

ALS TEACHERS' PROFESSIONAL ATTRIBUTES AND SUPERVISORY SKILLS IN RELATION TO ALTERNATIVE LEARNING SYSTEM PERFORMANCE

Jonard Palomaria Borja

*Jonard.borja@deped.gov.ph
Elementary Teacher, Silangan Elementary School, Santa Cruz 4009 Laguna, Philippines*

Abstract

The main purpose of this study is to determine the relationship of ALS teachers' professional attributes and supervisory skills to alternative learning system performance. Independent Variables are professional attributes and supervisory skills. Dependent variables are number of stakeholders, IPCR Results and number of learner's passing rate.

A questionnaire was given to 15 respondents from the selected district in the Division of Laguna. Mean level and Spearman-rho were employed. Descriptive method was used in this study.

In the overall computed data, it revealed that ALS teachers' professional attributes and supervisory skills have significant relationship to the performance of alternative learning system in selected district in the Division of Laguna.

Therefore, the hypothesis stating that the professional attributes and supervisory skills have no significant relationship on the performance of ALS teachers in selected district in the Division of Laguna, **is partially rejected**.

Out of the findings and conclusions, the following recommendations were formulated.

1. ALS Teachers may continue their professional growth by enrolling in graduate school especially those new in the system of alternative school so that ALS teachers can improve their managerial skills.
2. ALS Teachers may seek for more service providers/stakeholders to improve their community learning center (CLC). This may help them to improve learnings of the ALS learners.
3. ALS Teachers may render more time and effort in reviewing the learners who will take Accreditation and Equivalency (A & E) exam to maintain high passing rate for the next consecutive years.
4. ALS Teachers may continue attending seminars and workshops related to Alternative Learning System for professional growth and achievement to wit: a). Content Knowledge, Pedagogy and Andragogy Focusing on Learning Strands in Alternative Learning System, b). Workshop on the Revision of Alternative Learning System Accreditation and Equivalency Modules, c). Division Evaluation of Weekly Learning Log of Alternative Learning System Implementers, d). Workshop on the Finalization of Alternative Learning System Accreditation and Equivalency Modules.
5. ALS Teachers may give more time and efforts in training learners who will join the contest specifically in sports program to wit: a). Division Refresher Course in Coaching and Officiating For ALS Implementers, b). Technical Official in District Meet, Unit Meet, Division Meet, Provincial Meet and Regional Sports Competition.
6. To improve the performance ALS Teachers, the shared governance may continuously support the program of the Alternative Learning System under the Department of Education and it will be done successfully with the unity of parents, ALS teachers, school head and other stakeholders.
7. Future researchers may conduct in depth study to better find out other attributes of ALS program with an objective of improving more its services to the students and community as well.

Keywords: Alternative Learning System, Professional Attributes, Service Provider/Stakeholders, Supervisory Skills, ALS Performance

1. Main Text

Introduction

“While the government has implemented numerous programs to make education more accessible to the youth, more programs need to be done to ensure that Filipino students are able to complete their basic education.” ~ Hon. Alfred Vargas

According to Karel Donk (2013), education is one of the basic needs of life. An individual needs the right education to produce healthy normal human beings who understand the meaning of life and what it demands from them. Education provides us with the knowledge that we need to navigate the world as well as in building the character of a person. Without education, self-esteem of the child gets low and it will result to illiteracy. People who know how to read tend to be more confident than illiterate people. If they have reading challenges *spend a lot of time trying to hide* their low levels of literacy and have the chance to be a good leader in the future.

As stated by Luken, T. (2013), illiteracy is one of the problems of the learner. There are many factors that effect of being illiterate. A child will never get the chance to be educated because of lack of money, no support from the parents, and location of school to the house and the economic status of the family. They will grow without attending formal education and will result to poverty. UNESCO cited that 263 million children globally are not attending formal schooling. This is equivalent to about a quarter of the population of Europe. The total includes 61 million children of primary school age (6-11 years), 60 million of lower secondary school age (12-14 years), and first ever estimate of those of upper secondary school age (15-17 years) set at 143 million.

In the Philippines, there are 6.2 million primary school aged children are not in school. Different factors affect their schoolings such as disasters, lack of teachers, books, school supplies and facilities, poor nutrition and poverty, among others. Some children are also forced to leave school so they can work and support their families. 11.1 % of Filipino children ages 5-14 are engaged in child labor. Meanwhile, some drop out due to early marriage of pregnancy. Among Filipino girls ages 5-19, 9.7% is already married or in union. For children with disabilities, schools are often physically inaccessible or unable to cater to their needs. In fact, only less than 3% of Filipino children with disabilities have access to education.

The Alternative Learning System (ALS) is a program administration held by Department of Education (DepEd) a parallel learning system in the Philippines. It provides a practical option to existing formal education. If one don't have the access the formal education in schools, ALS can be the substitute school to attend. It evolved from the non-formal education that has been conducted by the government of the Philippines. ALS is a modular non-formal education program in the Philippines for out-of-school youth, drop-outs learners in elementary and secondary schools.

The Department of Education has successfully done different ALS programs and projects like Basic Literacy Program (BLP), Accreditation and Equivalency (A&E) for elementary and secondary learners and made it possible with the help and support of their service providers. But like any other organization, ALS teachers have not been spared with problems and challenges. One problematic situation about ALS is the difficulty in recruiting learners owing to indifferences and shyness. Some learners have behavioral problems like absenteeism. Another problem is insufficient fund to sustain the programs and projects of ALS. Laguna province has many ALS training centers. One of the big offices is located in San Pedro City, the other one is in Santa Rosa City. Closest DepEd ALS training center in Santa Cruz can be found in Los Baños, Laguna wherein students can easily adopt learning and get trained well by the mobile teachers.

Santa Cruz, Magdalena, Majayjay, Nagcarlan, Rizal and Liliw are the districts belongs to Unit III in the Division of Laguna. Each district has District ALS Coordinator (DALSC), 1 or more mobile teachers and Instructional Managers who are tasked to be a teacher in the barangay an ALS teacher is assigned. There are two major programs on ALS that are being implemented by the Department of Education, through Bureau of Alternative Learning System (BALS).

One is the Basic Literacy Program and the other is the Continuing Education Program –Accreditation and Equivalency (A and E). Both programs are modular and flexible. This means that learning can take place anytime and anyplace, depending on the convenience and availability of the prospective leaners.

In the recent report from Santa Cruz district office, there are more than 1000 ALS students enrolled in Santa Cruz. That includes out-of-school youth, drop-outs from different schools and detainees inside Laguna Provincial Jail.

Background of the Study

ALS offers a solid partnership between the government and the ALS providers that reach the target population of out-of-school youth. The ALS program allows local organization to lug into an already developed system with ready to use tools to serve the community.

ALS provides an opportunity for partnering organizations to reintroduce out-of-school youth into the formal education system and provide a stepping stone into future vocational training. 102

The Philippine Constitution also indicated that the Department of Education should provide free elementary and secondary education to all Filipinos. It has a mission to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education.

