

ALTERNATIVE LEARNING SYSTEM PROGRAM: A TEACHING PROCESS TO LEARNERS ENGAGEMENT AND BEHAVIOR

Denisse D. Yasoña*

denisseyasona4@gmail.com

Lumban, Laguna 4014 Philippines

Abstract

This study focused to determine the Alternative Learning System teaching process in Araling Panlipunan for in to learners engagement and behavior. Specifically, this study aimed to determine the ALS Teaching Process in Terms of Learners Collaboration, Community-Based Teaching, and Home-Based Teaching, the level of Learners Engagement in terms of Class Participation, Performance Tasks and Socialization, the level of Learners Behavior in terms of Motivation, Interests, and Self-efficacy, the significant relationship between ALS teaching process and learners engagement, and the significant relationship between ALS teaching process and learners behavior. The researcher used a descriptive research design which utilized the research skills to collect necessary data. The instrumentation used was a self-made questionnaire. In connection with this, level of ALS teaching process, level of learners engagement, level of learners behavior and the significant relationship between ALS teaching process, learners engagement and learners behavior was found by the researcher. A total of one-hundred twenty (120) ALS learners are the respondents of the study. The statistical treatments used in this study were Weighted Mean, Standard Deviation, Chi-Square, and Pearson's R Correlation Coefficient.

Keywords: ALS, teaching process, learners engagement, learners behavior

1. Main text

According to Department of Education (DepEd), more than 4 million out of school youths and adults were enrolled in Alternative Learning System in the Philippines from 2016-2021. It is a good thing for the citizens of the country to be enrolled in ALS because they will have a chance to get a diploma in all basic education levels. But the Department of Education has an educational initiative which is called Education For All, they established the Alternative Learning System (ALS) to give opportunity to those learners who did not have a chance to study and finish their basic education due to financial and economic issues. Alternative Learning System is a non-formal education that happens outside the classroom which means that instructors can meet the learners on a schedule meeting and venue such as in community learning centers, barangay multi-purpose hall and libraries or home. Teaching Process in ALS should be effective because it is not on a daily basis class but even so learners should be monitored on how they performed with the given task that they need to submit. Through an effective teaching of their facilitator they will be able to achieve their goals, grow their interest and be motivated to continue finish the class. It is good that learners can enhance their performance and use the knowledge they learn in real life situations. With that ALS can provide life-long

learners, can work efficiently and can be responsible with their task and become self-regulated learners. The teaching process is not only about what modalities is used in providing knowledge to the students but involves how the learners engaged in the learning process and what is the learners behavior throughout the process.

Learning is a complex and dynamic process. It involved the different changes where learners expected to demonstrate. Various researches had shown the importance of learners demonstrating their skills and behaviors. It is important to understand that learning is not only a passing of knowledge towards learners. Learning involved a process of making learners proactive individual through learning in every subject. There are various resources and studies focusing on the Alternative Learning System. However, few of this is congested on the idea of learners' engagement and overall behavior. This could affect their propensity and willingness to learn. Because of this, the researcher is motivated to study the teaching process of Araling Panlipunan for learners in Alternative Learning System and in its relation to learner engagement and behavior. This study can provide valuable insights which stress the academic outcome among ALS students. Lastly, it could suggest significant output for the shared stakeholders such as school managers, teachers, and also students in general.

1.1. Structure

The researcher observed when she was a volunteer teacher that the time allotted for the ALS learners were not met because some of them are a working students trying to make a living while studying with that teachers encountered problem in the learning delivery because of that the researcher was interested in doing a research to find out the teaching process in ALS and how effective it is to the students attending the program. Some of the learners were lack of motivation, engagement and interest in continuing the program because they already have their own family.

With this notion, the researcher is motivated to know what effective teaching process is there in teaching the expanding world's vision and if the teaching process has an effect in the learners engagement and behavior of students in the getting knowledge while attending Alternative Learning System. In relation to this, it is aligned to the objectives of this study in making plausible explanation of ALS educational process. The researcher conceptualized this study for the improvement of ALS and its future outcome. It can incorporate the knowledge and information necessary for the enhancement of ALS in general.

