



TEACHERS' COMPETENCE AND LEARNERS' PERFORMANCE IN THE ALTERNATIVE LEARNING SYSTEM TOWARDS AN ENRICHED INSTRUCTIONAL PROGRAM

By **Dr. Raymond M. Fernandez**

Pamantasan ng Lungsod ng Maynila

Manila, Philippines

Abstract

This study generally looked into the teacher's competence and learner's performance in the Alternative Learning System. It specifically determined the teacher-learner respondent's profile, their competence using Competency Based Examination. This research aimed to determine the relationship between teachers' competence and learners' performance in the Competency Based Examination. The research investigation covered two groups of respondents namely; (1) learner-respondents who are the ALS learners and (2) the teacher-respondents who are instructional managers (IMs) and mobile teachers (MTs). The descriptive survey method was employed in this study. The instructional managers (IMs) and mobile teachers (MTs), who were officially teaching learners in the different Community Learning Centers (CLC) or schools implementing the Alternative Learning System Accreditation and Equivalency (A&E) Program for C.Y. 2012 were included in this study. It was found out that no significant relationship exists between teachers' competence and certain socio-demographic profile such as gender and educational background. While teachers' years of teaching experience in ALS, salary and performance rating are found to have significant relationship. Among the learners, gender and distance of residence from the community learning center had a significant relationship to their performance. Furthermore, there is no significant relationship between the teachers' competence and learners' performance. Based on the findings, an enriched instructional program was prepared for the implementation of the delivery system of the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Program. As regards teachers' competence, the following weaknesses were identified: Manifest a thorough knowledge of the subject matter; formulate questions to clarify a lesson; usage of various aids to make the subject matter in the module more interesting to learners; make use of a variety of teaching strategies to make the lessons in the module more interesting; and provide challenging task applicable to real life situations.

Keywords: *Alternative Learning System, Competency-Based Examination, teacher's competence, and learner's performance*

Introduction

Recent trends in education in the Philippines pose new challenges in the academe for the improvement of literacy rate among Filipinos in response to one of the challenges of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on Millennium Development Goal (MDG) which is to achieve universal primary education. In fact, the current status in the Philippine education as revealed by the Department of education shows that only 6 out of 10 students who entered grade 1 are able to finish Grade 6, and out of these six (6) elementary graduates, only four (4) are able to finish 4th year high school (Marquez, 2012); and because of their low

educational attainment this may result to limited comprehension leading to unemployment. It can only be construed that low educational attainment propagates poverty in the Philippines.

Equalizing opportunities in education is "one of the most important conditions for overcoming social injustice and reducing social disparities in any country ... and is also a condition for strengthening economic growth" (UNESCO, 2008a: 24).

Alternative Learning System (ALS) Accreditation and Equivalency (A&E) program plays an important role in achieving the goal of Education for All (EFA) 2015, which is the "Universal Coverage of Out-of-School Youth and Adults in the



provision of Basic Learning Needs". With the Local Government Unit (LGU), Non-government organization (NGO) participation in this endeavour, ALS will certainly uplift the economic situation of the Filipino people. Madrid (2004) emphasized that youth and adults do not wish to become social burdens. However, some of them are just victims of inevitable circumstances. The attainment of growth and development of an individual lies in the learning process. Teachers' competency in teaching is a significant factor for the development of the learner.

Guerrero (2007) mentioned that at the turn of the century, major changes in the field of non-formal education in the Philippines had happened, such as the change in the concept, the approach, the focus, and the outcomes. Consequently, various programs evolved as problems and issues related to these reforms arose in non-formal education. The principal area of reform was the shift in the concept from Non-Formal Education to the Alternative Learning System (ALS) which is generally recognized now as "the other side of basic education", where the one side is the formal education.

In 2006, the Philippine EFA 2015 National Action Plan was drawn up with an identified central goal: to provide basic competencies to all Filipinos in order to achieve functional literacy for all. To achieve this, the plan identified certain "production" and "enabling" tasks and one of which pertains to the ALS which has been tasked to "transform nonformal and informal interventions into an alternative learning system yielding more EFA benefits" (Guererro, 2007).

As Capilli (2003) mentioned, education is the key to the building up of skills and capacities in all domains necessary for techno-economic development because one way of improving a country's education is strengthening the skills of its citizens so that their whole potentials may be maximized to benefit the nation. It is also the means to address the most serious problems confronting the societies in this new millennium. Education must be concerned with more than simply transmission of knowledge.

Guererro (2007) and Pauso (2010) mentioned that the scope and purpose of Alternative Learning System (ALS) in the Philippines is still an evolving process. She further mentioned that at present,

capturing the nature of ALS in the country produces diverse results. Pockets of practices have been developed over time by individual communities or social organizations. The challenge now for the Philippine government and the Department of Education (DepEd) is to facilitate the growth of ALS in the country by providing and strengthening the institutional support to the Bureau of Alternative Learning System (BALS).

It is important to note that the Arnold Janssen ALS Foundation, a non-profit organization run by religious priests of the *Societas Verbi Divini* (Society of the Divine Word) headed by Rev. Fr. Jerome Marquez, Executive Director of Arnold Janssen Foundation Catholic Mission Foundation, Inc., is funding several Community Learning Centers in Cavite and in Palawan. The Community Learning Center (CLC) located in Dasmariñas, Cavite; Rio Tuba, Palawan; and Pasay City cater to out-of-school youth and adults who did not complete grade six or fourth year high school but are willing to complete the ALS A&E program as an alternative pathway of education to the elementary and secondary diploma.