The following are the supporting legal basis about Alternative Learning System in the Philippines: 1). Republic Act 9155: The Governance Act of Basic Education - On June 6, 2001, the Philippine Congress passed a law that defined the governance of basic education. Among many of its provisions, this law recognized the ALS as a complement of formal education and a major component of basic education with a clearly defined role within the over-all educational goals. Moreover, this law operationally defined these terms: Non-formal Education, Informal Education, Alternative Learning System, and Basic Education. 2). Executive Order No. 356: Renaming the Bureau of Non-Formal Education (BNFE) to Bureau of Alternative Learning System (BALS).- On September 13, 2004, the office of the President of the Republic of the Philippines renamed the DepEd's Bureau of Non-Formal Education to Bureau of Alternative Learning System (BALS) through this Executive Order signed by Her Excellency, President Gloria Macapagal-Arroyo. 3). Education for All (EFA) plan by 2015 - In 2004, the Philippine government once again committed to participate in the global campaign for Education for All by the year 2015.

In this plan, one of the major goals is transforming all non-formal and informal education interventions into an ALS to yield more EFA benefits. This means that the goal is to have in place a credible ALS that shall increase functional literacy among the marginalized groups of learners.

The professional skills of every ALS teacher have something to do with how he professionally manages one community. Consequently, the ALS teachers' qualities and behavior determines to a large degree how he performs as a teacher. ALS teachers must possess various professional skills in order to achieve their goals of making their pupils performance achieve.

The managerial skills of ALS teachers, derived from their personal status and work environment is very important in fulfilling tasks and responsibilities.

These ALS teachers have contacts with the ALS pupils and they are very responsible for the implementation of rules and execution of subjects to be taught. ALS teachers in selected district in the Division of Laguna are believed to facilitate conditions for effective teaching and inspiring pupils.

Their management greatly affects the performance of the pupils that is influenced by the managerial competence through their dedicated services. These serve as an impetus for the administration in DepEd in particular that through this study may shed light for the ALS teachers to serve as guide for the improvement, restructuring and refocusing of in-service training programs to further enhance their supervisory skills needed in the field and to be aware of the impact of this program to the learners in their future.

Theoretical Framework

The researcher theorizes that essential supervisory skills could help much in the improvement of the ALS teachers' performance since managing is one of the most important human activities. The study was anchored on the following theories: Dubble Kahn and Pendleton's Global Networks of Alternative Schools, Gribble's Free or Democratic Schools and Raywid's Alternative Education: A Fragmented Landscape.

Dubble Kahn and Pendleton (1999) pursue an educational philosophy and methodology, characterized by a special set of didactic materials, multi-age classrooms, student-chosen work in longer time blocks, a collaborative environment with student mentors, absence of testing and grades, and individual and small group instruction in academic and social skills. The programme name is not copyrighted and many mainstream schools across the world have now adopted parts of the Montessori methodology. Most schools entirely built on the Montessori methodology and philosophies are, however, organized in international and national networks such as the International Montessori Council or the American Montessori Society.

Gribble (1998) organized around the principles of autonomy and democracy and served as a model for many subsequent democratic schools. About 100 schools around the world describe themselves as "free" or "democratic" schools. Since 1993, free schools have formed a loose network. While official rules about the organizational principles of democratic or free schools would contradict the schools' independent spirit, they share many common characteristics: decisions about the school are taken by a self-governing school body, in which each student and each teacher has one vote in a majority voting system.

Raywid (1998) mentions of lacking a precise meaning, the term "alternative education" describes different approaches to teaching and learning other than state-provided mainstream education, usually in the form of public or private schools with a special, often innovative curriculum and a flexible programme of study which is based to a large extent on the individual student's interests and needs. Although in its broadest sense, the term "alternative education" covers all educational activities that fall outside the traditional school system (including special programs for school dropouts and gifted students, home schooling, etc.) this paper focuses on models of schooling that have paved the way for alternatives to mainstream school systems provided by the State.

Attempts by the state to provide a common, culturally unifying education for all children have provoked the response of 103 educators, parents and students who have declined to participate in these systems. Their reasons are manifold, and the forms of schooling (and non-schooling) they designed are equally diverse. Mrududu and Thiel-Burgess (2012) assert that constructivism is a very wide approach for pupils' level of understanding and to show that comprehension can add and transform to a higher level of thinking. The theories are significant to the present study in the sense that all ALS teachers have goals and objectives and follow the programs of Alternative Learning System for the improvement and be very beneficial to all ALS learners.

Statement of the Problem

The study aims to determine ALS teachers' professional attributes, and supervisory skills to performance of Alternative Learning System educators in selected district in the Division of Laguna for the school year 2018-2019.

Specifically, it sought answers to the following sub problems:

1. What is the mean level of professional attributes of ALS teacher in terms of:
 - 1.1 Area of Specialization;
 - 1.2 Commitment;
 - 1.3 Educational Attainment; and
 - 1.4 Seminars/Workshop Attended?
2. What is the level of supervisory skills of all ALS teachers in terms of:
 - 2.1 Communication;
 - 2.2 Conflict Resolution;
 - 2.3 Interpersonal Skills;
 - 2.4 Leadership; and
 - 2.5 Time and Priority Management?
3. What is the level of performance of ALS teacher based on:
 - 3.1 IPCR Results;
 - 3.2 Number of learners passing rate under the ALS teachers' supervision; and
 - 3.3 Number of Stakeholders?
4. Do ALS teachers' professional attributes and supervisory skills have significant relationship to their performance as ALS facilitators?

Research Methodology

This chapter presents the discussion of the method used in this study, the description of the instrument needed in data gathering as well as the population and sampling procedure.

Research Design

This study utilized the descriptive survey method research. According to Best (1986) descriptive research involves description, analysis and interpretation of conditions that exist. It also includes some types of comparison, contrast and attempt to discover relationship between existing non-manipulative variables.

It is concerned with conditions that are held, processes that are going on or trends that are developed. He also pointed out that the survey method gathers data from relatively large number of cases at a particular time. It defines problems and objectives. This type of study requires expert and careful analysis of data.

As defined by Sevilla et al. (2004) descriptive research described the nature of situation as it exists at the time of the study. It involves collection of data in order to answer question concerning the current states of the subject of the study. The strength of the current of the descriptive study lies in describing the status of phenomena as well as identifying relationship between and among the variables.

According to Sanchez (1986), the descriptive survey is the general procedure employed in the studies whose chief behavior is to perform their job well.

This study sought to find out the professional attributes and supervisory skills of ALS teachers such as communication, conflict resolution, leadership, critical thinking, interpersonal skills and priority and time management their relationship on the level of performance to the number of stakeholders, IPCR results and number of learners passing rate under ALS teachers' supervision.

The respondents for this study comprised of 15 ALS teachers in the selected district in the Division of Laguna.