Conceptual Framework

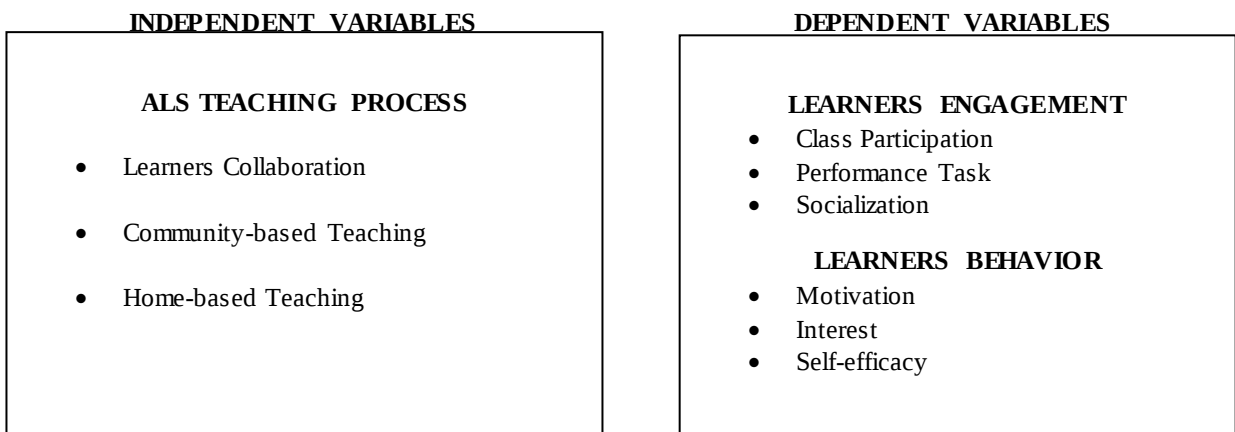


Figure 1. Conceptual Framework of ALS Teaching Process, Learners Engagement and Learners Behavior

1.2 Tables

Results and Discussions**Level of ALS Teaching Process****Table 1. Level of ALS Teaching Process in terms of Learners Collaboration**

STATEMENTS	MEAN	SD	REMARKS
I like meeting my classmates and doing the activities with them.	3.35	0.67	Always
I follow the teachers' instruction in doing the tasks together with my classmates.	3.59	0.62	Always
I prefer doing activities collaboratively and cooperatively.	3.33	0.72	Always
I enjoy sharing ideas and thoughts when groupings are involved.	3.36	0.84	Always
I became interested in learning when there is brainstorming.	3.51	0.71	Always
Weighted Mean	3.43		
SD	0.58		
Verbal Interpretation	Very High		

The table indicates that teaching process such as collaboration used by the ALS teacher *always* make the students follow instruction in doing task together with other classmate ($M=3.59$, $SD=0.62$). Student enjoy sharing idea and thoughts when groupings are involved ($M= 3.51$, $SD=0.71$). On the other hand, teacher *always* observed that students do activities collaboratively and cooperatively ($M=3.33$, $SD=0.72$).

The weighted mean of 3.43 shows that the level of ALS teaching process in terms of Learners Collaboration is *Very High*. This means that students from ALS prefer working collaboratively with their classmates and the teacher just serves or acts as a facilitator in the learning process throughout the program they are in.

Table 2. Level of ALS Teaching Process in terms of Community-Based Teaching

STATEMENTS	MEAN	SD	REMARKS
I meet my teacher in the Barangay Hall to discuss our subjects.	3.57	0.56	Always
I go to the Barangay Hall once a week to meet my teacher and my classmates.	3.26	0.73	Always
I prefer meeting my teacher in the community centers/Barangay Hall to learn.	3.35	0.74	Always
I became interested in the lesson when I go the community centers/Barangay Hall.	3.43	0.76	Always
I am learning more when my teacher discusses the lesson in the community center/ Barangay Hall.	3.35	0.75	Always
Weighted Mean	3.39		
SD	0.59		
Verbal Interpretation	Very High		

The table indicates that the teaching process such as community-based teaching allows learners of ALS to meet the teacher in the Barangay Hall *always* to discuss their subjects ($M=3.57$, $SD=0.56$). Students became interested in learning the lesson if he/she go to the community centers or barangay hall ($M= 3.43$, $SD=0.76$). On the other hand, the teacher observed that the students likes to meet their classmates in the barangay hall *always* ($M=3.26$, $SD=0.73$).

The weighted mean of 3.39 shows that level of ALS teaching process in terms of community-based teaching is *Very High*. This means that students from ALS enjoyed meeting the teacher in the community center to ask some questions and clarifications regarding the lesson. Because of that the students get more interested in learning more knowledge from the discussion with the teacher in the community center or barangay hall.