The researcher included Rio Tuba in Palawan because it is one of the flagship programs of Arnold Janssen foundation for it benefits indigenous people. The researcher's enthusiasm to investigate the ALS A&E program for Indigenous community came from the stories related by instructional managers (IMs) who experienced interacting with the indigenous citizens of the same place, which in a way, have brought them unexplainable self-fulfilment and self-worth.

Arnold Janssen Alternative Learning System (AJ ALS) foundation funded by the Society of The Divine Word (SVD) where the researcher is a household member of the SVD community of Saint Jude Catholic School since 2005 to present and because of the researcher's exposure to the services rendered by a SVD priest, Rev. Fr. Jerome Marquez, instructional managers (IMs), mobile teachers (MTs) had led the researcher to gain interest in this study. Moreover, a fellow household member named Marco Balanquit, who is also a product of ALS Sagip Dunong in Dasmariñas and finished his formation for Priesthood with honours at Christ the King Seminary, helped the researcher to gain enthusiasm in the ALS



A&E program and eventually conducted a research study on Alternative Learning System.

The College of Nursing of the *Pamantasan ng Lungsod ng Maynila* (PLM) where the researcher is presently working as faculty, is active in implementing the programs of the Community extension like the Alternative Learning System. As a nurse, community service is one of the main pillars of nursing because in the community, nurses are able to share their knowledge among out-of-school youth and adults in need of good education.

Likewise, the researcher was further motivated by *Pamantasan ng Lungsod ng Maynila* (PLM) or University of the City of Manila's trifocalization concerns of its institution that includes *academics, research and community extension*. One of the core programs of this University's Community extension is the implementation of the Alternative Learning System among the Out-Of-School youth and adults for the residents of the City of Manila. The essence of Alternative Learning System among teachers is to give voluntary service to its learners and this is aligned with the researcher's philosophy of Auguste Comte's Altruism. Altruism was defined by Ayn Rand as a way of placing other people above oneself and placing other people's interest above one's own (as cited from Smith, 2012). The researcher's philosophy has always been anchored in giving service to those who are in dire need of education, and this reason had led the researcher to conduct the study on Alternative learning System.

This humble study may suggest that the determination of the teachers' competence and learners' performance based on Competency Based Examination (CBE) may influence or improve learners Accreditation and Equivalency (A&E) test results in the coming years. Furthermore, this study wanted to find out the relationship between the teachers' competence and learners' performance in the Alternative Learning System (ALS) Accreditation and Equivalency (A & E) program.

Statement of the Problem

The study focused on the teachers' competence and learners' performance in the Alternative Learning System (ALS).

Specifically, it aimed to answer the following questions:

1. What is the socio-demographic profile of the teacher-respondents in terms of:
 - a) gender;
 - b) educational attainment;
 - c) years of teaching experience in ALS;
 - d) salary; and
 - e) performance rating for C.Y. 2012?
2. What is the socio-demographic profile of the learner-respondents in terms of:
 - a) age;
 - b) gender;
 - c) civil status;
 - d) family background; and
 - e) distance of residence from the community learning center?
3. What is the teaching competence of the teacher-respondents?
4. Is there a significant relationship between the socio-demographic profile and teachers' competence among teacher-respondents?
5. What is the learners' performance in the Competency Based Examination (CBE)?
6. Is there a significant relationship between the socio-demographic profile and learners' performance among learner-respondents in the Competency Based Examination (CBE)?
7. Is there a significant relationship between the teachers' competence and learners' performance in the Competency Based Examination (CBE)?
8. What Enriched Instructional Program may be proposed based on the findings of this study?

Hypothesis

The research hypotheses in this study were tested at 0.05 level of significance presented in its null form and stated as:

Ho 1: There is no significant relationship between the socio-demographic profile and teachers' competence among teacher-respondents.



Ho 2: There is no significant relationship between the socio-demographic profile and learners' performance among learner-respondents in the Competency Based Examination (CBE).

Ho 3: There is no significant relationship between the teachers' competence and learners' performance in the Competency Based Examination (CBE).

Scope and Limitation

This research study aimed to determine the relationship between teachers' competence and learners' performance in the Competency Based Examination. This research investigation covered two groups of respondents namely; (1) learner-respondents who are the ALS learners and (2) the teacher-respondents who are instructional managers (IMs) and mobile teachers (MTs). This research which has laid out a parameter was strictly defined by the following qualifications. First, the learner-respondents who were officially enrolled in the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Program set forth by Bureau of Alternative Learning System (BALS) for C.Y. 2012 and must not have taken the (A&E) test for C.Y. 2012. Second, the teacher-respondents who are instructional managers (IMs) and mobile teachers (MTs) must be presently involved in implementing the Alternative Learning system (ALS) Accreditation and Equivalency (A&E) Program C.Y. 2012.

This research study included a total of one hundred eleven (105) teacher-respondents and two hundred twenty two (210) learner-respondents for C.Y. 2012. The number of learner-respondents was based on regular attendees of each IMs or MTs from their respective community learning center (CLC).

The researcher limited the conduct of the study among elementary level (EL) and secondary level (SL) Alternative Learning System learners within the locality of Dasmariñas in Cavite, Pasay City and Rio Tuba in Palawan. Discussions pertaining to topics that need consultation among specialists of the Alternative Learning System (ALS) Program like the Directors of the Bureau of Alternative Learning system (BALS), ALS Regional Supervisors and ALS supervisors were also included. An enriched instructional program became the output of this study.