Table 1. The Population of the Respondents in selected District in the Division of Laguna

	District A	District B	District C	District D	District E	District F
District ALS Coordinator (DALSC)	1	1	1	1	1	1
Mobile Teachers	2	2	1	1	1	2

Research Procedure

Upon the approval of the research topic, the researcher conducted library and online research to establish a deep understanding as to the research problem. Then they wrote the proposal and presented it to the defense panel for approval.

Once approved, the researcher formulated the instrument that contain questions which answered the main objective of this study. As the questionnaire was done, the researcher first followed the following steps prior to actual data gathering:

First, the questionnaire underwent content validation and the reliability coefficient was sought. In the letter of approval, the researcher introduced himself and gave adequate explanation of the main objectives of their study. Meanwhile, revisions were made on the questionnaire. Upon establishing the validity and reliability of the instrument, it was ready for the administration.

Moreover, the data into this research were composed by means of survey. The researcher asked the help of Dr. John Paulo D. Nequinto, EPS-II of ALS in the Division of Laguna to send the soft copy of the questionnaire to the 15 ALS teachers, print their own copy for them to have time answering the questions. They were instructed as to how they are going to respond on the items in the questionnaire.

On the following day, the researcher went to the selected district in the Division of Laguna to collect the data personally to all his respondents. The researcher tallied the data gathered and the statistician was then consulted for the treatment, analysis and interpretation of data.

Research Instrument

The researcher constructed questionnaire to elicit data needed for the problem raised in this study. The questionnaire consisted of three parts. The first part covers the professional attributes such as area of specialization, educational attainment, seminar and workshops attended and how they are really committed as a mentor of non-formal education. The second part measures the supervisory of ALS teacher such as communication, conflict resolution, leadership, critical thinking, interpersonal skills and time and priority management. The third part covers number of stakeholders, IPCR results, and number of learners passing rate under ALS teachers' supervision.

Statistical Treatment of Data

This study used the following statistical tools:

Percentage - This was used to describe the population of the study and to describe the respondents in terms of personal profile to determine the frequency of responses to a given indicator.

The Likert scale was utilized in rating each item with the following scale of interpretation.

Rating	Interpretation
5	Highly Evident
4	Evident
3	Moderately Evident
2	Slightly Evident
1	Not Evident

Weighted Average Mean - this was used also to determine the weighted mean or grand mean of two or more groups. This was also used to determine the central tendency of the respondents' perception. To obtain the weighted mean, the sum of the measures for each group was computed and then added before dividing the sum by the total number of cases.

Standard Deviation - was used to measure the variability of the group's respondents.

Spearman-rho - this measures the strength and direction of monotonic association between ALS teachers' professional attributes and supervisory skills in relation to its performance.

Results and Discussion

This chapter presents the data gathered on the ALS teachers' professional attributes and supervisory skills in relation to ALS performance.

Professional Attributes of ALS Teachers

The professional attributes of the ALS teachers are presented in Table 2. The professional attributes covered the ALS teachers' area of specialization, highest educational attainment, seminars / workshops attended for the last three years, and number of years in service as ALS Facilitator.

Table 2 shows the frequency and percentage distribution of the Professional Attributes of ALS Teachers.

Table 2
. Frequency and Percentage Distribution of the Professional Attributes of ALS Teachers

Professional Attributes	Frequency	Percentage
<i>Area of Specialization</i>		
English	1	6.67%
Mathematics	2	13.33%
Science	0	0.00%
Filipino	2	13.33%
MAPEH	0	0.00%
TLE	2	13.33%
Values Education	0	0.00%
Social Studies	2	13.33%
General Education	5	33.33%
Others	1	6.67%
<i>Educational Attainment</i>		
Bachelor's Degree	6	40.00%
BS with MA units	7	46.67%
Master's Degree	2	13.33%
MA with units in doctorate	0	0.00%
Doctorate Degree	0	0.00%
<i>Seminars Attended (last 3 years)</i>		
1 to 5	7	46.67%
6 to 10	3	20.00%
11 to 15	5	33.33%
16 to 20	1	6.67%
21 & above	0	0.00%
<i>Years of Service as ALS Facilitator</i>		
0 to 3		
4 to 6	8	53.33%
7 to 10	1	6.67%
11 to 15	3	20.00%
16 to 20	2	13.33%

Five of the ALS teachers indicated that they specialized in General Education (33.33%); two of them in Mathematics, Filipino, TLE, or Social Studies (13.33%); while one of them with English as field of specialization (6.67%). This means that being an ALS teacher do not require a specific field. They can handle ALS learners as long as they were graduates of Bachelor's degree.

Seven of the ALS teachers indicated that they finished BS with MA units (46.67%); six of them finished Bachelor's Degree (40.00%); two of them have Master's Degree (13.33%) and none of them took up MA with units in doctorate and doctorate degree. This shows that being an ALS teacher needs college degree before teaching and some of them are giving time to take MA units or Master's Degree for their continuous growth and development.

Seven ALS teachers attended one to five seminars (46.67%); three teachers attended six to 10 seminars (20.00%), five teachers attended eleven to fifteen seminars (33.33%) and only one teacher attended sixteen to twenty seminars (6.67%). None of them attended twenty- one and above seminars. In this result, it shows that ALS teachers are actively attending seminars to develop their performance as an educator.

Eight ALS teachers are rendering four to six years of service as ALS facilitator (53.33%); only one teacher is working as facilitator for seven to ten years of service (6.67%); three teachers are presently teaching ALS for eleven to fifteen years (20.00%); and two teachers are now sixteen to twenty years as ALS facilitator (13.33%). None of them is a beginner and newly hired teacher. It indicated that ALS teachers have some experiences being a facilitator in their field.

Supervisory Skills of the ALS Teachers

The supervisory skills of the ALS teachers pertain to communication, conflict resolution, leadership, interpersonal and time and priority management skills.

Table 3 presents the supervisory skills of the ALS Teachers as to Communication.

Table 3. Supervisory Skills of the ALS Teachers as to Communication

Indicators	Mean	S.D.	V. I.
Encourages ALS co-worker as partners in the system.	4.73	0.458	HE
Accepts criticisms positively and works hard for improvement of supervising ALS learners.	4.80	0.414	HE
Shows sensitivity to professional needs of ALS co-worker.	4.47	0.639	HE
Provides consultation time to listen to ALS co-worker and inspires them to be better.	4.53	0.639	HE
Communicates with struggling ALS teacher with respect.	4.60	0.632	HE
Overall Mean	4.63	Highly Evident	

Legend:

- 4.20 – 5.00 *Highly Evident (HE)*
- 3.40 – 4.19 *Evident (E)*
- 2.60 – 3.39 *Moderately Evident (ME)*
- 1.80 – 2.59 *Slightly Evident (SE)*
- 1.00 – 1.79 *Not Evident (NE)*

Results showed that it was *highly evident* that the ALS teachers treated co-workers as part of the system ($M=4.73$, $SD=0.458$) and that they accepted criticisms for the benefit of the ALS learners ($M=4.80$, $SD=0.414$). The ALS teachers were sensitive to the professional needs of co-workers ($M=4.47$, $SD=0.639$), listened to their needs ($M=4.53$, $SD=0.639$), and communicated with struggling ones with respect ($M=4.60$, $SD=0.632$). The overall mean indicated that it was *highly evident* that the ALS teachers served as inspiration to their co-workers and use effective means of communication for the improvement of the learners.

