

Teaching Quality and Learners' Outcome in Alternative Learning System

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Abstract

This study aimed to assess the level of teaching quality and learners' outcomes in the Alternative Learning System (ALS) in Misamis Oriental for the School Year 2024–2025. It focused on describing the respondents' characteristics, evaluating the quality of ALS teaching, determining learners' outcomes, and identifying significant relationships and differences among variables. A descriptive-correlational method was used, involving 209 ALS teachers selected through universal sampling. A researcher-made questionnaire was employed, and both descriptive (frequency, percentage, mean, standard deviation) and inferential statistics (t-test, Pearson's r) were applied for data analysis.

Findings revealed that most ALS teachers were young, female, married, and held master's degrees. Many had attended training/seminars at the district or school level. Respondents consistently demonstrated very high teaching quality, particularly in classroom management. Learners performed very satisfactorily in LS1 (Filipino). A significant positive relationship existed between teaching quality and learners' outcomes. Moreover, teaching quality varied significantly based on age, educational attainment, and training/seminars attended. In conclusion, teaching quality significantly influences learners' performance. It is recommended that ALS implement targeted professional development focusing on critical thinking and problem-solving skills. Such initiatives can enhance instructional practices and positively impact learner achievement.

Keywords: Alternative Learning System, Teaching Quality, Learners' Outcomes

1. Introduction

The Alternative Learning System (ALS) in the Philippines is a parallel education program aimed at helping out-of-school youth and adults (OSYA) complete basic education in a flexible and accessible manner. It targets underprivileged individuals who were unable to complete formal schooling due to various challenges and seeks to empower them to improve their quality of life and become active members of society. Despite the program's noble goals, many ALS teachers especially new hires are more focused on gaining experience than improving their teaching quality. Concerns about teacher commitment and loyalty to ALS have been noted. Research emphasizes that teaching quality is vital to enhancing student outcomes. Studies by Ruiz-Alfonso et al. (2020) highlight that factor like relevance, encouragement, structured instruction, and teacher care positively influence learners' motivation and performance.

However, there is limited research on how ALS teachers' teaching quality affects learners' outcomes, especially in alternative education settings like Misamis Oriental. This study seeks to fill that gap by

examining teaching practices and their impact in the 2nd Congressional District. The findings aim to inform policies, teacher training, and curriculum design to improve ALS delivery and promote educational inclusion for marginalized learners.

Research Questions

This study aimed to determine the level of ALS teachers' teaching quality and learners' outcomes in Misamis Oriental Division during the School Year 2024-2025.

Specifically, this study aimed to address the following questions:

1. How are the respondents characterized in terms of age, sex, civil status, highest educational attainment, and training/seminars attended on teaching quality?
2. What is the respondents' level of teaching quality in terms of classroom management, cognitive activation, and supportive climate?
3. What is the level of learners' outcome based on the learning strands during the first and second quarter of SY 2024-2025?
4. Is there a significant relationship between ALS teachers' teaching quality and learners' outcomes?
5. Is there a significant difference in the ALS teachers' teaching quality when grouped according to their characteristics?

Significance

This study is valuable to the Division of Misamis Oriental as it highlights how teaching practices in the Alternative Learning System (ALS) impact teaching quality. It provides insights that can guide teacher development programs and improve instruction in ALS centers. By fostering collaboration among ALS implementers, coordinators, and administrators, the study promotes a supportive learning environment that addresses the challenges of nontraditional education. Improved teaching practices benefit ALS learners by creating a more effective and motivating learning experience, leading to better academic outcomes. The study also serves as a reference for future research on teaching quality and learner outcomes in alternative education, helping strengthen ALS implementation and similar programs.

Scope and Limitations

This study assessed the teaching quality of ALS teachers and learner outcomes in the 2nd Congressional District of Misamis Oriental for SY 2024–2025. It involved 209 ALS teachers from all learning centers in the district. Teaching quality was measured through Classroom Management, Cognitive Activation, and Supportive Climate, while learner outcomes were based on the K to 12 Learning Strands. These included Communication Skills (English and Filipino), Scientific Literacy, Mathematical Skills, Life and Career Skills, Understanding the Self and Society, and Digital Literacy. Moderating variables included teachers' age, sex, civil status, educational attainment, and training/seminars attended.