Research Design

The descriptive survey method was employed in this study. Descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena (Gall, Gall & Borg, 2007). This research design has a limited control over extraneous variables, no manipulation of independent variable and susceptible to threats and internal validity (Polit et. al., 2006). Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. According to Burns and Grove (2005) Quantitative research method is used to describe variables; to examine relationships among variables; to determine cause-and-effect interactions between variables.

The researcher chose this design in order to determine the teachers' competence among instructional managers (IM), mobile teachers(MT) and the learners' performance based on the Competency Based Examination. Discussions pertaining to topics that need consultation among specialists of the Alternative Learning System (ALS) Program like the Directors of the Bureau of Alternative Learning system (BALS), ALS Regional Supervisors and ALS supervisors were also included. Any extra time within the day was used to answer any inquiry that was raised by the respondents regarding the issues.

Research Locale

The Arnold Janssen Catholic Mission Foundation established the SAGIP-DUNONG Program which is an alternative learning for the out-of-school youth and adults located in Dasmariñas in Cavite headed by its founder and executive director Rev. Fr. Jerome Marquez, SVD (Please see appendix D). This present study focused on one of the programs of Arnold Janssen (AJ ALS) and Dasmariñas in Cavite (DC ALS) which is the Accreditation and Equivalency (A&E) program. For C.Y. 2012 Arnold Janssen AJ ALS and DC ALS implemented Alternative Learning System ALS Accreditation and Equivalency A&E Program to more than 53 *Barangays* of Dasmariñas along with other projects of Sagip-Dunong. To name a few are Salawag Dumpsite (Sitio Malabon and Sitio



Silangan), ALS Paliparan (Bahay Lingkod/Holy Family), Bahay Tuluyan (Home for girls), Balik Eskwela sa Selda (Bureau of Jail Management and Penology-BJMP) and Bahay Kalinga (Juvenile Delinquent). All of these are located at Dasmariñas in Cavite.

This study covered all schools, four (4) Districts and Alternative Learning Centers in Pasay city namely: 19 elementary schools with Alternative Learning System Accreditation and Equivalency (A & E) Program, 8 Secondary Schools with Alternative Learning System Accreditation and Equivalency (A&E) Program and 23 *barangays* with Alternative Learning System Accreditation and Equivalency (A & E) program.

Samples and Sampling Technique Used

The instructional managers (IMs) and mobile teachers (MTs), who were officially teaching learners in the different Community Learning Centers (CLC) or schools implementing the Alternative Learning System Accreditation and Equivalency (A&E) Program for C.Y. 2012 were included in this study.

The figure below shows the total population of instructional managers(IMs) and mobile teachers(MTs) with the corresponding number of learners at Pasay City, Dasmariñas in Cavite and Rio Tuba in Palawan.

Teacher-respondents	105
Learner-respondents	210
TOTAL Respondents	315

The researcher made use of the entire population of instructional managers (IMs); mobile teachers (MTs) from Pasay City, Dasmariñas in Cavite & Rio Tuba in Palawan in this present study as teacher-respondents with a total number of one hundred eleven(105).

Furthermore, the learner-respondents of this study consisted of two hundred twelve (210) elementary level (EL) and secondary level (SL) learners.

This research focused on a parameter that was strictly defined by the following qualifications for the Alternative Learning System(ALS) Learner.

First, the learner-respondents must be officially enrolled in the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Program for C.Y. 2012 and must not have taken the Accreditation and Equivalency test for C.Y.2012.

The teacher-respondents were instructional managers (IMs) and mobile teachers (MTs), and one of the criteria for these teacher-respondents must be handling more than fifteen(15) learners enrolled at the A& E program for C.Y. 2012. And every IM & MT must exclusively handle the same set of learner-respondents for the whole C.Y. 2012.

For every instructional manager (IM) or mobile teacher (MT) there were two (2) learners composed of one (1) elementary level(EL) and one (1) secondary level(SL) learners.

Research Instrumentation

This study used two sets of questionnaire, one for the instructional manager (IM), and mobile teacher (MT) who were implementing Accreditation and Equivalency (A&E) Program for C.Y 2012, and the other questionnaire was for the ALS learners who were enrolled during C.Y. 2012 at the Accreditation & Equivalency (A&E) program.

The instrument of Madrid (2004) was adopted by the researcher because it is align to the variable of the present study. Mrs Madrid is more adept because she is an implementer of ALS Division of Schools of Pasay aside from this she conducted a research successfully about the implementation of ALS on the role of the IMs and MTs.

The questionnaire originally had five (5) parts but for the purpose of the present study two parts has been removed, namely: teaching commitment and satisfaction since the focus of this study is about teachers’ competencies. The adapted questionnaire was scrutinized and validated by ALS Supervisor of the Division of City Schools in Pasay. The adapted questionnaire now has three (3) parts, part one (I) of the instrument is the personal information sheet accomplished by the instructional manager (IM) and mobile teacher (MT) . Part I requires the respondents to give some personal data such as, name, gender, educational attainment, years of teaching experience in ALS and salary.



Part two (II) of the instrument was on the performance ratings of the participants of the study which was answered by the ALS Supervisor. Part three (III) was on the teachers' competence, which consisted of twenty (20) item questions. These questions consisted of the following: teachers knowledge of the subject matter, systematic presentation of the lesson; discussion of the teacher on contemporary issues and relationship to present events; how the teacher answers questions; how he or she arouses interest of the learners; how the teacher stimulate critical thinking among learners; usage of a variety of visual aids and strategies in teaching; communication skills of the teachers is also assessed; how the teacher evaluates the learners' performance; promptness of the teacher in going to the centers; and it also included the teachers' behavior and emotional maturity.

