influence learner attitudes towards learning. By understanding this relationship, study is intended to offer insights into effective teaching practices that can enhance learner engagement, motivation, and achievement in the ALS program. This, in turn, can contribute to the overall improvement of the quality and effectiveness of the ALS program in Misamis Oriental and

beyond.

The paradigm of the study is guided by Thorndike's Law of Effect. Thorndike's Theory states that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation (Cherry, 2020). Corresponding to Thorndike's Theory, the likelihood of a response repeating in a particular situation is affected by the satisfaction or discomfort that it produces in that situation. If a response leads to a satisfying outcome, it becomes more likely to occur again in that same situation. Conversely, if a response leads to discomfort, it becomes less likely to occur again in that same situation. The Law of Effect has been used extensively in the field of education to understand how teaching practices and instructional approaches can impact student learning outcomes. In the context of this study, Thorndike's Law of Effect serves as a framework for understanding how instructional approaches influence learners' attitudes towards Alternative Learning System (ALS) and provides insights into effective teaching practices that can enhance learner engagement, motivation, and achievement in the ALS program.

This study is anchored on RA 9155, which established the Alternative Learning System (ALS) as a parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills. By recognizing the diverse learning needs of individuals, the ALS program aims to provide flexible, accessible, and relevant education to out-of-school youth, adults, and individuals who have not completed their basic education, enabling them to acquire essential knowledge and skills necessary for personal and professional growth. It is also anchored on DepEd Order No. 3 s. 2018, which develops the ALS K to 12 Curriculum aligned to the K to 12 formal curriculums. The new ALS curriculum requires significant changes to other components of the ALS program to ensure that it aligns with the K to 12 programs. These components include learning materials, learning delivery system, learning environment, learner assessment and certification system, and support components. In other words, the ALS program needs to adjust its curriculum, teaching methods, and other aspects to match the K to 12 program's standards and requirements. This ensures that the ALS graduates will have the necessary skills and knowledge to pursue higher education or employment opportunities in the Philippines.

As to this study, in the ALS classes, instructional strategies employed by the teachers influenced the ALS learners' attitude. With recent development in the ALS curriculum, teachers were given higher tasks of developing and producing learners that are equipped with the competencies that is parallel with that in the formal education. Therefore, it is crucial to examine how the instructional strategies employed by ALS teachers affect learner attitudes towards education.

2. Methodology

The researcher employed both correlational and causal methods of research to achieve the objectives set in this study. The correlational method allowed the researcher to examine the relationship between two or more variables, while the causal method allowed the researcher to investigate the cause-and-effect relationship between variables. By using both methods, the researcher was able to gain a deeper understanding of the variables under investigation and their relationship with each other.

The use of correlational and causal research methods is a common practice in educational research to investigate the relationship between variables and establish cause-and-effect relationships. Fraenkel et al (2019) evaluation in education provides practical guidance on how to conduct research using both correlational and causal methods. The authors discuss the advantages and limitations of each method and provide examples of how they can be used in educational research. These sources provide support for the use of both correlational and causal methods in research, highlighting their strengths and limitations, and emphasizing the importance of using multiple methods in combination to achieve research objectives. And the researcher made sure that the data gathered in this study were free of biases and were valid and reliable.

The study employed descriptive statistics to provide a comprehensive and

summary of the variables, utilizing measures such as the mean and standard deviation. In addition, the Pearson Product Coefficient was employed to identify any significant relationships between the dependent and independent variables. While Multiple Linear Regression was employed, enabling the determination of the degree of impact that each independent variable had on the dependent variable. Multiple Linear Regression analysis enabled the identification of which independent variables had the most significant impact on the dependent variable, providing insights into the factors that influence the outcome being studied. This allowed for a deeper understanding of the complex relationships between the variables and provided a basis for making informed decisions based on the results.

Overall, the utilization of descriptive statistics, Pearson Product Coefficient, and Multiple Linear Regression provided a comprehensive analysis of the data, enabling a thorough understanding of the relationships between the variables and providing valuable insights into the research question being investigated.

3. Results and Discussions

Problem 1. What is the level of teacher's usage of the following approaches as perceived by their learners?

- 1.1. Cooperative Learning;
- 1.2. Deductive Approach;
- 1.3. Inductive Approach; and
- 1.4. Integrative Approach?