2. Literature Review

Respondents' Characteristics. This study examines how the characteristics of ALS teachers—specifically age, sex, civil status, educational attainment, and participation in training or seminars—affect teaching quality and learner outcomes. Age influences teaching approaches, with Lim and Tan (2023) noting that younger teachers tend to adopt technology and modern strategies, while older teachers often prefer

traditional methods. Both age groups bring unique strengths that can enhance teaching effectiveness depending on learners' needs. Sex also plays a role in instructional styles. Eagly and Carli (2020) found that women often use supportive and collaborative methods, while men focus more on structure and outcomes. Shah (2020) highlighted that more women are entering teaching roles in ALS, contributing to learner-centered practices.

Civil status can influence a teacher's well-being and work engagement. According to Wang et al. (2020), married individuals often benefit from strong social support, which can positively impact job performance. Castro and Ramos (2020) observed that most active ALS teachers were married and actively involved in both local and national education programs. Educational attainment is another critical factor, as Sanfo and Malgoubri (2023) found that teachers with higher education levels tend to possess deeper pedagogical knowledge, allowing them to handle diverse learning needs more effectively. Finally, participation in training and seminars significantly contributes to professional growth. Anggraini (2021) emphasized that continuous professional development equips teachers with updated teaching strategies and fosters learner engagement, which is especially vital in the nontraditional context of ALS.

Teaching quality encompasses several critical dimensions that influence student outcomes, including classroom management, cognitive activation, and supportive climate. According to Pakino and Ubayubay (2024), teaching quality plays a vital role in establishing a high-performing faculty. Fauth et al. (2019) identified classroom management as a key component, emphasizing the importance of teacher-student interactions in shaping academic success. Bozkuş (2021) noted the growing global interest in classroom management, while Wilkins et al. (2022) advocated for strategies that promote fairness, student empowerment, and restorative practices. Thi and Nguyen (2021) further highlighted that effective classroom management enhances both student motivation and academic performance. Cognitive activation, as described by Kim et al. (2021), involves engaging students in higher-order thinking and connecting new learning with prior knowledge. This method fosters deeper understanding and sustained interest, particularly in science (Von Kotzebue et al., 2020). Finally, supportive climate, which includes teacher support, fairness, feedback, and class discipline, significantly affects student achievement. Rohatgi et al. (2022) found that perceptions of fairness and feedback were especially influential in student success, while Daily et al. (2019) emphasized that a positive school climate contributes to academic achievement across grade levels. These interconnected dimensions collectively enhance teaching effectiveness and student learning outcomes.

Learners' outcomes in education, particularly in higher education and alternative learning systems, involve multidimensional aspects encompassing academic achievement, personal development, and future readiness. Mitra (n.d.) introduced the Higher Education Learners' Learning Outcomes (HELLO) framework, which faces challenges such as aligning outcomes with institutional goals, defining measurable objectives, and ensuring curricular integration. Rodríguez (2022) emphasized that factors like teaching quality, social-emotional learning, and resource access shape these outcomes. Within the Philippine Alternative Learning System (ALS), Learning Strand 1 (Republic Act 8293 et al., 2021; ALS K to 12 BEC) focuses on communication skills in both English and Filipino, enhancing learners' ability to process information and communicate effectively. Learning Strand 2 (DepEd, 2017) promotes scientific literacy and critical thinking through a sequential curriculum, while Learning Strand 3 (DepEd, 2017b; Salazar et al., 2021) enhances mathematical reasoning and problem-solving. Life and Career Skills in Strand 4 (DepEd, 2017; Dresser et al., 2023) foster sustainable livelihoods and work readiness. Strand 5 focuses on understanding self and society, with Joshanloo and Soltani (2022) noting that self-focus in unjust societies can

boost life satisfaction. Finally, Strand 6 (DepEd, 2017c; Farias-Gaytan et al., 2023) addresses digital literacy, emphasizing the need for ICT skills in a rapidly evolving digital landscape, with a focus on equipping both learners and educators for modern challenges.