The items were stated in a five point Likert-type scale in which the respondents indicated their chosen answer, by placing a check mark in the space provided by the respondent for every item given.

The following scale was used for verbal interpretation of the Teachers' Competence:

5	Very Competent(VC)	Demonstrates very high degree of success in performing instructional and other duties in teaching.
4	Competent(C)	Manifests a high degree of success in performing instructional and other duties in teaching.
3	Moderately Competent(MC)	Demonstrates success in performing Instructional and other duties in teaching.
2	Slightly Competent (SC)	Reveals low degree in performing Instructional and other duties in teaching.
1	Not Competent(NC)	Shows very low degree of success in performing Instructional and other duties in teaching.

For the learner-respondents', the researcher made use of a Competency Based Examination (CBE) prepared by the Regional ALS Supervisor Region IV-MIMAROPA of the Department of Education. The CBE questions were created to determine the competency of the learners in the five (5) Learning Strands of Accreditation and Equivalency (A&E) core modules namely: Communication Skills; Critical Thinking and Problem Solving; Sustainable use of Resource and

Productivity; Development of Self and a Sense of Community; and Expanding One's World Vision.

The instrument underwent content validation of experts, where in the author conducted a pilot study among 20 learners of the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Program at Region IV-MIMAROPA and the Competency Base Examination was subjected to reliability test. The result yielded 0.880, using Cronbach's Alpha.

There were two sets of Competency Based examination (CBE) questionnaires for the learners of the A& E program: one questionnaire was intended for Elementary Level (EL) learners and the other CBE Questionnaire was for Secondary Level (SL) learners.

Statistical Treatment of Data

The Statistical Package for Social Sciences (SPSS) was used for data analysis and interpretation as well as manual statistical computation was done for rechecking purposes:

For questions 1& 2, Frequency and Percentage were used to describe the socio-demographic profile of teacher-respondents implementing the Alternative learning System (ALS) Accreditation & Equivalency (A&E) Program C.Y.2012 and learner-respondents' socio-demographic profile enrolled in the ALS (A&E) Program C.Y.2012.

For question number 3, Weighted mean was used to determine the teachers' competence.

For question 4, Chi Square (Contingency Coefficient), Spearman rho and Pearson's r were used to determine if significant relationship exist between the socio-demographic profile and teachers' competence among teacher-respondents.

For question 5, Weighted mean, Percentage and Frequency distribution were used to determine the learners' performance in the Competency Based Examination (CBE).

For question 6, Chi Square (Contingency Coefficient), Pearson's r and Spearman rho were used to determine if significant relationship exists



between the socio-demographic Profile and Learners' performance in the Competency Based Examination (CBE).

For question 7, Pearson's r was used to determine if significant relationship exists between the teachers' competence and learners' performance in the Competency Based Examination (CBE).

Summary of the Findings

From the result of the data processing, the following findings were obtained:

1. Socio-demographic profile of the Teacher-respondents:

- Majority of the teacher-respondents of the study comprised of 80% females.
- Majority of the teacher-respondents are non education graduate with a frequency distribution of 82 or (78.1%).
- With regard to their teaching experience in the Alternative Learning System Accreditation and Equivalency program, the bulk of the teacher-respondents (32%) have a teaching experience of more than 5 years.
- 68% percent of the teacher-respondents are receiving a monthly salary between Php 10,000- 5000.
- Majority were rated highly satisfactory by their ALS supervisors.

2. Socio-demographic profile of the learner-respondents:

- Majority of the learner-respondents fall within the age group between 12 to 20 years old.
- 53.8 % of the learner-respondents are females while 46.2 % are males.
- With regard to their Civil Status, majority of learner-respondents are single.
- 68.6 % of the learner-respondents belong to functional family while 32.4 % have dysfunctional families.
- Majority of learner-respondents reside less than a kilometer from the community learning center (CLC) with a total of 88.1 % while the remaining 2.9 percent resides more than 4 km from the CLC.

3. Teachers' Competence:

- The teacher-respondents attained the lowest mean scores between 4.11 to 4.19 with value of competent for with regard to: Mastery of the subject matter; formulation questions to clarify a lesson; usage of various aids for teaching; usage of a variety of teaching strategies; and provide challenging task applicable to real life situations.
- They have very high overall computed mean score of 4.26 which were interpreted as very competent.

4. Relationship between the socio-demographic profile and teachers' competence among teacher-respondents:

- It was revealed that teacher-respondents' competence is not significantly related to gender (p-value of 0.668) and educational background (p-value 0.120) as compared to $\alpha=0.05$.
- On the other hand, the result shows that teacher-respondents' competence is significantly related to teaching experience (p-value 0.001), salary (p-value 0.006) and performance rating (-0.378) as compared to $\alpha=0.05$.

5. Learners' Performance in the Competency Based Examination (CBE).

- Learning strand on Communication skills have the highest number of passers around 71% while majority of the learners failed (51.9%) in the learning strand about Sense of Community & Expanding One's World View.

6. Relationship between the Socio-demographic Profile and Learners' Performance in the Competency Based Examination (CBE).

- It was revealed that learners' performance is not significantly related to civil status (p-value of 0.133), family background (p-value 0.102) and age (p-value of -0.01) as measured at $\alpha=0.05$ level of significance.
- While the learners' performance is significantly related to gender (p-value 0.172) and distance from community learning center (p-value -0.139).