According to Lemay (2007), it is important to have good communication in the workplace, which led to the increasing desire to teach others about its benefits. In every workplace, good social skills with other workers can help the company achieve its goals.

Table 4 shows the supervisory skills of the ALS Teachers as to Conflict Resolution.

Table 4. Supervisory Skills of the ALS Teachers as to Conflict Resolution

107

Indicators	Mean	S.D.	V. I.
I try to negotiate and adopt a “give-and-take” approach to problem situations with the ALS learners.	4.60	0.507	HE
I explore issues with other ALS facilitators to find solutions for the welfare of ALS learners.	4.40	0.507	HE
I try to accommodate the request of my ALS co-workers.	4.40	0.632	HE
I avoid hard feelings by keeping the disagreements with my ALS co-teacher.	4.33	0.488	HE
I try to see conflicts from both sides in a positive way.	4.60	0.507	HE
Overall Mean	4.47	Highly Evident	

Legend:

- 4.20 – 5.00 *Highly Evident (HE)*
 3.40 – 4.19 *Evident (E)*
 2.60 – 3.39 *Moderately Evident (ME)*
 1.80 – 2.59 *Slightly Evident (SE)*
 1.00 – 1.79 *Not Evident (NE)*

Results showed that it was highly evident that the ALS teachers try to negotiate and adopt a “give and take” approach to problem situations with the ALS learners ($M = 4.60$, $SD = 0.507$) and they explore issues with other ALS facilitators to find solutions for the welfare of the ALS learners ($M = 4.40$, $SD = 0.507$). They try to accommodate the request of their ALS co-workers ($M = 4.40$, $SD = 0.632$), avoid hard feelings by keeping disagreements with ALS co-workers ($M = 4.33$, $SD = 0.488$) and try to see conflicts from both sides in a positive way ($M = 4.60$, $SD = 0.507$).

The overall mean of 4.47 indicated that it was highly evident that the ALS teachers maintain good relationship with their co-workers and avoid any kind of conflicts on their job and collaboratively solving problems. They also need to maintain to be supportive and fair to their co-workers in both good and bad times. (Kuhar, 2013).

According to Fineman (2008), to avoid conflicts in your co-workers, you need to control emotional behavior such as anger, fear, sadness and envy. Bad social behavior can also affect the respect and identity as a worker.

Table 5 shows the supervisory skills of ALS Teachers as to Leadership

Table 5. Supervisory Skills of the ALS Teachers as to Leadership

Indicators	Mean	S.D.	V. I.
Provides equal opportunities for students to attend in different activities of ALS.	4.47	0.516	HE
Offers interesting and challenging work for ALS learners.	4.40	0.507	HE
Provides a feeling of being “in” on things among other ALS facilitators.	4.53	0.516	HE
Shares and influences others on what to do in achieving the objectives of ALS.	4.53	0.639	HE
Orients/helps new ALS facilitator about the new development in ALS.	4.53	0.516	HE
Overall Mean	4.49	Highly Evident	

Legend:

- 4.20 – 5.00 *Highly Evident (HE)*
 3.40 – 4.19 *Evident (E)*
 2.60 – 3.39 *Moderately Evident (ME)*
 1.80 – 2.59 *Slightly Evident (SE)*
 1.00 – 1.79 *Not Evident (NE)*

Results showed that it was highly evident that ALS provides equal opportunities for students to attend in different activities ($M = 4.47$, $SD = 0.516$), offers interesting and challenging work for ALS learners ($M = 4.40$, $SD = 0.507$) and provides a feeling of being “in” on things among other ALS facilitators ($M = 4.53$, $SD = 0.516$). They share and influences others on what to

do in achieving the objectives of ALS ($M = 4.53$, $SD = 0.639$) and orients/helps new ALS facilitator about the new development 108 in ALS ($M = 4.53$, $SD = 0.516$). The overall mean of 4.49 indicated that it was highly evident that ALS teachers are doing their best to give good education and programs to learners. Achieving objectives of ALS can benefit both the learners and teachers.

Table 6 shows the supervisory skills of ALS teachers as to interpersonal skills.

Table 6. Supervisory Skills of the ALS Teachers as to Interpersonal Skills

Indicators	Mean	S.D.	V. I.
I enjoy good and healthy relationship with my ALS co-workers.	4.87	0.352	HE
I am friendly and responsive to the needs of my ALS co-worker.	4.87	0.352	HE
I extend my full cooperation to show support to my ALS co-workers.	4.87	0.352	HE
I share ideas and opinions about the best approach to be used in discussing topics.	4.87	0.352	HE
I treat the stories of ALS facilitators and learners as an inspiration to be used in promoting ALS.	4.93	0.258	HE
Overall Mean	4.88	Highly Evident	

Legend:

- 4.20 – 5.00 Highly Evident (HE)
- 3.40 – 4.19 Evident (E)
- 2.60 – 3.39 Moderately Evident (ME)
- 1.80 – 2.59 Slightly Evident (SE)
- 1.00 – 1.79 Not Evident (NE)

Meanwhile, Table 6 shows that it was highly evident that ALS teachers enjoy good and healthy relationship with co-workers ($M = 4.87$, $SD = 0.352$), they are friendly and responsive to the needs of their co-workers ($M = 4.87$, $SD = 0.352$) and they extend their full cooperation to show support to co-workers ($M = 4.87$, $SD = 0.352$).

They share ideas and opinions about the best approach to be used in discussing topics ($M = 4.87$, $SD = 0.352$) and treats the stories of facilitators and learners as an inspiration to promote ALS ($M = 4.93$, $SD = 0.258$).

The overall mean of 4.88 indicated that it was highly evident that ALS teachers are interacting with their co-workers in a good way. They are giving ideas and tips to each other for their continuous growth.

Sommers (2008) states that great interpersonal skills are referring to equal personalities given to co-workers, accepting each ideas coming from different co-workers is showing them respect and listening is one of the keys to do this.

Table 7 shows the supervisory skills of ALS teachers as to time and priority management.