Table 3. Level of ALS Teaching Process in terms of Home-Based Teaching

STATEMENTS	MEAN	SD	REMARKS
I do all my activities given by my teacher at home.	3.65	0.62	Always
I complete the assigned work at home with the deadline set by the teacher.	3.58	0.69	Always
I prefer attending online discussions together with my teacher.	3.88	0.94	Always
I prefer the activities at home than in school.	3.22	0.95	Sometimes
I enjoy learning alone and doing the task at home.	3.49	0.65	Always
Weighted Mean		3.36	
SD		0.57	
Verbal Interpretation		Very High	

The table shows that the teaching process such as home-based teaching used by ALS teachers *always* make the students attend online discussion together with the teacher ($M=3.88$, $SD=0.94$). Teachers observed that students *always* enjoy doing all the activities at home ($M= 3.65$, $SD=0.62$). On the other hand, students sometimes do the activities given by the teacher at home rather than in school ($M=3.22$, $SD=0.95$).

The weighted mean of 3.36 shows that level of ALS teaching process in terms of home-based is *Very High*. This means that home-based teaching is also preferred by the ALS students because it can develop their self-regulated abilities in learning.

Level of Learners Engagement

Table 4. Level of Learners Engagement in terms of Class Participation

STATEMENTS	MEAN	SD	REMARKS
I actively participate in discussions.	3.43	0.89	Always
I enjoy attending in class and doing the activities while my teacher is discussing.	3.53	0.65	Always
I attend classes regularly.	3.62	0.65	Always
I listen attentively to my teacher in class.	3.57	0.62	Always
I ask questions to get more information about the lesson.	3.63	0.65	Always
Weighted Mean		3.56	
SD		0.56	
Verbal Interpretation		Very High	

The table shows that the learners engaged in asking questions *always* make them get more information about the lesson score ($M=3.63$, $SD=0.65$). It was observed by the teacher that students *always* attend the class regularly ($M= 3.62$, $SD=0.65$). On the other hand, the teacher *always* observed that students participate well in the discussions ($M=3.43$, $SD=0.89$).

The weighted mean of 3.56 shows that level of learner's engagement in terms of class participation is *Very High*. This means that ALS students participate in the discussion of the lesson once they meet the teacher in school or in the barangay hall.

Table 5. Level of Learners Engagement in terms of Performance Task

STATEMENTS	MEAN	SD	REMARKS
I do my part any performance task that needs to be done inside the classroom.	3.59	0.59	Always
I do the task as soon as the teacher gives it.	3.62	0.61	Always
I comply and do the task set by the teacher.	3.57	0.65	Always
I manage to keep working on the assigned task given to me.	3.70	0.57	Always
If I have a little understanding about the task, I ask my teacher for clarification.	3.70	0.59	Always
Weighted Mean		3.64	
SD		0.50	
Verbal Interpretation		Very High	

The table indicates that the learners engagement in terms of performance task used by ALS teachers *always* assigned task to the student which they managed to keep working on it ($M=3.70$, $SD=0.57$). Students *always* the teacher for clarification, if the student have a little understanding about the task ($M= 3.70$, $SD=0.59$). On the other hand, it was observed that students *always* comply and do the task given by the teacher ($M=3.57$, $SD=0.65$).

The weighted mean of 3.64 shows that level of learner's engagement in terms of performance task is *Very High*. This means that it is necessary that ALS students ask for clarification when the performance task given was unclear to them, also for them to continue engaging in the class.

Table 6. Level of Learners Engagement in terms of Socialization

STATEMENTS	MEAN	SD	REMARKS
I talk to the other students in a kind way.	3.65	0.53	Always
I like to meet new people and get engaged in social activities in the class.	3.55	0.62	Always
When my teacher and classmates talk, I always listen.	3.58	0.66	Always
I am polite and respectful to all the people in class.	3.66	0.64	Always
I like working with my classmates because I also learn from them.	3.58	0.64	Always
Weighted Mean		3.60	
SD		0.49	
Verbal Interpretation		Very High	

The table indicates that the learners engagement such as socialization in the classroom *always* starts with being polite and respectful to all the people in the class ($M=3.66$, $SD=0.64$). The teacher observed that students *always* talk in a kind way to the other students ($M= 3.65$, $SD=0.53$). On the other hand, students *always* likes to be engaged in any social activities in class and meet new people ($M=3.55$, $SD=0.62$).

The weighted mean of 3.60 shows that the level of learner's engagement in terms of socialization is *Very High*. This means that engagement in the classroom starts when the student is socially active, nice and talking politely to other classmates.