7. Relationship between learners' performance is not significantly related to performance in the Competency Based Examination(CBE).

- There is no significant relationship between the teachers' competence and learners' performance in the Competency Based Examination under the five learning strands. All the p-value in the five learning strands are less than the $\alpha=0.05$.

8. Enriched Instructional Program for Instructional Manager, mobile teachers and learners.

- With the findings of the study on teachers' competence and learners' performance in the alternative learning system accreditation and equivalency, the research proposed an enriched instructional program.

Based on teachers' competence, the weakness were identified so the following programs is hereby recommended for enrichment: conduct a seminar workshop through modern technology or using tri-media approach to enrich mastery of the subject matter; intensified teaching strategy through updated books, pamphlets and brochure to promote usage of different teaching strategies. Furthermore, experiential learning approach in the lessons must be provided to related lessons to real life situations; provide tools and techniques using the tri-media that will enhance creativity and innovativeness. To enhance teaching performance a training seminar concerning managing difficult students and implement PRAISE program at the local level. And request NGO and LGU for subsidy in implementing ALS program and intensify campaign/lobby for legislators to include budget for ALS.

As for the learners' performance field trips are recommended for community exposures, monthly classroom, sessions to address the weakness on limited awareness to the different cultures. In addition, more satellite Community Learning Center should be established to reach out to other out school youth. Sex education and early marriage maybe integrated in the subject

since most learner-respondents are between the age of 12 to 20.

Discussion and Recommendations

Based on the present research study, there are recommendations, which may enrich the teachers' competence and learners' performance, which are as follows:

1. It may be recommended that ALS supervisors may encourage more males to pursue teacher education and Teachers' Advocacy campaign. Provide training for ALS in the curriculum of teacher-educational institution.
2. For the learners, it may be recommended to intensify information drive in technology through online orientation about the program.
3. Seminar-workshops maybe conducted about the tools and technique on tri-media that will enhance creativity and innovativeness, administrators to initiate training seminars on Continuing Education Program and short term program to enrich teachers' competence.
4. For learners, seminars on responsible parenthood for parent learners; group counseling; and peer tutorials.
5. For the supervisors of the Alternative Learning System to implement PRAISE Program local level on motivation and incentives; mentoring scheme ; intra-visitation of classes; request Local Governments/NGO for subsidy; orientation of administrators about ALS; and promote Parent orientation program for minor age learners.
6. For the Bureau of Alternative Learning System, it may be recommended that the administrators to initiate linkage with the *barangay* officials for out-of-school youth/adult; and establishment of satellite Community Learning Center.
7. For future researchers, it is recommended that they conduct similar studies at other regions implementing Alternative Learning System Accreditation and Equivalency Program with greater emphasis on learners' performance on



Development of Self and Sense of Community as well as Expanding One's World View.

BIBLIOGRAPHY

Books

1. Burns N., Grove SK. (2005). The practice of nursing research: Conduct, Critique, and Utilization (5th Ed.). St. Louis: Elsevier Saunders
2. Buehler, C., Orme, J. G., Post, J., & Patterson, D. A. (2000). The long-term correlates of family foster care. Children and youth services review. Pearson Education.
3. Burden,P., & Byrd, D. (2003). Methods of effective teaching (3rd ed.). Boston: Pearson Education.
4. Cruikshank, D., Jenkins, D., & Metcalf, K. (2003).The act of teaching (3rd ed.). Boston: McGraw-Hill.
5. Gall, Meredith, Gall, Joyce and Borg, Walter(2007). Educational research, an introduction (8th edition). MA, United States: Pearson Education Inc.
6. Halpern, D. (2000). Sex differences in cognitive abilities (3rd ed.) Hillsdale, NJ: Erlbaum.
7. Kozol, J. (2006). The shame of the nation: The restoration of apartheid schooling in america. New York: Crown Publishing Group.
8. Lang, Hellmut, & David, Evans (2006). Models, strategies, and methods for effective teaching. Boston: Pearson Education, Inc.
9. McDevitt, T. & Ormond, J. (2002). Child development and education. Upper Saddle River, NJ: Merrill Prentice Hall.
10. Mallet, C. (2012).The school success program: Improving maltreated children's academic and school-related outcomes. Children & Schools. National Association of Social Workers. New York
11. Polit, D.F. & Beck, C.T. (2004). Essentials of nursing Research : Method & principles. Lippincot Williams & Wilkins.
12. Polit, D.F. & Beck, C.T. (2006). Essentials of nursing research : Method appraisal and utilization(6th ed.) :Lippincot Williams & Wilkins.
13. Simsek, Z., & Veiga, J.F. (2000). The electronic survey technique: An integration and assessment. Organizational research method. Lippincot iliams & Wilkins.
14. Thies, K. & Travers, J, (2009). Quick look nursing: growth and development through the lifespan. London, United Kingdom: Jones and Bartlett Publisher.
15. Sternberg, R., & Williams, W. (2002). Educational psychology. Boston: Allyn & Bacon.
16. Woolfolk, A. (2004).Educational Psychology (9th ed.). Boston: Allyn & Bacon.
17. Ymas, S., & Ferrer,F.(2001). College Statistics. Ymas Publishing House.
18. Unpublished Theses/Dissertations:
19. Abaquin, H.(2004). *A Survey on faculty Job Satisfaction at Pacita Complex National High School. Graduate Diploma in Home Economics*. Unpublished Master's Thesis, Philippine Normal University, Philippines.
20. Balanquit, M. (2013). Paulo Freire's Concept of Adult Literacy: An Alternative Learning. Unpublished Thesis, Christ the King Mission Seminary. Quezon City, Philippines
21. Baleda,C.(2006). Family Life Experience of Learners in the Alternative Learning System(ALS) in San Miguel Pasig City: Basis for proposed Intervention Program. Unpublished Master's Thesis, Philippine Normal University, Philippines.
22. Caigoy, P. (2000). Development and Validation of an Instrument to measure Teaching Commitment. Unpublished Master's Thesis, Philippine Normal University,Philippines.
23. Capili (2003). Research in Education. Unpublished Master's Thesis, Philippines.
24. Cruz, L(2005). Technology Education Teachers' Need Satisfaction and the Holding Power of Selected Private Schools in Quezon City. Unpublished Master's Thesis., Technological University of the Philippines. Philippines.
25. Del Rosario, M. (2003).Creative Leadership, Teachers Job Satisfaction and Institutional development in Elementary and High school.Level. Unpublished Master's Thesis., Technological University of the Philippines. Philippines.