Table 7. Supervisory Skills of the ALS Teachers as to Time and Priority Management

Indicators	Mean	S.D.	V. I.
Plans projects and programs of ALS not only for the present but for the future as well.	4.53	0.639	HE
Shows a desire to meet the needs of the ALS learners on time.	4.60	0.632	HE
Gives relevant and timely feedback on the performance of the ALS learners.	4.47	0.639	HE
Organizes class session of ALS learners with flexibility.	4.67	0.488	HE
Makes decisions about what is most important for the current and next batch of ALS learners.	4.73	0.458	HE
Overall Mean	4.60	Highly Evident	

Legend:

- 4.20 – 5.00 Highly Evident (HE)
- 3.40 – 4.19 Evident (E)
- 2.60 – 3.39 Moderately Evident (ME)
- 1.80 – 2.59 Slightly Evident (SE)
- 1.00 – 1.79 Not Evident (NE)

Results showed that it was highly evident that ALS teachers plan projects and programs of ALS not only for the present 109 but for the future as well ($M= 4.53$, $SD= 0.639$), shows desire to meet the needs of the ALS learners on time ($M= 4.60$, $SD= 0.632$) and gives relevant and timely feedback on the performance of their learners ($M= 4.47$, $SD= 0.639$).

They organizes class sessions of ALS learners with flexibility ($M= 4.67$, $SD= 0.488$) and makes decisions about what is most important for the current and next batch of ALS ($M= 4.73$, $SD= 0.458$). The overall mean of 4.60 indicated that it was highly evident that ALS teachers can use their time productively. They are planning for the future needs of their learners to give them the suited learning for them. They use their time productively.

Forsyth (2008) mentions that time management can help the workers submit needed reports on time. Some workers feel stressed thinking about the deadlines of every reports they need to give. Managing time effectively is helpful to organization meeting their objectives.

Level of Performance of the ALS Teachers

The level of performance of the ALS teachers was measured by the number of stakeholders, IPCR results, and the passing rate for the last three years. Their performances can be the basis of their strength and weaknesses as an ALS teacher.

Just like in a formal teaching, ALS teachers are using also IPCR to measure their performance for the whole school year. The passing rate is based on the result of the Accreditation & Equivalency (A&E).

Table 8 shows the level of performance of the ALS Teachers as to the number of stakeholders.

Table 8. Level of Performance of the ALS Teachers as to the Number of Stakeholders

Lowest	Highest	Mean	Std. Dev.	Remarks
1.00	20.00	6.20	5.31	Outstanding

Legend:

17.00 – 20.00 Outstanding
 13.00- 16.00 Very Satisfactory
 9.00-12.00 Satisfactory
 5.00-8.00 Unsatisfactory
 Below 4.00 Poor

The table shows the level of performance of the ALS Teachers as to the number of stakeholders. The results showed that ALS teachers could handle large number of stakeholders that is “Outstanding”, with mean of 6.20 ($SD= 5.31$). Gomez (2002), partnership with the stakeholders is required for the implementation of school programs. It also increases the student achievement.

Table 9 shows the level of performance of the ALS Teachers as to the IPCR Results.

Table 9. Level of Performance of the ALS Teachers as to the IPCR Results

School Year	Lowest	Highest	Mean	Std. Dev.	Remarks
2017 – 2018	3.80	4.48	4.10	0.210	Very Satisfactory
2016 – 2017	3.37	4.28	3.93	0.240	Very Satisfactory
2015 – 2016	3.70	4.01	3.86	0.120	Very Satisfactory

Legend:

4.500 – 5.000 Outstanding
 3.500 – 4.499 Very Satisfactory
 2.500 – 3.499 Satisfactory
 1.500 – 2.499 Unsatisfactory
 Below 1.499 Poor

This table shows the level of performance of ALS Teachers as to the IPCR results. School year 2015-2016 has mean of 3.86 ($SD= 0.120$), 2016-2017 has a mean of 3.93 ($SD= 0.240$) and 2017-2018 has a mean of 4.10 ($SD= 0.210$). The results of IPCR were “Very Satisfactory” from school year 2015-2018. Based on the result, ALS Teachers can maintain their good performance for three consecutive years.

According to Stigler (2003), to have a good performance at work, workers should not copy the old techniques on achieving goals. Educators should think of other new strategies in teaching to get good performance in education.

Table 10 shows the level of performance of the ALS Teachers as to the Passing Rate for the last Three Years.

Table 10. Level of Performance of the ALS Teachers as to the Passing Rate for the last Three Years

110

School Year	Lowest	Highest	Mean	Std. Dev.	Remarks
2017 – 2018	11.0%	75.16%	35.85%	6.78	Very Satisfactory
2016 – 2017	1.00%	65.32%	30.33%	4.04	Very Satisfactory
2015 – 2016	4.00%	67.1%	30.21%	9.01	Very Satisfactory

Legend:

81.00 – 100.00 Outstanding
 61.00 – 80.00 Very Satisfactory
 41.00 – 60.00 Satisfactory
 21.00 – 40.00 Unsatisfactory
 Below 20.00 Poor

The table shows the level of performance of ALS Teachers as to the passing rate for the last three years. School year 2015-2016 has a mean of 30.21% ($SD=9.01$), 2016-2017 has a mean of 30.33% ($SD= 4.04$) and 2017-2018 has a mean of 35.85% ($SD= 6.78$). The ALS Teachers' Passing Rate were "Very Satisfactory" from the year 2015-2018. Based on the result, ALS teachers achieved high passing rate for three consecutive years. Laroque (2012), believed that teachers can change the school conditions particularly on the performance of their pupils. Problems of learners can also affect the high passing rate of schools. Teachers have big role on this matter.

Table 11 shows the relationship between the ALS Teachers' Professional Attributes and their Level of Performance.

Table 11. Relationship between the ALS Teachers' Professional Attributes and their Level of Performance

Professional Attributes	Number of stakeholders			IPCR Results			Passing Rate		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Area of Specialization	0.018	0.254	NS	0.495	0.042	S	0.524	0.027	S
Educational Attainment	0.014	0.341	NS	0.667	0.631	NS	0.148	0.094	NS
Seminars Attended	0.013	0.352	NS	0.245	0.085	NS	0.126	0.110	NS
Length of Service	0.212	0.022	S	0.489	0.043	S	0.063	0.825	NS

The level of performance of the ALS teachers in terms of the number of stakeholders had *positive* and *significant* correlations with their professional attributes as length of service ($r=0.212$, $p=0.022$). This means that the longer the ALS teachers served as facilitators the more they can entice beneficiaries. ALS teachers rendering more years of service can have good partnership with their stakeholders. Harnish, (2012) states that when the teachers have good professional attributes, the performance of school is safe. This is one of the factors why other schools are getting high percentage of performance.

It was also observed that the level of performance of the ALS teachers in terms of their IPCR results had *positive* and *significant* correlations with their professional attributes as area of specialization ($r=0.495$, $p=0.042$) and length of service ($r=0.489$, $p=0.043$). It shows that ALS teachers can have good performance because their area of specialization was related to their job as an educator. Also, their years in service can help them improve their performance because of the experiences.

