



EDUCATIONAL ORIENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS' AND THEIR ACADEMIC INVOLVEMENT

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Abstract

Basic learning is seen as a gateway for everyone to advance their learning and skill training. Furthermore, education is a fundamental human right even in the new normal setting. Yet, not everybody appreciates education, especially the millennial's who lost their interest for learning when face to face classes are restricted. Hence, the study's ultimate goal is to investigate the implication of the Alternative Learning System (ALS) learners' Educational orientation on their academic involvement in South President Quirino District amidst the modular class in the new normal setting. It employed a quantitative study, specifically a Descriptive-Correlational Method to determine the relationship between the extent of the educational orientation of the ALS learners and their level of participation in their class at President Quirino District, division of Sultan Kudarat. Based on the result, the extent of the Educational Orientation of Alternative Learning System (ALS) learners, in terms of transition in Education, and acceptance of New Normal Educational System is found to be evident which entails that ALS learners are fairly aware of the transition. Further, the level of their academic involvement in the New Normal Setting, in terms of Modular class, and Portfolio Compilation is rated as fairly satisfactory which means that they are below average when it comes to their academic performance in the New Normal Setting. Finally, it has been concluded that there is no significant relationship between the extent of the Educational Orientation of ALS learners and their level of academic involvement in the new normal setting.

Keywords: *Educational Orientation, ALS, Portfolio, Module*

1.INTRODUCTION

Basic learning is seen as a gateway for everyone to advance their learning and skill training. Furthermore, education is a fundamental human right even in the new normal setting. Yet, not everybody appreciates education, especially the millennial's who lost their interest for learning when face to face classes are restricted. Those without sufficient education are susceptible to terrible poverty when they are taken for granted.

Thus, in order to solve this education circumstance, Alternative Learning System (ALS) programs assist persons who have not completed the basic-required stage of formal learning. ALS is designed as a blended learning program that combines self-paced, modular-based learning with coaching from mobile teachers. Furthermore, ALS plays a significant role in locations where learning is jeopardized owing to conflicts, natural dangers, or distance.

Unfortunately, school cancellations induced by the COVID-19 pandemic have touched about 75 percent of the world's learner population (UNESCO, 2020). This equates to approximately 91.3 percent of all students enrolled in 188 countries (Toquero, 2020).

Further, this was comparable to when China initially encountered the Severe Acute Respiratory Syndrome in 2003 (SARS).

With the above educational transition and lack of Educational orientation among learners, academic engagement is an issue that affects their academic records. Hence, student engagement, according to educational neuroscience specialist Dr. David Sousa (2017), is the amount of attention, interest, curiosity, and positive emotional connections that kids have when they are learning, whether in the classroom or on their own. One of the primary reasons for the importance of student engagement is that the accompanying skills and habits — motivation, joy of learning, persistence, and curiosity – prepare students to excel in college and in their professions.

Further, the correlation between high student engagement and improved academic outcomes has a strong research history (Dyer, 2015). More recently, a Gallup study which involved 128 schools and more than 110,000 students found that student engagement had a significant positive relationship with student academic achievement progress (growth) in math, reading, and all subjects combined (Reckmeyer, 2019).

Hence, this study's ultimate goal is to investigate the implication of the Alternative Learning System (ALS) learners' Educational Orientation on their academic involvement in South President Quirino District amidst the modular class in the new normal setting.

This section presents the study's Conceptual Framework, which demonstrates the relationship between the two correlated variables. The extent is the Educational Orientation of Alternative Learning System (ALS) learners, in terms of Transition in Education; and Acceptance of New Normal Educational System is included in the Independent Variable.

While the dependent variable covers the level of the learners' academic involvement in the New Normal Setting, in terms of Modular class and Portfolio Compilation.

Generally, this study aimed to investigate the implication of the Alternative Learning System (ALS) learners' Educational Orientation on their academic involvement in the Municipality President Quirino amidst the modular class in the post-pandemic setting

The study helps readers understand the importance of educational orientation among Alternative Learning System (ALS) learners for them to effectively participate and involve themselves in learning.