26. Diaz, O. (2000). Leadership Behavior of Principals and Job Satisfaction of Teachers. Unpublished Master's Thesis, Philippines
27. Echevarria, D. (2005). Students Achievement in Relation to teachers Competence: Basis for Proposed Enhanced Syllabi in Physics. Unpublished Masters Thesis., Pamantasan ng Lungsod Ng Maynila, Philippines.
28. Fallurin, F.(2005). Assessment of Alternative Learning System(ALS) Programs in East District, Division of Batangas City: Basis for a Proposed Action Plan. Unpublished Master's Thesis., Philippine Normal University, Philippines.
29. Fernandez, R. (2005). The leadership Competence of Elementary School Principals and Teachers Performance in the Division of City School in Manila. Unpublished Dissertation. Technological University of the Philippines, Philippines.
30. Fernandez, A.(2004). Predictors of Job Satisfaction and Motivation of Edukasyong Pantahanan Pangkabuhayan (EPP) Teachers in Selected Districts in Laguna. Unpublished Dissertation, Technological University of the Philippines, Manila, Philippines
31. Galinta, M.(1990). Intellectual and Non-intellectual factors associated with Motivation and Competency of Teachers. Unpublished Dissertation, Philippine Normal University, Philippines.
32. Gelle, H. Rosamia(2004). Delivery System of the Nonformal educationProgram in the Division of Cavite. Unpublished Dissertation, Rodriquez Institute of Science and Technology. College of Education, Philippines.
33. Geniza, E. (2002). The Correlates of Job Satisfaction and Job Performance of the Teaching Personnel of Selected Private Higher Education Institutions in Olongapo City and The Province of Zambales AY 2000-2001: basis for Proposed Action Plan. Unpublished Dissertation, University of Santo Tomas, Philippines.
34. Ibasco, L. (2005). Teaching Commitment, Values Orientation Its relationship to Students' achievement: basis for a Proposed Five Year Strategic Plan for faculty Development. Unpublished Masters Thesis, Philippine Normal University, Philippines.
35. Ibay, S. (2004). Transformational Leadership Behavior , Communication, Competence & Decision –making practices of secondary school mangers in Division of Quezon City: their effect on Teachers Job satisfaction and Performance. Unpublished Dissertation. Technological University of the Philippines, Philippines.
36. Madrid, Edna P.(2004). Commitment, Instructional Competence and Teaching satisfaction of the Alternative Learning System-Instructional Managers in the Division of Pasay. Unpublished Master's Thesis, Faculty of the Graduate School Laguna Northwestern College, San Pablo,Laguna, Philippines.
37. Magtanong, M. (2008). Self-Efficacy and Job Performance in Relation to Job Satisfaction and Organizational Commitment of Teachers: basis for a proposed work enhancement Program. Unpublished Master's Thesis. University of Santo Tomas, Philippines.
38. Mataac, Joselito (2007). Status of Implementation Of Alternative learning system (ALS) In selected Division of National Capital Region: In out to policy formulation. Unpublished Dissertation,Technological University of the Philippines, Philippines.
39. Meer, Teresita, (2003). Designing an Alternative Education Program for Youth Development: Lessons from Northbay Boulevard South Experience. Unpublished Dissertation, University of Santo Tomas, Philippines.
40. Natividad, L.(2012). Level of MAPEH Teachers' Teaching Competencies in Selected Public Secondary Schools in the Division of Laguna Based on National Competency-Based Teacher Standard(NCBTS): An Analysis. Unpublished Masters Thesis, Philippine Normal University,Philippines, Philippines.
41. Pantoja-Heradura,R.(2002). Organizational culture of selected Non-Life Insurance Firms as perceived by its Rankand File Employeesin Relation to work commitment and Job Satisfaction. Unpublished Master Thesis., Pamantasan ng Lungsod ng Maynila, Philippines.