Table 1

Summary Table on the Use of Approaches

Indicator	Mean	Standard Deviation	Description	Interpretation
Cooperative Approach	4.36	.77	Strongly Agree	Very Highly Used
Deductive Approach	4.29	.80	Strongly Agree	Very Highly Used
Inductive Approach	4.35	.81	Strongly Agree	Very Highly Used
Integrative Approach	4.24	.84	Strongly Agree	Very Highly Used

Note: 4.21-5.0 Very Highly Used; 3.41-4.20 Highly Used; 2.61-3.40 Moderately Used; 1.81-2.60 Less Used; 1.0-1.80 Very Less Used

Table 1 illustrates the summary table on the use of approaches. The results show that all four approaches were utilized by the teachers to a very high extent, as evidenced by the mean ratings which are interpreted as Very Highly Used. The highest mean rating was given to the cooperative approach, with a mean score of 4.36 and a standard deviation of .77. This indicates that teachers strongly agreed that they used this approach to a very high extent. The other three approaches also received high mean ratings, with the deductive approach at 4.29, the inductive approach at 4.35, and the integrative approach at 4.24. All these mean scores were interpreted as Very Highly Used. The standard deviations for all four approaches were relatively low, means that the ALS teachers and Community ALS Implementers (CAI) in the study used these approaches in a consistent manner, with little variation in their responses.

This suggests that the teachers in the sample were using the same teaching methods to a similar extent, rather than some teachers using certain methods much more or much less than others. This consistency in the use of teaching approaches by the sample of teachers may have implications for the effectiveness and impact of these approaches on student learning outcomes. Overall, these results suggest that teachers used a combination of teaching approaches to create a more effective and meaningful learning experience for their students. The study's authors, Nasir, and Sultana (2018), conclude that these findings have implications for teacher training and professional development, as well as for the design of instructional materials and strategies.

Problem 2. What is the learners' attitude towards the ALS learning in terms of:

- 1.1 Collaborative,
- 1.2 Competitive,
- 1.3 Independent, and
- 1.4 Participative?

Table 2

Summary Table of the Learners' Attitude Towards to ALS Learning

Indicator	Mean	Standard Deviation	Description	Interpretation
Collaborative	4.16	.86	Agree	Highly Positive
Competitive	3.99	.99	Agree	Highly Positive
Independent	4.17	.88	Agree	Highly Positive
Participative	4.22	.82	Strongly Agree	Very Highly Positive
Overall Mean	4.13	.89	Agree	Highly Positive

Note: 4.21-5.0 Very Highly Positive; 3.41-4.20 Highly Positive; 2.61-3.40 Moderately Positive; 1.81-2.60 Negative; 1.0-1.80 Very Negative

The data in Table 10, exposes the summary table of the attitudes of the learners towards ALS learning in terms of the four constructs. It can be seen in the table that the highest mean rating is obtained in participative with a Mean of 4.22 with a SD of .82, described as Strongly Agree which interpreted as Very Highly Positive. This high mean score for the participatory construct indicates that students were very involved in the learning process and actively took part in group projects, class debates, and other cooperative learning activities. This suggests that the students were actively engaged in their own education rather than only being passive consumers of knowledge. This is encouraging since it shows that the students were eager to learn and were engaged with the material. The high mean rating for the participatory construct overall indicates that the students' attitudes toward actively participating in the learning process were generally extremely positive, which is essential for any learning program to be successful. Schiefele et al. (2020) found that students who engaged in active learning strategies, such as class discussion and group work, had better academic outcomes, and the higher motivation than those who did not.

The lowest mean rating is obtained in competitive with a Mean of 3.99 with a standard deviation of .99, described as Agree which interpreted as Highly Positive. By implication, it can be stipulated that the learners have found more significance and meaning when their learning activities are more interactive and participative; they find it meaningless and less in favor when learning activities are competitive. From this, one can infer that the learners in the study found more value and meaning in interactive and participatory learning activities, as evidenced by the high mean rating in the participative construct. On the other hand, the low mean rating in the competitive construct suggests that the learners were less enthusiastic about learning activities that involve competition or comparison with peers. This could imply that the learners may prefer a more collaborative and cooperative learning environment, where they can work together towards common goals and support each other in their learning. It is important to note, however, that this interpretation is based solely on the data presented and should be considered in the context of the specific study being discussed. The study by Jumawan et al. (2019) found that collaborative learning strategies, such as group work and peer assessment, improved student learning outcomes in science. The study involved two groups of Grade 9 students, one group using traditional instruction and the other using collaborative learning strategies. The results showed that the group using collaborative learning had higher post-test scores and better retention of knowledge compared to the group using traditional instruction. The study also found that the use of collaborative learning strategies promoted active participation and engagement among students and improved their communication and teamwork skills. Overall, the findings suggest that collaborative learning can be an

effective approach to improve student learning outcomes in science. As a researcher, the insights from these findings suggest that incorporating more interactive and participative learning activities in the classroom could be beneficial in promoting student engagement and improving learning outcomes. The low mean rating in the competitive construct also highlights the importance of creating a collaborative and cooperative learning environment to enhance student motivation and interest in the subject matter. The study by Jumawan et al. (2019) further supports the idea that collaborative learning strategies can be effective in improving student learning outcomes and promoting active participation and communication skills. Therefore, it may be beneficial for educators to incorporate more collaborative and interactive learning activities in their teaching methods to improve student engagement, motivation, and learning outcomes.