2. MATERIALS AND METHODS

The study employed a quantitative study, specifically a Descriptive-Correlational Method to determine the relationship between the extent of the educational orientation of the ALS learners and their level of participation in their class at President Quirino, division of Sultan Kudarat.

According to Noah (2021), Descriptive-Correlation research design examines the relationships between two (or more) variables without the researcher controlling or manipulating any of them. It is a type of non-experimental quantitative research. In a correlation project, measure variables without manipulating them.

The respondents of the study were the ALS learners and ALS teachers from the municipality of President Quirino, province of Sultan Kudarat during the school year 2022-2023. ALS learners in President Quirino are found to be unaware of the transition of education due to pandemic which evidently affects their participation in their modular classes.

This study employed a total enumeration sampling technique since all the officially enrolled ALS learners and ALS teachers for school year 2022-2023 in President Quirino, division of Sultan Kudarat were considered as the respondents of this study.

According to Laerd (2020), Total enumeration sampling is a type of purposive sampling technique where you choose to examine the entire population (i.e., the total population) that have a particular set of characteristics. In sampling, units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc.), pieces of data, and so forth. When using total enumeration sampling, it is most likely that these units will be people.

This study was conducted at ALS President Quirino, division of Sultan Kudarat for the school year 2022-2023. President Quirino is one of the implementing municipality that strengthens the implementation of ALS Program in the province.

This study used an adopted survey questionnaire which adopted from the study of different researchers/authors.

For the extent is the Educational Orientation of Alternative Learning System (ALS) learners, in terms of Transition in Education, and Acceptance of New Normal Educational System, an adopted questionnaire from the study of Medina (2019) shall be used in this study.

For the level of the learners' academic involvement in the New Normal Setting, in terms of Modular class, and Portfolio Compilation, an adopted questionnaire from the study of Cruz (2018) was employed in this study.

The responses of the respondents were analyzed and interpreted using a two different rating scales which will be patterned after the studies of the two reliable and credible researchers.

A rating scale modeled after Medina (2019) was used to assess the extent is the Educational Orientation of Alternative Learning System (ALS) learners, in terms of Transition in Education, and Acceptance of New Normal Educational System.

On the other hand, another rating scale modeled after Cruz (2018) was used to examine and interpret the level of the learners' academic involvement in the New Normal Setting, in terms of Modular class, and Portfolio Compilation which also patterned from DepEd Order 30, series of 2020.

In order to come out with a reliable study, the researcher followed a process. The researcher analyzed the present situation of the target respondents and the implementation of the peace integration and the behavioral aspect of the learners.

First, the Superintendent of the DepEd-Division and the CGS Dean were asked to sign a letter approving the conduct of the study.

Another letter of permission was addressed to the DepEd Program Supervisor in Alternative Learning System.

Then survey questionnaire was adopted, arranged, and tested in order to collect the accurate data required for this study.

Respondents were then selected in a total enumeration sampling technique by the researcher.

The researcher then begins the distribution of the Survey Questionnaire, and assess the academic involvement of the ALS learners either by virtual (Google Form) or by sending the Questionnaire to their individual school, as long as the health protocol is properly followed.

Finally, data from the distributed survey questionnaire was collected, which tabulated, analyzed, and interpreted. See flowchart below:

The statistical tools below were used to respond to the problem statement specified in Chapter I.

The following statistical tools were used in answering the statement of the problem stipulated in Chapter I.

While, Mean was used to calculate and analyze the extent of the educational orientation and the level of ALS learners' academic involvement in all their educational endeavors in the post-pandemic setting.

Finally, as to significant relationship between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement in the post-pandemic setting, Pearson r Correlation was employed in the study.

3. RESULTS AND DISCUSSION

EXTENT OF THE EDUCATIONAL ORIENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS

Table 1 above entails the extent of the Educational Orientation of ALS learners, in terms of Transition in Education, and Acceptance of New Normal Educational System. As seen on the above table, the extent of the Educational Orientation of ALS learners, in terms of Transition in Education is found to be "evident" with the mean of 3.12. Indicator 5 "both ALS teachers and learners have least understanding of the new transition of education" has the lowest mean of 2.20 which interpreted as "merely evident". This suggests that both ALS teachers and learners are still not aware of the transition happened in the Philippine Education brought by the pandemic. On the other, indicator 2 "Due to the transition, others are not ready to embrace the digital way of learning" has the highest mean of 4.20 which interpreted as "highly evident". This likewise entails that due to the transition of Education, learners are not ready to embrace the digital way of learning they are stuck with the traditional way of teaching-learning process.