3. Methodology

Research Design

This study employed a descriptive correlational method, a quantitative approach that examines the natural relationships between variables without inferring causality. This method is useful for characterizing features and testing specific hypotheses, making it suitable for exploring the link between teaching quality and learners' outcomes among ALS teachers in Misamis Oriental. By collecting data on various relevant variables, the study aimed to identify correlation patterns and generate accurate representations of real-world interactions. Shrestha and Subedi (2020) support this approach as a conclusive research strategy that enables a deeper understanding of underlying dynamics in educational settings.

Participants

This study focused on 209 ALS teachers and 418 learners from the 2nd Congressional District of the Division of Misamis Oriental, encompassing both urban and rural learning centers. The participating teachers brought diverse backgrounds in terms of teaching experience, educational attainment, and professional development, offering rich insights into how teaching quality influences learner outcomes. The inclusion of 418 learners allowed for a comprehensive assessment of actual learning outcomes. Covering twelve districts where the ALS program operates, the study explored how teachers' instructional practices impact the effectiveness of non-formal education for elementary and junior high school dropouts during the School Year 2023–2024, emphasizing the crucial role of teaching quality in the success of the ALS program.

Data Collection

The data for this study were gathered using a combination of questionnaires and in-depth interviews. The research instrument used in this study consisted of three parts. Part I gathered demographic information from respondents, including age, sex, civil status, highest educational attainment, and participation in training or seminars on teaching quality. Part II assessed teaching quality based on classroom management, cognitive activation, and supportive climate, using a researcher-made questionnaire adapted from Senden et al. (2023), with teachers rating themselves on a scale ranging from "at all times" to "never." Part III focused on learners' outcomes, based on the Alternative Learning System (ALS) K to 12 Basic Education Program, covering six learning strands: English, Filipino, Scientific and Critical Thinking Skills, Mathematics and Problem-Solving Skills, Life and Career Skills, Understanding the Self and Society, and Digital Citizenship.

Data Analysis

After collecting and recording the data gathered in the study, the researcher used statistical tools. The variables in the study were explained using descriptive statistics, including frequency, percentage, mean, and standard deviation. The Pearson Correlation Coefficient (r) was employed to determine the significant relationship between ALS teachers' teaching quality and learners' outcomes. Furthermore, the t-test and F-test were employed to assess the significant difference in the teaching quality of ALS teachers based on their characteristics.

4. Results and Discussions

Problem 1. How are the respondents characterized in terms of age, sex, civil status, highest educational attainment, and training/seminars attended on teaching quality?

Table 1
Distribution of Respondents in terms of Age

Category	Frequency	Percentage
34 years old and above	22	10.53
30-33 years old	38	18.18
26-29 years old	80	38.28
22-25 years old	45	21.53
21 years old and below	24	11.48
Total	209	100.00

Table 1 shows that the majority of ALS teachers in Misamis Oriental are young, with the highest number (38.28%) aged 26–29, indicating that many are relatively new to the profession and likely recent graduates. This youthfulness can bring fresh ideas and openness to innovation, aligning with Hussein (2024), who highlights younger teachers' strengths in using technology and modern strategies. However, the smallest group (10.53%) comprises those aged 34 and above, suggesting a lack of older, more experienced teachers whose presence could enrich ALS programs. Studies by Bautista and Cruz (2021) and Gomez et al. (2019) stress the value of experienced educators and the need for mentorship, professional development, and intergenerational collaboration to maximize both new and seasoned teachers' strengths. The findings imply a need to support young teachers' growth while also attracting and retaining older teachers to create a balanced and effective teaching force.

Table 2
Distribution of Respondents in terms of Sex

Category	Frequency	Percentage
Male	98	46.89
Female	111	53.11
Total	209	100.00

Table 2 reveals that a majority of ALS teachers in the 2nd Congressional District of Misamis Oriental are female (53.11%), suggesting that more women pursue careers in education, possibly due to societal norms aligning teaching with nurturing roles. This trend reflects historical and cultural expectations, as well as a natural inclination among women to support student development, aligning with studies like Hing et al. (2023) and UNESCO (2021). Female teachers are often associated with emotionally supportive teaching approaches that enhance student well-being. In contrast, only 46.89% of respondents were male, indicating a gender gap possibly influenced by preferences for other professions like criminology, and by concerns such as low pay and limited career progression, as noted by the OECD (2021). Despite being underrepresented, male teachers play an essential role in providing gender-diverse role models and challenging stereotypes, as emphasized by McGrath and Van Bergen (2019). Addressing pay, workload, and professional growth opportunities could help attract more men to the teaching profession.