In terms of the passing rate as indicator of the ALS teachers' performance, it was found that *positive* and *significant* was established on their area of specialization ($r=0.524$, $p=0.027$). This means that ALS teachers know the needs of their learners to help them pass. This shows that ALS teachers are effective teachers in handling their learners that can help them perform better not only for themselves but also for the betterment of the learners.

Struck an Little (2003), state that teachers at risk need to have trainings regarding the improvement of their performance. Teachers should know the needs of their students for their improvement.

Table 12 shows the relationship between the ALS Teachers' Supervisory Skills and their Level of Performance.

Table 12. Relationship between the ALS Teachers' Supervisory Skills and their Level of Performance

Supervisory Skills	Number of stakeholders			IPCR Results			Passing Rate		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Communication	0.313	0.078	NS	0.469	0.050	S	0.498	0.049	S
Conflict Resolution	0.492	0.050	S	0.335	0.073	NS	0.259	0.094	NS
Leadership	0.523	0.047	S	0.317	0.077	NS	0.478	0.050	S
Interpersonal	0.512	0.048	S	0.476	0.050	S	0.394	0.062	NS
Time and Priority Mgt	0.189	0.129	NS	0.479	0.050	S	0.520	0.047	S

The table shows the relationship between the ALS Teachers' Supervisory Skills and their level of performance in terms of communication, conflict resolution, leadership, interpersonal and time and priority management. The number of stakeholders had positive and significant correlations with their supervisory skills as conflict resolution ($r= 0.492$, $p= 0.050$), leadership ($r= 0.523$, $p= 0.047$) and interpersonal ($r= 0.512$, $p= 0.048$). This means that good interaction with the stakeholders can help them give solutions to conflicts between ALS learners and facilitators, let them know how to meet their goals and objectives and be a good co- worker in their field.

It also shows that the IPCR results had positive and significant correlations with their supervisory skills as communication ($r= 0.469$, $p= 0.050$), interpersonal ($r= 0.476$, $p= 0.050$) and time and priority management ($r= 0.479$, $p= 0.050$). This means that having a good communication to ALS co- workers can help them meet their good performance results. It is also important that each of them know how to do their task equally and help each other in doing their responsibilities. By setting the goals, time management is needed in doing all activities on time. It also shows that the passing rate had positive and significant correlations with their supervisory skills as communication ($r= 0.498$, $p= 0.049$), leadership ($r= 0.478$, $p= 0.050$) and time and priority management ($r= 0.520$, $p= 0.047$). This means that having good communication with the ALS co-workers and learners, orients learners in achieving their goals and time management on when to do the activities can help the ALS teachers to have high passing rate of learners.

Mosley (2008), states that coaching or supervising is a big help to your co-workers and students to achieve the goals and improve each other's weaknesses.

Summary of Findings

Based on the statistical treatment of results, the following findings were revealed.

1. Mean Level of the Professional Attributes of ALS Teachers

Five of the ALS teachers indicated that they specialized in General Education (33.33%); two of them in Mathematics, Filipino, TLE, or Social Studies (13.33%); while one of them with English as field of specialization (6.67%). This means that being an ALS teacher do not require a specific field. They can handle ALS learners as long as they were graduates of Bachelor's degree.

Seven of the ALS teachers indicated that they finished BS with MA units (46.67%); six of them finished Bachelor's Degree (40.00%); two of them have Master's Degree (13.33%) and none of them took up MA with units in doctorate and doctorate degree. This shows that being an ALS teacher needs college degree before teaching and some of them are giving time to take MA units or Master's Degree for their continuous growth and development.

Seven ALS teachers attended one to five seminars (46.67%); three teachers attended six to 10 seminars (20.00%), five teachers attended eleven to fifteen seminars (33.33%) and only one teacher had sixteen to twenty seminars (6.67%) attendance to seminars. None of them attended twenty- one and above seminars. In this result, it only shows that ALS teachers are actively attending seminars to develop their performance as an educator. Eight ALS teachers render four to six years of service as ALS facilitator (53.33%); only one teacher works as facilitator for seven to ten years of service (6.67%); three teachers are presently teaching ALS for eleven to fifteen years (20.00%); and two teachers are now sixteen to twenty years as ALS facilitator (13.33%). None of them is a beginner and newly hired teacher. It indicated that ALS teachers have experiences being facilitators in their field.

2. Level of Supervisory Skills of all ALS Teachers

It was *highly evident* that the ALS teachers treated co-workers as part of the system ($M=4.73$, $SD=0.458$) and that they accepted criticisms for the benefit of the ALS learners ($M=4.80$, $SD=0.414$). ALS teachers were sensitive to the professional needs

of co-workers ($M=4.47$, $SD=0.639$), listened to their needs ($M=4.53$, $SD=0.639$), and communicated with struggling ones with respect ($M=4.60$, $SD=0.632$).

It was found out that it is highly evident that the ALS teachers try to negotiate and adopt a “give and take” approach to problem situations with the ALS learners ($M= 4.60$, $SD= 0.507$) and they explore issues with other ALS facilitators to find solutions for the welfare of the ALS learners ($M= 4.40$, $SD= 0.507$). They try to accommodate the request of their ALS co-workers ($M= 4.40$, $SD= 0.632$), avoid hard feelings by keeping disagreements with ALS co-workers ($M= 4.33$, $SD= 0.488$) and try to resolve? Conflicts from both sides in a positive way ($M= 4.60$, $SD= 0.507$).

ALS provides equal opportunities for students to attend in different activities ($M= 4.47$, $SD= 0.516$), offers interesting and challenging work for ALS learners ($M= 4.40$, $SD= 0.507$) and provides a feeling of being “in” on things among other ALS facilitators ($M= 4.53$, $SD= 0.516$) which is highly evident. They shares and influences others on what to do in achieving the objectives of ALS ($M= 4.53$, $SD= 0.639$) and orients/helps new ALS facilitator about the new development in ALS ($M= 4.53$, $SD= 0.516$).

The findings also show that ALS teachers enjoy good and healthy relationship with co- workers ($M= 4.87$, $SD= 0.352$), they are friendly and responsive to the needs of their co-workers ($M= 4.87$, $SD= 0.352$) and they extend their full cooperation to show support to co-workers ($M= 4.87$, $SD= 0.352$). They shares ideas and opinions about the best approach to be used in discussing topics ($M= 4.87$, $SD= 0.352$) and treats the stories of facilitators and learners as an inspiration to promote ALS ($M= 4.93$, $SD= 0.258$).

ALS teachers plan projects and programs of ALS not only for the present but for the future as well ($M= 4.53$, $SD= 0.639$), shows desire to meet the needs of the ALS learners on time ($M= 4.60$, $SD= 0.632$) and gives relevant and timely feedback on the performance of their learners ($M= 4.47$, $SD= 0.639$). They organizes class sessions of ALS learners with flexibility ($M= 4.67$, $SD= 0.488$) and makes decisions about what is most important for the current and next batch of ALS ($M= 4.73$, $SD= 0.458$).