On the other hand, the extent of the Educational Orientation of ALS learners, in terms of Acceptance of New Normal Educational System is seen to be "evident" with the grand mean of 2.92. As observed, all the indicators are interpreted as "evident" which entails that ALS learners are not really ready to adopt the new normal education, and learning from home with a self-paced module is not that convenient for the learners. It also observed from the result that ALS learners lose their interest from learning due to the transition concerning their health and other circumstances that affect their interest to learn.

Generally, the extent of the Educational Orientation of ALS learners, in terms of Transition in Education, and Acceptance of New Normal Educational System obtained the mean of 3.02 which interpreted as "evident". The result indicates that ALS learners in President Quirino, Division of Sultan Kudarat are not well-oriented of the transition which affects how they embrace and adopt the new educational system, such as participating in hybrid and flexible learning modalities.

Furthermore, it can also be inferred that learners belonging to the ALS program are not ready to culture digitalization within themselves at it is reflected on the extent of their engagement in all academic activities utilizing technological learning platforms.

The aforementioned result is anchored with Mineo's (2021) findings that that not all learners were not prepared for the shift in learning modalities. In addition, this transition to an online learning space demands the purchase and proficiency of these resources, such as software, hardware, and other teaching resources, which then requires them to get acquainted with these technologies in order to effectively deliver their roles and for them to physically and adapt to the new learning space. Thus, this learning setup proved to be difficult for teachers; they especially find it difficult to hold their students' attention for long periods of time. Even instructors were caught unprepared for the paradigm shift. Furthermore, the abrupt shift to the

online modalities of learning uncovers a significant decrease in course completion and an increased rate of dropouts.

LEVEL OF THE LEARNERS' ACADEMIC INVOLVEMENT IN THE NEW NORMAL SETTING

Table 2 above shows the level of learners' academic involvement in terms of Modular Class, and Portfolio Compilation.

As displayed on the above table, the level of learners' academic involvement in terms of Modular Class is rated as "observed" with the mean of 3.28. The result reveals that these learners constrained in doing their academic activities in a modular manner. Indicator 1 "ALS teachers often encounter late submission of modules" obtained the highest mean of 4.20 which interpreted as "Highly Observed". However, indicator 3 "Modules are not even received by the ALS learners due to bombarded household chores" obtained the lowest mean of 2.40 which interpreted as "Fairly Observed". This indicates that the distribution of module is not really a problem among ALS learners as these learning materials are given to them on-time. More so, Indicator 4 "Modules are not difficult to grasp by the learners as it was indicated on their scores" gained the mean of 3.40 or "sometimes observed", this entails that there is an average understanding of the ALS towards their learning module.

On the other hand, the level of learners' academic involvement in terms of Portfolio Compilation is found to be "fairly observed" with the section mean of 2.60. This means that in terms of module preparation, ALS learners' involvement is weak. Indicator 2 "the contents of the portfolio are incomplete which do not suffice the assessment" is found to be "fairly observed" with the mean of 1.80. This means that ALS learners are not well-versed in the preparation of their portfolio as one of the major requirements to pass and be accelerated. Other indicators also suggest that problems on portfolio arise due to learners' house-hold chores, and other laborious house-hold activities.

Generally, the level of learners' academic involvement in terms of Modular Class, and Portfolio Compilation got the grand mean of 2.94 which interpreted as "observed". This means that ALS learners' academic involvement is weak which affect their engagement in all their academic activities including their modular class, and portfolio activities. Additionally, based on the result, learners' house-hold chores, and other laborious house-hold activities are the common factors that hinder them from performing well in all their academic endeavors.