Overall, the table in the study shows that learners have a highly positive attitude towards ALS learning activities, especially participative activities, and a less positive attitude towards competitive activities. The results suggest that teachers should design activities that encourage participation and collaboration to improve attitudes towards learning, engagement, and academic outcomes. Based on these findings, the statement suggests that teachers should design activities that encourage participation and collaboration to improve attitudes towards learning, engagement, and academic outcomes. This highlights the importance of creating a positive learning environment that supports learners' preferences and motivations, ultimately leading to better learning outcomes. These results are consistent with a study by Alimuiddin (2020), which discovered a substantial connection between students' learning attitudes and academic success. Higher marks were attained by those who had happier outlook. The academic performance and attitude of students can both benefit from problem-based-learning (PBL).

Problem 3. Is there a significant relationship between the teaching approaches and the learners' attitudes toward the ALS Learning Strands?

Table 3
Correlation Analysis between Approaches and Learners' Attitude

Variables	R-value	P-value	Decision on Ho	Interpretation
Cooperative Approach	.542**	.000	Reject	Significant
Deductive Approach	.562**	.000	Reject	Significant
Inductive Approach	.426**	.000	Reject	Significant
Integrative Approach	.658**	.000	Reject	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 specifies the correlation analysis between approaches and learner's attitude towards ALS learning. The results of the correlation analysis indicate a significant relationship between the teaching approaches and the learners' attitudes toward the ALS Learning Strands, with all four teaching approaches having statistically significant correlations with learners' attitudes. The significant P-value of .000 for each teaching approach suggests that the likelihood of observing such strong correlations by chance is extremely low, and therefore the results are considered statistically significant at the 0.01 level (2-tailed). As the null hypothesis (Ho) has been rejected, we can conclude that there is a significant relationship between the teaching approaches and learners' attitudes toward the ALS Learning Strands. This implies that the choice of teaching approach can have a significant impact on learners' attitudes toward ALS Learning Strands. Educators who wish to promote positive attitudes among learners toward ALS Learning Strands may consider using teaching approaches that are correlated with more favorable attitudes, such as the integrative approach, which had the strongest correlation with learners' attitudes among the four approaches, with an R-value of .658. However, it is important to consider other factors such as the learners' needs and preferences, the subject matter being taught, and the learning environment in selecting an appropriate teaching approach with R-value .426 with P-value .000; and Integrative Approach R-value .658 and P-value .000. This means that the four variables are significantly related to the learners' attitude. The results also indicate that as the R-value

increases of these variables the learners' attitude towards ALS learning also increased. So, it would be befitting for teachers to use an eclectic approach or a combination of the different approaches in designing their instructional pedagogy to give provisions for individual differences. To support this interpretation, A study by Teng and Zhang (2020) investigated the impact of teaching approaches on students' attitudes toward learning statistics. The findings demonstrated that students' attitudes toward learning statistics were significantly impacted by the teaching strategy. Students who received active and collaborative teaching approaches had more positive attitudes toward statistics learning than those who received traditional teaching approaches. Overall, these studies suggest that the teaching approach can have a significant impact on students' attitudes toward learning, and that active and collaborative approaches may be more effective in promoting positive attitudes toward learning.

Problem 4. Which of the independent variable/s singly or in combination influence/s dependent variable?

Table 4

Regression Analysis between Approaches and Attitudes

Variables	Unstandardized Coefficients		Standard Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	1.426	.265		5.388	.000
Cooperative Approach	.020	.005	.248	3.809	.000
Deductive Approach	.117	.080	.116	1.454	.148
Inductive Approach	.071	.041	.112	1.742	.083
Integrative Approach	.376	.081	.389	4.619	.000
R = .710	R ² = .504	F = 42.238		Sig. = .000	