3. Level of Performance of the ALS Teachers

The level of performance of the ALS Teachers as to the number of stakeholders. The results showed that ALS teachers could handle large number of stakeholders that is “Outstanding”, with mean of 6.20 ($SD= 5.31$).

The level of performance of ALS Teachers as to the IPCR results. School year 2015-2016 has mean of 3.86 ($SD= 0.120$), 2016-2017 has a mean of 3.93 ($SD= 0.240$) and 2017-2018 has a mean of 4.10 ($SD= 0.210$). The results of IPCR were “Very Satisfactory” from school year 2015-2018. Based on the result, ALS Teachers can maintain their good performance for three consecutive years.

The level of performance of ALS Teachers as to the passing rate for the last three years. School year 2015-2016 has a mean of 30.21% ($SD=9.01$), 2016-2017 has a mean of 30.33% ($SD= 4.04$) and 2017-2018 has a mean of 35.85% ($SD= 6.78$). The ALS Teachers’ Passing Rate were “Very Satisfactory” from the year 2015-2018. Based on the result, ALS teachers achieved high passing rate for three consecutive years.

4. Relationship between the ALS Teachers’ Professional Attributes and their Level of Performance

The level of performance of the ALS teachers in terms of the number of stakeholders had *positive* and *significant* correlations with their professional attributes as length of service ($r=0.212$, $p=0.022$). This means that the longer the ALS teachers served as facilitators the more they can entice beneficiaries. ALS teachers rendering more years of service can have good partnership with their stakeholders.

It was also observed that the level of performance of the ALS teachers in terms of their IPCR results had *positive* and *significant* correlations with their professional attributes as area of specialization ($r=0.495$, $p=0.042$) and length of service ($r=0.489$, $p=0.043$). It shows that ALS teachers can have good performance because their area of specialization was related to their job as an educator. Also, their years in service can help them improve their performance because of the experiences.

In terms of the passing rate as indicator of the ALS teachers’ performance, it was found that *positive* and *significant* was established on their area of specialization ($r=0.524$, $p=0.027$). This means that ALS teachers know the needs of their learners to help them pass.

Conclusion

From the foregoing results it is therefore concluded that:

ALS teachers’ professional attributes and supervisory skills have significant relationship to the performance of alternative learning system in selected district in the Division of Laguna.

The hypothesis stating that the professional attributes and supervisory skills have no significant relationship on the performance of ALS teachers in selected district in the Division of Laguna, **is partially rejected**.

Out of the findings and conclusions, the following recommendations were formulated:

1. ALS Teachers may continue their professional growth by enrolling in graduate school especially those new in the system of alternative school so that ALS teachers can improve their managerial skills.

2. ALS Teachers may seek for more service providers/stakeholders to improve their community learning center (CLC). This may help them to improve learnings of the ALS learners.

3. ALS Teachers may render more time and effort in reviewing the learners who will take Accreditation and Equivalency (A & E) exam to maintain high passing rate for the next consecutive years.

4. ALS Teachers can continue attending seminars and workshops related to Alternative Learning System for professional growth and achievement to wit: a). Content Knowledge, Pedagogy and Andragogy Focusing on Learning Strands in Alternative Learning System, b). Workshop on the Revision of Alternative Learning System Accreditation and Equivalency Modules, c). Division Evaluation of Weekly Learning Log of Alternative Learning System Implementers, d). Workshop on the Finalization of Alternative Learning System Accreditation and Equivalency Modules.

5. ALS Teachers may give more time and efforts in training learners who will join the contest specifically in sports program to wit: a). Division Refresher Course in Coaching and Officiating For ALS Implementers, b). Technical Official in District Meet, Unit Meet, Division Meet, Provincial Meet and Regional Sports Competition.

6. To improve the performance ALS Teachers, administration can have shared governance to continuously support the program of the Alternative Learning System under the Department of Education that can be done successfully with the unity and cooperation among parents, ALS teachers, school head and other stakeholders.

7. Future researchers may conduct in depth study to better find out other attributes of ALS program with an objective of improving more its services to the students and community as well.

References

A. Books

Banca (2005) *A Research and Development Approach to the Delivery of Comprehensive Functional Education and Literacy in the Philippines*. Paper Presented at the Asia Literacy Regional Forum, May 5-9, 2007, Manila

De Castro, Garbo & Genova (2012). *Developing a literate tradition in Marginal teachers in the Philippines: Interrelations of Literacy, Education, and Social Development to Perform Better in the Field*

Fineman, S. (2008). *The Emotional Organization: Passions and Power*, Blackwell Publishing Ltd.

Foley, Pang, Kim & Taylor, Lehr & Lange, Saunders, *The making of literate Societies* (pp. 248-283). New York: Blackwell.

Forsyth, P. (2008). *Successful Time Management*. Replika Press. Pvt. Ltd. India

Garbo, D (2012). *Trainings and Workshops for Teachers for Quality Education: International Teaching and Learning as Bricolage*. International Journal for the Scholarship of Teaching and Learning. Vol. 4, No. 2 (July 2010)

Guerrero, C. (2010). *Country Report: EFA National Plans of Action*. 2003 ACCU- APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific. Tokyo, 2-5 December 2009

Harnish 2012, *Professional Attributes of Teachers*, pages 23-25

Lemay, E. and Schawberger, J, (2007), *Listen Up! How to Communicate Effectively at Work*, Papilio Publisher, 2007

Mrududu and Thiel, S. (2012). *School of Constructivism: Best Approach for Children for Student Achievement*. Zephyr Press

Malaluan, M (2015). *Accreditation and Equivalency Passers: Department of Education Program Implementation*, pp. 100-102

Mosley, D. (2008). *Supervisory Management*. Cengage Learning Publishing. pp. 45-48

Newman and Summer (2005). *A Book for a Better Communication: One Way-Two Way Communication*, p. 67-68

Pasahol (2012). *Effective Performance of the teacher in relation to their jobs*. pp. 56-57

Palo D. (2005). *Performance Appraisal System for Teachers (PAST)*. pp. 123-125

Raywid, M. (2009). *Alternative Schools: The State of the Art Educational Leadership*, 52(1), 26-31.

Sanchez, J. (1999). *A Subject Specialization Suited for Teachers*. Association for Supervision and Curriculum Development, 43-44

Schramm, W. (2007). *Evaluating What Good Teachers Do: Eight Research-Based Standards for Assessing Teachers Excellence*. Published by Eye On Education, USA.

B. Journals/Periodicals

Andres (2008). *The Philippines: A country study*. The Journal of Asian Studies, 1314-1314.

Aquino (2009). *Factors Affecting Professional Growth: Brain Imaging and Behavior*, 10, 609-618.

Bell and Greer. (2004). *Project-based learning for the 21st century: Skills for the future*. The Clearing House, 83, 39-43.

Barcenas. (2009). *Stakeholders Participation: Its Value towards Education in the Philippines*, 47(6), 48-69.