42. Pauso, K. (2010) Bureau of Alternative Learning System. Department of Education. Omnibus Policy Guidelines for ALS, Philippines.
43. Pulmones, I. (2009). Level of English Grammar Competence of the third year College students in the University of San Agustin: Basis for enrichment in the Language Program. Unpublished Masters Thesis, University of San Agustin, Iloilo City, Philippines.
44. Roques, E. (2007). Delivery Scheme of the Alternative Learning System in the Division of the City Schools of Manila: An Analysis. Unpublished Dissertation, Technological University of the Philippines, Philippines.
45. Saluba, M. (2001). Organizational Climate, Teacher Behavior and Teaching Competence in Selected RVM schools in Luzon: Basis for evolving School Program. Unpublished Masters, Philippine Normal University, Philippines.
46. Sandil-Tuy, Fedeliz, (2006). Learning Style and Study Habits of freshmen Business in the Mendiola Consortium Schools: basis for a Proposed educational Intervention Program. Unpublished Dissertation, Far Eastern University, Philippines.
47. San Pedro, C. (2006). An assessment of the Alternative Learning System (NFE) Program in Barangay 23, Caloocan City: Basis for a Proposed Livelihood Enrichment Program. Unpublished master's Thesis, Philippine Normal University, Philippines.
48. Siddiqui, T. (2010) A Study of Teachers Competencies and Teaching Practices for School Effectiveness in Workers Welfare Model Schools. Foundation University College of Liberal arts and Sciences, Rawalpindi-Pakistan, Pakistan.
49. Soliven, A (2008), The Development and state of the art of adult learning and education (ALE): national report of the Republic of the Philippines, UNESCO.
50. Sulangit, E. (2007). Determinants of Professional Competence of Teacher in Selected Catholic Schools in Paranaque. Unpublished Masters Thesis, Technological University of the Philippines, Philippines
51. Tabaranza, L. (2006). Predictors of Readiness of Lifelong Learning Key Implementers through Alternative Learning System and Technical Education. Inputs to staff Development. Unpublished Masters, Technological University of the Philippines, Philippines.
52. Talambayan, C. (2008). Predictors of Competence of Technology and Livelihood Education Teachers in the Division of Laguna: Basis for Capability building program. Unpublished Dissertation. Technological University of the Philippines, Philippines.
53. Timog, Y. (2004). Approaches in Teaching English on the Development of students' Communication Competence. Unpublished Masters Thesis. University of Rizal system, Philippines
54. Valdez, P. (2008). The Filipino Biligual's Cultural Competence: A Model Based on Filipino-English Code Switching. Unpublished Dissertation. Philippine Normal University, Philippines.
55. Velasco, C. (2005). Teaching Performance and Competence of Education & Non Education Graduates in Selected General High Schools in Laguna. Unpublished Dissertation, Technological University of the Philippines, Philippines.
56. Villaluz, R. (2008). Factors Affecting the Achievement of Completers in the Alternative Learning System (ALS) in the Province of Laguna. Unpublished Masters Thesis, Technological Institute of the Philippines, Philippines.
57. Journals
58. Acero et. al. (2000). Teachers' Competence. Education Journal.
59. Ahmad, Z., Anantharaman, R. N., & Ismail, H. (2012). Students' motivation, perceived environment and professional commitment: An application of Astin's College impact model. *Accounting Education*, 21(2), 187-208.
60. Arce-Ferrer, A. J., Cab, V., & Cisneros-Cohernour, E. J. (2001). Teachers' assessment competencies. *Educational Journal*.
61. American Council on Education, G. (2010). 2009 GED Testing Program Statistical Report. GED Testing Service,
62. Balassiano, M., & Salles, D. (2012). Perceptions of equity and justice and their



- implications on affective organizational commitment: a confirmatory study in a teaching and research institute. *Brazilian administration review (BAR)*, 9(3), 268-286. On November 2012.
63. Bucu, L.C. (2000). A teachers who is responsible, committed and a real professional.
64. Carpenter, J. and Pease J.(2012). Sharing the learning. *The Phi Delta Kaplan*, Vol. 94 N2, 36-41.
65. Clauss, J., & Geedey, K. (2010). Knowledge surveys: Students ability to self-assess. *Journal of the Scholarship of Teaching and Learning*, Vol.10, Issue2, pp.14-24.
66. Cottrell, S., Gill, A., Crow, S., Saizow, R., Nelson, E. A., & Shumway, J. M. (2012). A teaching oath: A commitment to medical students' learning and development. *Teaching & learning In medicine*, 24(2), 165-167.
67. Crissey, S. R., Bauman, K. J., & US Census, B. (2012). Measurement of high school equivalency credentials in census bureau surveys. SEHSD Working Paper Number 2012-3. US Census Bureau.
68. Garvey, J., & Jobs for the, F. (2011). From GED to college degree: Creating pathways to postsecondary success for high school dropouts. *Jobs For The Future. Educational Journal*.
69. Guerro, Carolina(2007) , "Philippines non-Formal Education," in education for all global monitoring report 2008: Education For All 2015 - Will We Make It?, ed. UNESCO-EFA Global Monitoring Report on December 2012.
70. Haddad, C. (2006). Equivalency programmes (EPs) for promoting lifelong learning. UNESCO Bangkok. On December 2012.
71. Han, H. (2012). Professional development that works: Shifting preschool teachers' beliefs and use of instructional strategies to promote children's peer social competence. *Journal Of Early Childhood Teacher Education*, 33(3), 251-268.
72. Jagadeesh, B. B., & More, R. N. (2012). A Study Of Murarji residential school teachers' job satisfaction In relation to their attitude towards teaching profession. *Indian Streams Research Journal*, 2(8), 1-9.
73. Klassen, R. M., & Chiu, M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36(2), 114-129.
74. Marquez,J.(2012).Project: Sagip-Dunong ALS Program (2002). Arnold Janssen Foundation Journal.
75. Ruban, L. And McCoach, B., (2005). The Journal of the association for the study of higher education. Gender differences grades using structural equation in modeling. Volume 28, No. 4, pp. 475-501.
76. Russell-Bowie, D. E. (2012). Developing preservice primary teachers' confidence and competence in arts education using principles of authentic learning. *Australian Journal Of Teacher Education*, 37(1), 60-74.
77. Syam,D.(2010) Learning in collaboration: A case study of community based partnership. The university of Wisconsin-Milwaukee. Dissertation Abstracts International . Vol. 72. No. 03. P. 260 on January 2013.
78. Tesfaw, T. A., & Hofman, R. H. (2012, August 8). Instructional supervision and its relationship with professional development: Perception of private and government secondary school teachers in Addis Ababa.
79. Tomanek J. Job satisfaction of community college adjunct faculty at Midwestern Community College. Dissertation Abstracts International Vol.72. No. 03. pp121.
80. Wasilik, O. (2011, January 1). Foreign-born instructors in the U.S.: intercultural competence, teaching strategies, and job satisfaction. ProQuest LLC.
81. Wong, E., & Yeung, A. (2003). Project Yi Jin: An alternative pathway to higher Journal.
82. United Nations Educational, Scientific, and cultural organization, Bangkok (Thailand). regional office for education in Asia and the Pacific. 1982. "Adult Education in Asia and the Pacific." *Bulletin Of The Unesco Regional Office For Education In Asia And The Pacific*ERIC, EBSCOhost (accessed October 28, 2012).
83. Vandiver, B.(2011). The impact of school facilities on the Learning environment. Dissertation Abstracts International . Vol.72. No. 03. P.804-A.