a. Dependent Variable: Attitude

Table 4 on the next page, demonstrates the influence of the independent variables to the dependent variables. Based on the provided data, the multiple regression analysis was used to examine the relationship between teaching approaches and learners' attitudes toward the ALS Learning Strands. The R-value of .710 indicates strong positive relationship between the combination of teaching approaches and learners' attitudes, with teaching approaches accounting for 50.4% of the variance in learners' attitudes. The regression coefficients (B) for each teaching approach indicate the strength and direction of the relationship with learners' attitudes, while the standardized coefficients (Beta) show the relative contribution of each teaching approach when controlling for the effects of the other teaching approaches. The results show that the Cooperative Approach (B = .020, Beta = .248) and Integrative Approach (B = .376, Beta = .389) have significant positive relationships with learners' attitudes, as indicated by the significant p-values of .000. This means that as the use of cooperative and integrative teaching approaches increases, learners' attitudes toward the ALS Learning Strands are likely to become more positive. On the other hand, the Deductive Approach (B = .117, Beta = .116) and Inductive Approach (B = .071, Beta = .112) have non-significant positive relationships with learners' attitudes, as indicated by their p-values of .148 and .083, respectively. This suggests that the use of deductive and inductive teaching approaches alone may not have a significant impact on learners' attitudes toward the ALS Learning Strands. Overall, the regression analysis provides evidence for the significant impact of teaching approaches on learners' attitudes toward the ALS Learning Strands, with the cooperative and integrative approaches being the most influential. However, it is important to note that there may be other factors beyond teaching approaches that could also contribute to learners' attitudes, such as individual differences and environmental factors.

In addition, the combination of teaching approaches significantly influences learners' attitudes

toward the ALS Learning Strands, with teaching approaches accounting for 50.4% of the variance in learners' attitudes. This means that as the use of cooperative and integrative teaching approaches increases, learners' attitudes toward the ALS Learning Strands are likely to become more positive. On the other hand, the Deductive Approach and Inductive Approach have non-significant positive relationships with learners' attitudes. This suggests that the use of deductive and inductive teaching approaches alone may not have a significant impact on learners' attitudes toward the ALS Learning Strands. Overall, the results suggest that a combination of cooperative and integrative teaching approaches may be most effective in promoting positive attitudes among learners toward ALS Learning Strands. However, it is important to note that there may be other factors beyond teaching approaches that could also influence learners' attitudes, such as individual differences and environmental factors.

Therefore, the coefficients for all four teaching approaches are equal to zero, the null hypothesis in the multiple regression analysis was that there is no significant relationship between teaching methods and students' views regarding the ALS Learning Strands. However, based on the significant F-value and p-value, as well as the positive and statistically significant beta values for the cooperative, inductive, and integrative approaches, we reject the null hypothesis and conclude that teaching approaches do have a significant influence on learners' attitudes toward ALS Learning Strands.

Conclusions

Based on the significant findings of the study the following conclusions are drawn:

1. ALS teacher and The Community ALS Implementers (CAI) used an eclectic or combination of the different approaches in the delivery of ALS lessons for maximum learning of the learners.
2. The attitude of the learners towards the ALS learning is highly favorable. They have a very positive viewpoint on how the ALS teachers and Community ALS Implementer (CAI) deliver their instruction and at the same time a very positive attitude towards ALS learning.
3. Cooperative, deductive, inductive, and integrative approaches are significantly associated with the learners' attitude towards the ALS learning. Thus, the null hypothesis was rejected.
4. Cooperative and Integrative approaches are the factors that best influenced the learner's attitude. Therefore, the hypothesis that there is no variable/s singly or in combination influenced learners' attitude was rejected.

Recommendations

Based on the findings of this study, the researcher is able come up with the following recommendations:

1. ALS teachers and Community ALS Implementers (CAI) should continue to use an eclectic or combination of the different approaches in the delivery of ALS lessons to cater to the different learning styles of their learners. This will enhance the learners' engagement and participation in the learning process.
2. It is recommended to continue to promote a positive attitude towards ALS learning among learners. This can be achieved by providing a conducive learning environment, building positive relationships with the learners, and using effective teaching strategies that can foster learners' enthusiasm for learning.
3. It is important to continue to use cooperative, deductive, inductive, and integrative approaches in the delivery of ALS lessons since they have a positive moderate relationship with learners' attitude towards ALS learning. This will help to sustain the learners' positive attitude towards ALS learning and increase their motivation to learn.
4. Since Cooperative and Integrative approaches are the factors that best influenced learners' attitude, it is recommended that ALS teachers and Community ALS Implementers (CAI) prioritize the use of these

approaches in the delivery of ALS lessons. This will help to enhance learners' attitude towards ALS learning and promote better learning outcomes.

5. Future research may be conducted employing other variables and a wider scope to validate or refute the results of this investigation.

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