The above result complements with the findings of Francisco and Barcelona (2020) as they believe that learning is more effective if a face-to-face modality is included. According to them, distance learning must be blended with face-to-face learning or flexible learning for the student-professor relationship will be strengthened. Learners cannot submit their activities and modules on time due different circumstances. Others are restricted to go outside by their parents, while others are bombarded with house-hold chores.

RELATIONSHIP BETWEEN THE EXTENT OF THE EDUCATIONAL ORIENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) LEARNERS AND THEIR LEVEL OF ACADEMIC INVOLVEMENT.

Table 3 shows the between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement. As indicated above, the p-values are .240, .216, and .217 are found to be greater than 0.05 level of significance shows that there is no significant relationship between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement. In other words, the extent of educational orientation among ALS

learners does not affect their academic involvement, which can be inferred further that their willingness to learn and their intellectual capacities are their gateways towards learning.

Therefore, the null hypothesis that says “there is no significant relationship between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement” is hereby accepted.

The result is supported by the claims of Del Rosa (2020) on the impact of intrinsic motivation to learners. Her findings show that, intrinsic motivation is more effective than extrinsic motivation. This means that learners’ interest to learn is more on how they appreciate Education from their own, but not by rewarding and by what people tell them. She also stressed that when learners activate his/her innate interest to learn; he/she will find ways to discover learning in his/her own phase.

4. MAJOR FINDINGS

Basic learning is seen as a gateway for everyone to advance their learning and skill training. Furthermore, education is a fundamental human right even in the new normal setting. Yet, not everybody appreciates education, especially the millennial's who lost their interest for learning when face to face classes are restricted. Hence, the study’s ultimate goal is to investigate the implication of the Alternative Learning System (ALS) learners’ Educational orientation on their academic involvement in President Quirino Municipality amidst the modular class in the new normal setting. It employed a quantitative study, specifically a Descriptive-Correlational Method to determine the relationship between the extent of the educational orientation of the ALS learners and their level of participation in their class at President Quirino, division of Sultan Kudarat.

Based on the result, the extent of the Educational Orientation of ALS learners, in terms of Transition in Education, and Acceptance of New Normal Educational System obtained the mean of 3.02 which interpreted as “evident”. The result indicates that ALS learners in President Quirino Municipality, Division of Sultan Kudarat are not well-oriented of the transition which affects how they embrace and adopt the new educational system, such as participating in hybrid and flexible learning modalities. Furthermore, it can also be inferred that learners belonging to the ALS program are not ready to culture digitization within themselves at it is reflected on the extent of their engagement in all academic activities utilizing technological learning platforms.

Further, the level of learners’ academic involvement in terms of Modular Class, and Portfolio Compilation got the grand mean of 2.94 which interpreted as “observed”. This means that ALS learners’ academic involvement is weak which affect their engagement in all their academic activities including their modular class, and portfolio activities. Additionally, based on the result, learners’ house-hold chores, and other laborious house-hold activities are the common factors that hinder them from performing well in all their academic endeavors. Consequently, it has been revealed that there is no significant relationship between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement. Thus, the extent of educational orientation among ALS learners does not affect their academic involvement, which can be inferred further that their willingness to learn and their intellectual capacities are their gateways towards learning.

5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn:

ALS learners in President Quirino Municipality are found to be not fully-aware of the

Education transition in the Philippines brought by the pandemic. In addition, their academic involvement is weak which being affected by some factors concerning their mutual duties at home.

Finally, it has been concluded that there is no significant relationship between the extent of the Educational Orientation of Alternative Learning System (ALS) learners and their level of academic involvement in President Quirino Municipality.

In the light of the findings and conclusion of the research study, the following are recommended:

1. The Department of Education (DEPED) –ALS may conduct an Education Orientation to inform learners on some significant changes in Education, especially during stigma.
2. ALS center may post some updates on their bulletins on some important changes which will enlighten their ALS learners.
3. Since ALS learners are found to be low performing in their academic activities due to house-hold chores, ALS may design an intervention to make learning more accessible to the learners.
4. The use of Modular Approach can still be adopted, provided there is a constant follow-up by the ALS teachers.
5. Future researchers may conduct study related to ALS learners' performance in the in-person classes for further improvement of all ALS projects.

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