84. Yilmaz –Soylum & Buket Akkoyunlun (2009).The effect of learning on achievement in different learning environment. The Turkish Online Journal of Educational Technology – TOJET October 2009 ISSN: 1303-6521 volume 8 Issue 4.
85. Website/Electronic Documents
86. Ahmed, M. 2009. The State and Development of Adult Learning and Education in Asia and the Pacific: Regional Synthesis Report, Hamburg: UNESCO Institute for Lifelong Learning. Available from:http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/confinteavi_grale_asia_synthesis_en.pdf on November 11, 2012.
87. Aitchison, J. and H. Alidou. 2009. The State and Development of Adult Learning and Education in Africa: Regional Synthesis Report, Hamburg: UNESCO Institute for Lifelong Learning. Available from: http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/confinteavi_grale_africa_synthesis_en.pdf on November 13, 2012
88. DepED.gov.ph on November 9, 2012.
89. Deped7.com.ph/.../ALS%20role%20in%20EFA%202015.pdf on October 20, 2012.
90. DepED Order No.77,s.(2012)amended guidelines for the alternative learning system(als) unified contracting scheme on November 9, 2012.
91. DepEd memorandum No. 443,s. (2007). Unified Guidelines for the Alternative learning System(ALS) Contracting Scheme. On November 11, 2012.
92. DepEd Memorandum No. 313,s. (2008). Guidelines on the Disbursement and utilization of incentives and extra Allowances for ALS Mobile Teachers and Districts ALS Coordinators.Department of Education. Bureau of Alternative Learning System on November 12, 2012.
93. DFID (Department for International Development), 2008. A DFID practice paper, Adult Literacy: An update. Available from: <http://www.dfid.gov.uk/Documents/publications/LiteracyBriefing.pdf><http://www.dfid.gov.uk/Documents/publications/Literacy-Briefing.pdf> on November 11, 2012.
94. Department of Labor and Employment (DOLE)National wages and productivity.http://www.nwpc.dole.gov.ph/pages/ncr/cmwr_table.html March 17, 2013.
95. European Commission. 2006. Adult learning: It is never too late to learn, Brussels: Commission of the European Communities (Communication from the Commission). Available from:<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF> on November 11, 2012.
96. Keogh, H. 2009. The State and Development of Adult Learning and Education in Europe, North America and Israel: Regional Synthesis Report, Hamburg: UNESCO Institute for Lifelong Learning. Available from: http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/confinteavi_grale_paneurope_synthesis_en.pdf on November 11, 2012.
97. Morada, Florelyn B., (EID) Department of Education. DepED partners with various agencies to promote alternative learning system. www.gov.ph on November 3, 2012.
98. Performance Learning System. (2003). Learning Style:Vitaly Important. Performance Learning System. Available at www.plsweb.com/sec06.htm. on November, 13, 2012.
99. Raab, M.(2004). How well are Learning Style Supported in the Current Design of On Line Learning? Available at www.netsoc.tcd.ie/~martin/Portfol/MartinLiteratureReview.pdf. on December 8, 2012.
- 100.Smith,G(2012). Ayn Rand and Altruism. <http://www.libertarianism.org/publications/essays/excursions/ayn-rand-altruism-part-1>. on November 3, 2012.
- 101.Torres, R. M. 2009. From Literacy to Lifelong Learning: Trends, Issues and Challenges inYouth and Adult Education in Latin America and the Caribbean: Regional Synthesis Report, Hamburg/Pátzcuaro: UNESCO Institute for Lifelong Learning/CREFAL.Available from:http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/GRALE/confinteavi_grale_lac_synthesis_en.pdf on November 11, 2012.



- 102.Yousif, A. A. 2009. The State and Development of Adult Learning and Education in the Arab States: Regional Synthesis Report, Hamburg: UNESCO Institute for Lifelong Learning.Available from:
http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIE/confintea/pdf/GRILE/confinteavi_grile_arab_synthesis_en.pdf on November 11, 2012.