Braverman, M. T., & Arnold, M. E. (2008). *An evaluator's balancing act: Making decisions about methodological rigor*. New Directions for Evaluation, 2008(120), 71-86.

Caparas. (2000). *Education for All by 2015: Will we make it? The Philippines Country case study: Education for All Global Monitoring Report 2008*.

Carver & Lewis (2010) *Alternative school students' concepts of success*. NASSP Bulletin, page 1

Clavijo, K. M., Flemming, L., Hoerman, E. F., Toal, S. A., & Johnson, K. (2007). *Evaluation use in nonformal education settings*. New Directions for Evaluation, 2007(108), 47-55.

Calimpong. (2004). *Accomplishment in a specific job and its effectiveness*. 39, 70-89.

Calamoro. (2004). *Promotion Procedure in the Department of Education*, Philippines: Teacher's Evaluation and Promotion, p. 7-8

Calamoro. (2003). *Indicator Affecting the Performance of Teachers: Better Performance of Teachers in the Philippines*, Manila Bulletin

Diamante, M. (2007, May). *A research and development approach to the delivery of comprehensive functional education and literacy in the Performance of Teachers in the Philippines*. Paper Presented at the Asia Literacy Regional Forum, Manila, Philippines.

Dugger, J., & Dugger, C. (2008). *An evaluation of a successful alternative high school*. The High School Journal, 81, 218-228.

Fairbrother. (2008). *Bridging the gap: Informal learning practices as pedagogy of integration*. Brazilian Journal of Music Education, 27, 47

Fernandez, R. M. (2013). *Teachers' competence and learners' performance in the alternative learning system towards and enriched instructional Program*. International Journal of Information Technology and Business Management, 22, 33-46.

Galima, L. (2012). *Educating dropouts and adult learners through the alternative learning system: Equalizing opportunities for education in a multicultural society*. International Journal of Interdisciplinary Social Science, 6(9), 159-166.

- George, M., & George, N. (2009). *A culture of hope: Fostering success in alternative day school settings*. Reaching today's Youth, 4(4), 23
- Gomez, C. (2002, October 13). *States press ahead on 21st century skills*. *Education Week and School Programs*, 28(8), 21-23
- Hardy, V. H. (2008). *Teacher attitudes toward knowledge of computer Technology*. Computers in Schools, 14(3/4), 119-136.
- Hixson, N., Ravitz, J., & Whisman, A. (2012). *Extended professional Development in project-based learning: Impacts on 21st century teaching and student achievement*. Charleston: West Virginia
- Hong, E., & Milgram, R. M. (2010). *Creative thinking ability: Domain Generality and specificity*. Creativity Research Journal, 22, 272-287.
- Huffman, D., Lawrenz, F., & Thomas, K. (2008). *A collaborative immersion approach to evaluation capacity building*. American Journal of Evaluation, 29, 358-368.
- Jimes, C., Wiess, S., & Keep, R. (2013). *Addressing the local in localization: A case study of open textbook adoption by three South African Teachers*. Journal of Asynchronous Learning Networks, 17, 73-86.
- Johnsons (2008). *Decision Making Approach of a Leader*. Journal of Educational Research, 101, 207-219.
- Kim & Taylor (2008), *Rethinking Alternative Education to Break the Cycle of Educational Inequality and Inequity*. Journal of Educational Research, pages 101, 207-219
- Konzes and Posner (2007), *The Leadership Challenge*, Australian Journal of Adult Learning, 51, 355- 373.
- Luken, T., (2013). *Illiteracy: Can Dialogical Self Theory Explain and Help*, Spring 2013. Vol. 7, No. 1, 37-42
- Mercado, Ivan Perry B. (2015)., *Problems Encountered in the Alternative Learning System in Tanauan City*, Vol. 2 No. 8, August
- Muñoz 2004, *Alternative learning system (ALS education): Its influence on the intellectual abilities of the indigenous people*. *Asia Pacific Journal of Education*, Arts, and Sciences, 1, 7-10.
- Nath, S., Sylvia, N., & Grimes, J. (2009). *Raising basic education levels in Rural Bangladesh: The impact of a non-formal education programme*. International Review of Education, 45, 5-26.
- Pinca, E. (2015). *The mobile teachers' profile, competencies, performance and problems* in the department of education, division of Northern Samar, Philippines.
- Roya Jafari, A. (2015). Review of Constructivism and Social Constructivism Vol. 1 (1), pp. 9-16

C. Unpublished Materials

- Atilano, E. B (2016). *Actors influencing the dropout rate in alternative learning System – accreditation and equivalency program* (Master's Thesis)
- Castolo, C.L & Chan DLT (2016). *Assessment Framework in the Alternative Learning System: A Systemic Educational Change and Sustainability* (Master's Thesis)
- Gallardo, G. (2010). *Community participation and it's relation ti school Performance among peak performing schools in region 2* (Unpublished master's thesis). University of Saint Louis, Tuguegarao, Philippines, 3500.

Leonato, R. C. (2015). *Alternative Learning System: Its Effect on the Learning Development of the Out of School Youth in Brgy. Oogong Santa Cruz, Laguna* (Unpublished Thesis) 116

Mercado, I.P (2015) *Problems Encountered in the Alternative Learning System in Tanauan City* (Master's Thesis), Tanauan Batangas

Moyer, L. (2016). *Engaging students in 21st century skills through non-formal Education* (Doctoral Dissertation). Blacksburg: Virginia Polytechnic Institute and State University.

Peters, JC (2009) *Twenty-First-Century Skills of Alternative Learning System Learners*

D. Other Sources

AVID Foundation for Higher Engagement Teaching Learning. Retrieved from http://avid.org/dl/hd/hed_reviewofliterature.pdf

[Donk, K. \(2013\). blog.kareldonk.com/our-basic-needs-as-human-beings/](http://blog.kareldonk.com/our-basic-needs-as-human-beings/)

Gonzales, A. (2009). *New trends in basic literacy program. Manila, Philippines: Bureau of Alternative Learning System*, Department of Education. Retrieved from <http://BofAlternativeLearningSystemBasicLiteracyProgram>

Guerrero, C. (2007). *Philippines non-formal education*. Education for All Global Monitoring Report 2008. Retrieved from googl/ACPFv8

Oracion, E. G. (2008). *An interdisciplinary approach to community-based service learning: The program framework*. Silliman Journal Community Service Edition, 16-42.

Philippine Education for All. (2009). Philippine *education for All 2015: Implementation and challenges*. Retrieved from googl/9cFBgw

Philippine Education for All 2015: *Implementation and Challenges* retrieved from: http://planipolis.iiep.unesco.org/upload/Philippines/Philippines_EFA_MDA.pdf

Smith, M. (2010). *What is Non-Formal Education?* The encyclopedia of Informal Education retrieved from: [http://infed.org/mobi/what-is Non-formal-education/](http://infed.org/mobi/what-is-Non-formal-education/)