Table 3
Distribution of Respondents in terms of Civil Status

Category	Frequency	Percentage
Single	85	40.67
Married	105	50.24
Widowed/Widower	10	4.78
Separated	3	1.44
Solo Parent	6	2.87
Total	209	100.00

Table 3 shows that the majority of ALS teachers in the 2nd Congressional District of Misamis Oriental are married (50.24%), suggesting that marital status may positively influence educational motivation, as many married individuals pursue further education to improve their family's socio-economic well-being. This aligns with the study of Gonzales and Lee (2020), which found that married learners are often driven by a strong sense of responsibility and purpose. The data also reflect that most respondents are in the 26–29 age range, which typically coincides with early marriage years. In contrast, only 1.44% of respondents are separated, implying that emotional or financial difficulties might hinder their participation in professional development. This highlights the need for support systems like counseling and financial aid, as recommended by Martin and Clark (2020), to help separated individuals overcome barriers and engage more effectively in continuing education.

Table 4
Distribution of Respondents in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	2	0.96
with units in a Doctorate Degree	15	7.18
Master's Degree	56	26.79
with units in a Master's Degree	76	36.36
Bachelor's Degree	60	28.71
Total	209	100.00

Table 4 reveals that the majority of ALS teachers (36.36%) have earned units in a master's degree, indicating their strong interest in professional growth and career advancement. This trend reflects their efforts to improve teaching quality and meet updated Department of Education ranking criteria, which now award points for higher education. The pursuit of a master's degree not only enhances qualifications but also supports faster promotion, especially for those aiming for permanent positions. This aligns with Budi-ongan and Corpuz's (2024) findings, which highlight the importance of institutional support for teachers seeking advanced degrees. In contrast, only 0.96% of respondents hold a doctorate degree, suggesting that

time, cost, and workload constraints hinder teachers from pursuing the highest level of education. Addressing these barriers through flexible programs, financial aid, and support systems could help more teachers achieve advanced qualifications and contribute more effectively to the ALS program.

Table 5
Distribution of Respondents in terms of Training/Seminars
Attended on Teaching Quality

Category	Frequency	Percentage
National	24	11.48
Regional	61	29.19
Division	60	28.71
District/School	64	30.62
Total	209	100.00

Table 5 shows that most ALS teachers in Misamis Oriental (30.62%) attend training or seminars at the district/school level, reflecting that professional development opportunities are primarily localized. These district-level trainings help teachers update their skills and adapt to learner needs through practical, context-specific methods, as supported by Ramirez and Cruz (2020). Conversely, only 11.48% of teachers participate in national-level training, mainly due to high costs and limited funding, with few opportunities provided by the Department of Education. Tan and Rivera (2021) highlight the importance of national seminars for aligning teaching with national standards and improving instructional quality. To enhance ALS teaching, expanding funding and access to national-level training is essential to keep teachers informed of current policies and advanced practices.

Problem 2. What is the respondents' level of teaching quality based on Classroom Management, Cognitive Activation, and Supportive Climate?

Table 6
Summary Distribution of Respondents' Teaching Quality

Variable	Mean	SD	Interpretation
Classroom Management	3.47	0.78	Very High
Cognitive Activation	3.23	0.75	High
Supportive Climate	3.30	0.79	Very High
Overall	3.33	0.77	Very High

Table 6 summarizes the teaching quality of ALS teachers across three key areas: classroom management, cognitive activation, and supportive climate, with an overall very high rating (mean = 3.33, SD = 0.77).