Level of Learners Behavior

Table 7. Level of Learners Behavior in terms of Motivation

STATEMENTS	MEAN	SD	REMARKS
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I am motivated to attend class and pass the ALS program.	3.71	0.63	Always
I want to complete the task given to me because I am motivated to pass ALS program.	3.70	0.51	Always
I am motivated to learn because I am hopeful about my future.	3.61	0.49	Always
I am diligent to have a good grade and pass the ALS program.	3.57	0.56	Always
I want to study hard and finish the program for me to be able to go to college.	3.62	0.61	Always
Weighted Mean	3.64		
SD	0.42		
Verbal Interpretation	Very High		

The table indicates that the learner's behavior of ALS students is *always* motivated in attending the class and in order for the students to pass the program of ALS ($M=3.71$, $SD=0.63$). Students is motivated to *always* complete the task given by the teacher because he/she is motivated to finish the ALS program ($M=3.70$, $SD=0.51$). On the other hand, the teacher observed that ALS students are *always* diligent to have a good grades in ALS ($M=3.57$, $SD=0.56$).

The weighted mean score of 3.64 shows that the level of learner's behavior in terms of motivation is *Very High*. This means that students from ALS needs motivation to finish the program, motivation really helps students to learn and achieve the goals that students have in life.

Table 8. Level of Learners Behavior in terms of Interest

STATEMENTS	MEAN	SD	REMARKS
I get excited in the discussion because I am interested to learn our subject.	3.63	0.57	Always
I am interested in the entire course subject in ALS program.	3.48	0.73	Always
I ask my teacher for clarifications if I did not understand something about the topic.	3.52	0.86	Always
I am searching the Internet for information that can contribute or help me to learn the topic.	3.52	0.64	Always
I spend more time in studying the subject than doing nothing.	3.62	0.66	Always
Weighted Mean	3.55		
SD	0.54		
Verbal Interpretation	Very High		

The table indicates that the ALS teacher observed that students *always* get excited to learn the subject if the discussion gets the interest of the students ($M=3.63$, $SD=0.57$). Students spends more time studying the subject and lesson *always* rather than doing nothing if there is a free time ($M=3.62$, $SD=0.66$). On the other hand, teacher always observed that students are interested in the entire course subject of ALS program ($M=3.48$, $SD=0.57$).

The weighted mean of 3.55 shows that the level of learner's behavior in terms of interest is *Very High*. This means that ALS students are very interested in the course subject of the program and that's one of the good learner's behavior for the students to learn the subject.

Table 9. Level of Learners Behavior in terms of Self-efficacy

STATEMENTS	MEAN	SD	REMARKS
I am confident that I can finish the entire given task on time.	3.64	0.58	Always
I easily answer the complex question of my teacher.	3.56	0.66	Always
I can easily understand the lesson or topic and get a high grade.	3.56	0.61	Always
I am excellent in doing the activities given to me.	3.63	0.60	Always
I achieve the learning goal I set for myself.	3.52	0.72	Always
Weighted Mean		3.58	
SD		0.52	
Verbal Interpretation		Very High	

The table indicates that ALS teacher observed the ALS student always confident to finish the entire task on time of the submission ($M=3.64$, $SD=0.58$). Student confidence that the activities given by the teacher were done excellently ($M=3.63$, $SD=0.60$). On the other hand, the teacher *always* observed that students achieved the learning goal that is set for themselves ($M=3.52$, $SD=0.72$).

The weighted mean of 3.58 shows that the level of learner's behavior in terms of self-efficacy is *Very High*. It implies that ALS students has a high self-efficacy and students can achieve the goal setting that they have while in the program.

Table 10. Significant relationship of ALS teaching process and learners engagement

ALS Teaching Process	Learner's Engagement	r value	Degree of Correlation	p value	Analysis
Learners Collaboration Community-based teaching Home-based Activities	Class	.421	Moderate relationship	.000	Significant
	Participation	.359	Weak relationship	.000	Significant
		.249	Weak Relationship	.006	Significant
	Performance	.486	Moderate relationship	.000	Significant
	Task	.434	Moderate relationship	.000	Significant
		.145	Very Weak Relationship	.113	Not Significant
	Socialization	.481	Moderate relationship	.000	Significant
		.548	Moderate relationship	.000	Significant
		.071	Very Weak Relationship	.443	Not Significant
Scale		Strength			
± 0.80 ± 1.00		Very Strong			
± 0.60 ± 0.79		Strong			
± 0.40 ± 0.59		Moderate			
± 0.20 ± 0.39		Weak			

$\pm 0.00 \pm 0.19$ **Very Weak**

The *Learners' Collaboration, Community-based teaching and Home-based teaching* was observed to have a significant relationship to the Learner's Engagement as to *Class Participation, Performance Task and Socialization*. This is based on the computed r values obtained from the respondents were less than the level of significance 0.05, hence the analysis is significant. Since, the p value obtained between Home-based teaching and performance task is .113 which is greater than the level of significance 0.05, the analysis is Not Significant. Furthermore, the p value obtained between Home-base teaching and socialization is .443 which is greater than the level of significance 0.05, the analysis is also Not Significant.