ALS teachers consistently demonstrate strong teaching quality by maintaining effective classroom management, engaging students cognitively, and creating a supportive learning environment. Classroom management scored the highest (mean = 3.47), showing that teachers effectively establish routines and maintain order, which creates a positive and stable learning atmosphere essential for student success (Franklin & Harrington, 2019). Cognitive activation scored the lowest (mean = 3.23), though still high, indicating room for improvement in fostering students' critical thinking, especially since many ALS students are disengaged or have lost interest in schooling. Enhancing cognitive activation is crucial to develop students' problem-solving and real-world application skills (Fisher et al., 2020). Overall, the high teaching quality contributes to student engagement, motivation, and academic achievement, highlighting the important role of skilled and passionate ALS teachers (Nauzeer & Jaunky 2021).

Problem 3. What is the level of learners' outcome based on the learning strand during the first and second quarters?

Table 7
Summary Distribution of Level of Learners' Outcome in Learning Strands
1 to 6 during the 1st and 2nd Quarter of SY 2024-2025

Learning Strand			1 st Quarter Mean SD Description	2 nd Quarter Mean SD Description	Overall Mean SD Description
Learning Strand 1: Communication Skills (English)			86.23	88.41	87.32
			5.69	5.71	5.70
			Very Satisfactory	Very Satisfactory	Very Satisfactory
Learning Strand 1: Communication Skills (Filipino)			89.91	88.26	89.09
			6.76	6.42	6.59
			Very Satisfactory	Very Satisfactory	Very Satisfactory
Learning Strand 2: Scientific Literacy and Critical Thinking Skills			84.67	85.99	85.33
			5.85	6.66	6.26
			Satisfactory	Very Satisfactory	Very Satisfactory
Learning Strand 3: Mathematical and Problem-Solving Skills			84.67	86.26	85.47
			5.85	5.55	5.70
			Satisfactory	Very Satisfactory	Very Satisfactory
Learning Strand 4: Life and Career Skills			85.84	87.93	86.89
			4.93	5.91	5.42
			Very Satisfactory	Very Satisfactory	Very Satisfactory

Learning Strand 5: Understanding the Self and Society	86.09 9.98 Very Satisfactory	87.41 5.84 Very Satisfactory	86.75 7.91 Very Satisfactory
Learning Strand 6: Digital Citizenship	86.44 9.39 Very Satisfactory	88.79 5.84 Very Satisfactory	86.62 7.62 Very Satisfactory
Overall	86.26 6.92 Very Satisfactory	87.58 5.99 Very Satisfactory	86.92 6.46 Very Satisfactory

Table 7 summarizes the performance of ALS students across six learning strands during the first and second quarters of SY 2024–2025. The overall mean score was 86.92 (SD=6.46), described as Very Satisfactory, indicating good mastery and improved consistency in students' learning outcomes over time. The highest-performing strand in both quarters was Communication Skills (Filipino), with means of 89.91 in the first quarter and 88.67 in the second quarter, showing strong student interest and achievement in Filipino language skills despite many being dropouts or disengaged learners. The lowest-performing strands were Scientific Literacy and Critical Thinking Skills and Mathematical and Problem-Solving Skills, with scores around 84–86, though still Very Satisfactory. These areas indicate a need for focused support, as students struggled more with these complex skills. Addressing the challenges in these strands through targeted teaching strategies is important for developing students' critical thinking and problem-solving abilities. The data suggests that ALS teaching methods and curriculum effectively promote learning overall, but additional attention is needed for scientific literacy and math skills to help all learners reach their full potential.

Problem 4. Is there a significant relationship between the ALS teachers' teaching quality and ALS students' learning outcomes?

Table 8
Results of the Test on the Relationship between ALS Teachers'
Teaching Quality and Learners' Outcome

Teaching Quality	Learners' Outcomes		Over-all
	1st Quarter	2nd Quarter	
	R-Value	R-Value	R-Value
	p-value	p-value	p-value
	Interpretation	Interpretation	Interpretation
Classroom Management	0.3263 0.0146 S	0.6432 0.0021 S	0.4848 0.0084 S
Cognitive Activation	0.1766 0.0203 S	0.4387 0.0101 S	0.3077 0.0152 S