The result proves that there is a significant relationship between ALS teaching process in terms of Learners Collaboration, Community-Based Teaching and Home-Based Teaching with regards to Learners Engagement in terms of Class Participation as manifested by lower probability values in its indicator at 0.05 Level of Significance. While, between teaching process in terms of Home-Based Teaching with regards Learners Engagement in terms of Performance Task and Socialization it shows no significant relationship as manifested by higher probability values in its indicator at 0.05 Level of Significance. It implies that learners engagement has an important factor to the teaching process of ALS program, particularly in Learners Collaboration and Community-Based Teaching.

Table 11. Significant relationship of ALS teaching process and learners behavior

ALS Teaching Process	Learner's Behavior	r value	Degree of Correlation	p value	Analysis
Learners Collaboration Community-based teaching Home-based Teaching Learners Collaboration Community-based teaching Home-based Teaching Learners Collaboration Community-based teaching Home-based Teaching	Motivation	.547	Moderate relationship	.000	Significant
		.496	Moderate relationship	.000	Significant
		.296	Weak Relationship	.001	Significant
	Interest	.434	Moderate relationship	.000	Significant
		.426	Moderate relationship	.000	Significant
		.266	Weak Relationship	.003	Significant
	Self-efficacy	.508	Moderate relationship	.000	Significant
		.510	Moderate relationship	.000	Significant
		.135	Very Weak Relationship	.142	Not Significant
Scale		Strength			
± 0.80 ± 1.00		Very Strong			
± 0.60 ± 0.79		Strong			
± 0.40 ± 0.59		Moderate			
± 0.20 ± 0.39		Weak			
± 0.00 ± 0.19		Very Weak			

The *Learners' Collaboration, Community-based teaching and Home-based teaching* of the

respondents was observed to have a significant relationship to the Learner's Behavior as to *Motivation, Interest and Socialization*. This is based on the computed r values obtained were less than the significance alpha 0.05, hence the analysis is significant. Furthermore, the p value obtained between Home-based teaching and self-efficacy is .142 which is greater than the level of significance 0.05, the analysis is also Not Significant.

Based from the results, between the significant relationship of ALS teaching process in terms of home-based teaching is not significant with the learners behavior in terms of self-efficacy as manifested by higher probability values in its indicator at 0.05 Level of Significance and it has a weak relationship with motivation and interests. There are a lot of students who are motivated and have an interest in learning when they are in school. In addition, learners' motivation has a high impact in their behavior in studying.

Conclusions

In the light of the outcomes mentioned above, the study has drawn the following conclusions:

Since, the Alternative Learning System Teaching Process in terms of Learners' Collaboration, Community-based teaching and Home-based teaching was observed to have a significant relationship with regards learners engagement in terms of Class participation but between Home-based teaching and Performance Task and Socialization was observed to not significant. The first hypothesis is rejected. Therefore, the alternative should be there is a significant relationship between Alternative Learning System teaching process and learners engagement except for Home-based activities and performance task, and Home-based teaching and socialization.

Lastly, the Alternative Learning System process in terms of Learners' Collaboration, Community-based teaching and Home-based teaching was observed to have a significant relationship to the Learner's Behavior as to Motivation and Interest. While, there has no significant relationship on ALS teaching process in terms of Home-based teaching as to learner's behavior in terms of self-efficacy. The second is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between them except for Home-based teaching to Self-efficacy.

Overall, the study highlights the importance of teaching process in ALS Program and how the learners engagement and learners behavior is related to how the student of ALS learn while in the program.

Recommendations

Based on the outcome and conclusions of the study, the following recommendations were developed by the researcher:

1. Teachers may develop home-based teaching activities for Alternative Learning System students to practice them participate in performance tasks in their program.
2. Curriculum planners may include activities in the lesson that will motivate the students to answer it at home and get their interests in learning their subjects.
3. Future researcher may develop a module that ALS teachers can use to teach Araling Panlipunan which they will use in school, in the community and in their home.
4. In-depth study of the research.

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