Supportive Climate	0.3178	0.6345	0.4762
	0.0176	0.0169	0.01725
	S	S	S

Table 8 reveals a significant positive relationship between teaching quality and students' learning outcomes in the Alternative Learning System (ALS), focusing on classroom management, cognitive activation, and supportive climate. The statistical analysis showed that higher teaching quality corresponds to better student performance, with all three variables exhibiting significant correlation values and p-values below the 0.05 threshold, leading to the rejection of the null hypothesis. Effective classroom management was found to greatly enhance learning outcomes by creating a well-organized, focused environment that minimizes disruptions and maximizes instructional time, thereby fostering a positive and motivating atmosphere for students. Cognitive activation also demonstrated a strong link to student success, as teaching methods that promote critical thinking, inquiry, and problem-solving encourage deeper understanding, improved retention, and long-lasting intellectual curiosity. Additionally, a supportive classroom climate where students feel safe, encouraged, and valued was shown to boost emotional well-being and academic achievement, allowing students to take risks and engage more actively in learning. Overall, these findings highlight the essential role of skilled and well-supported teachers in improving learner outcomes. Providing educators with adequate resources, training, and support is crucial for maintaining high teaching quality, which in turn empowers students to succeed. Empowered teachers foster empowered learners, emphasizing the importance of investing in teacher development for the benefit of student achievement.

Problem 5. Is there a significant difference in the ALS teachers' teaching quality when grouped according to their characteristics?

Table 9
Test Result on the Difference Between Teaching Quality
When grouped according to their Characteristics

Respondents' Characteristics	Teaching Quality		
	Classroom Management	Cognitive Activation	Supportive Environment
	<i>t-value</i>	<i>t-value</i>	<i>t-value</i>
	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
	<i>Interpretation</i>	<i>Interpretation</i>	<i>Interpretation</i>
Age	0.2548	0.7490	0.4376
	0.0210	0.0167	0.0400
	S	S	S

Sex	0.0354	0.1547	0.6095
	0.1657	0.1437	0.1320
	NS	NS	NS
Civil Status	0.3527	0.6476	0.3287
	0.1653	0.2760	0.1065
	NS	NS	NS
Highest Educational Attainment	0.4632	0.2165	0.6490
	0.0175	0.0102	0.0104
	S	S	S
Training/Seminars Attended on Teaching Quality	0.7321	0.3176	0.3176
	0.0100	0.0100	0.0102
	S	S	S

Table 9 shows that teaching quality among ALS teachers significantly varies based on age, highest educational attainment, and training/seminars attended, but not by sex or civil status. Older teachers tend to have higher teaching quality due to greater experience, although younger teachers bring fresh perspectives and are more adept with technology, highlighting the need for targeted professional development to support older educators in technology use. Teachers with higher educational qualifications, such as master's degrees, demonstrate better teaching quality, reflecting deeper subject knowledge and advanced teaching skills. Additionally, teachers who attend more training and seminars exhibit improved teaching quality, underscoring the importance of ongoing professional development to keep teachers updated on effective strategies. Conversely, no significant differences in teaching quality were found based on gender or marital status, suggesting that effectiveness is more related to skills, experience, and professional growth than personal demographics. This reinforces the idea that teacher support and development opportunities should be equitable and focused on enhancing expertise rather than demographic factors.

5. Conclusion and Recommendations

Conclusion

Teachers' Teaching Quality, such as classroom management, cognitive activation, and supportive climate, was significantly related to students' learning outcomes during the first and second quarters. On the other hand, teachers' teaching quality on classroom management, cognitive activation, and supportive climate showed a significant difference in age, highest educational attainment, and training/seminars attended.

Recommendations

1. ALS officials should conduct enhancement training for ALS teachers to improve the teachers' teaching quality.
2. ALS teachers should design activity materials that motivate students to engage more in critical thinking, problem-solving, and applying these skills to real situations or problems.
3. ALS teachers should provide students with individualized activities that enhance critical thinking skills and improve basic scientific literacy.

4. ALS teachers should enhance their teaching quality and promote activities enhancing learners' academic outcomes.
5. DepEd Officials and the ALS Focal Person should provide ample training/seminars to all ALS teachers to promote better learning opportunities and professional development.

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