



ALTERNATIVE LEARNING SYSTEM (ALS) PROGRAM ACHIEVEMENT AND JOB PERFORMANCE OF IMPLEMENTERS

Regine Celine A. Lozadaⁱ

Bato West District,

Bato, Leyte,

Philippines

Abstract:

This study assessed the job performance of the district ALS implementers in relation to ALS program achievement in the Area V districts in Leyte Division for improved quality of life. Specifically, this research answered the following questions: (1) What is the profile of ALS implementers in terms of age, sex, experience, and relevant training?; (2) What is the level of the job performance of the district ALS implementers?; (3) What is the achievement level of the ALS program in terms of Basic Literacy and Accreditation and Equivalency Program?; (4) Is there a significant relationship between the implementers' profile and their job performance?; and (5) Is there a significant relationship between the implementers' job performance and ALS program achievement? The research hypotheses tested were: (1) There is a significant relationship between the implementers' profile and their job performance; and (2) There is a significant relationship between implementers' job performance and achievement of the ALS program. The findings revealed that the ALS implementers belonged to the 30 – 38 age bracket with more females than males. They have varying experiences and training attended. They performed their job very well. Literacy achievement is also satisfactory and substantially related to their job performance. Likewise, their profile, particularly sex, experience, and training were related to their job performance. It is concluded that the ALS program in Area V has been managed well by the implementers. The literacy programs are effective in attaining their teaching objectives. Job performance has a positive impact on literacy program achievement. It is recommended that a functional staff development program for ALS implementers be provided to make them more competent and productive. Strictly enforce the policies and programs to have a uniform and more accurate implementation. More incentives are given to all those involved in the ALS programs and projects for greater commitment from them.

Keywords: Alternative Learning System (ALS), ALS implementers, job performance

ⁱ Correspondence: email nborong@southernleytestateu.edu.ph

1. Introduction

Education plays a very important role in the development and progress of a certain nation. Education has been considered the world over as the key instrument of change and development or an important investment in a country's economy. It is a force capable not only of transforming illiteracy into the countless competencies required for development but also of transforming society. The role of education, therefore, becomes more challenging and crucial to the country's development efforts. Rural people of every age, status, and occupation will have to acquire new insights, knowledge, and skills of many kinds, along with new attitudes and new hope, in order to lift themselves above the level of absolute poverty and sheer day-to-day survival. Such an emerging perspective has compelled the governments to give all possible assistance, especially to the vast majority of our poor people in any form or way in order that they will attain a better quality of life. With the incapability of schools mentioned earlier, the nonformal education was deemed the best alternative as it is anchored at the view of learning as a lifelong process that can and must take place through many different channels and in a great variety of environments: some highly institutionalized but most of them much less formal. The foregoing concepts have gained wide acceptance in recent years and have set educators and others to think in fresh directions.

Everyone is aware that many of our fellow Filipino lack formal education. This is the reason the government established initiatives to give all Filipinos access to education. The Philippine government through the Department of Education has implemented the Alternative Learning System (ALS) as a crucial component of Philippine education to provide every individual with access to quality basic education to reduce the illiteracy rate as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action.

The research findings of indicated that ALS learners are not yet ready to face the globalized world. Therefore, Tindowen, Bassig, & Cagurangan (2017) advised ALS implementers to never cease exploring for ways to deliver high-quality instruction. The statement made by Tindowen, Bassig, and Cagurangan (2017) about the researcher as ALS implementer is really difficult. This is the rationale behind the creation of this study, which aims to address the performance gaps or weaknesses of the ALS implementers in Leyte province's Area V. The teacher is considered the driver in the classroom, they are responsible for the students' learning. Yamson and Borong (2022) assert that every teacher sought to produce productive students.

Alade (2006) also asserts that from the individual's point of view, education is what helps us to acquire a suitable appreciation of our cultural heritage and to live a fully more satisfying life. This includes the acquisition of desirable knowledge, skills, habits, and values for productive living in society. It equips the members of any human group with the capabilities of personal survival and contributing to other group survival in the wider world.

For several decades, however, the schools have found themselves inadequate to meet the rising aspirations and expectations. Issues such as quality versus quantity and

the persistent questions on disparities and dysfunctions especially between what the schools produce and what society actually needs are indicators of the incapability of the formal educational system, financially or otherwise, to absorb all school-going age population while at the same time, cope with the challenge of quality, relevance, and equality. Despite the great educational expansion, the number of adult illiterates in the world has tremendously increased. Education systems have struggled to keep up with the rapid speed of change in their environment (Alvarez, A., 2020).

Consequently, the problems of inequality or the absence of social justice were shaping up. It was thought that free primary and secondary education would finally eradicate existing social and economic inequalities and give everyone an equal opportunity in life. However, evidence showed that the children of educated parents, especially in urban areas, were far more likely to successfully climb up the academic ladder than the children of the poor and uneducated who comprised the great majority in rural areas. Further, in the rural areas of many developing countries (where the great majority of the children lived), primary school dropout rates reached 75 percent and, since many children never even entered schools, this often meant that no more than 10 percent of the whole age group actually completed the primary cycle (Roman-Yusuf, 2003).

What was needed, therefore, was a far-reaching “educational revolution” that would catch up and keep pace with the vast social and political changes, the simultaneous scientific and technological revolutions taking place in agriculture, industry, communication, transportation, health, and other fields, and the explosion of knowledge itself. Consequently, there has been an increasing realization that ALS if effectively managed, can help raise the literacy level of the people and produce semi-skilled manpower, both of which are essential at least in the initial stage of a developing economy.

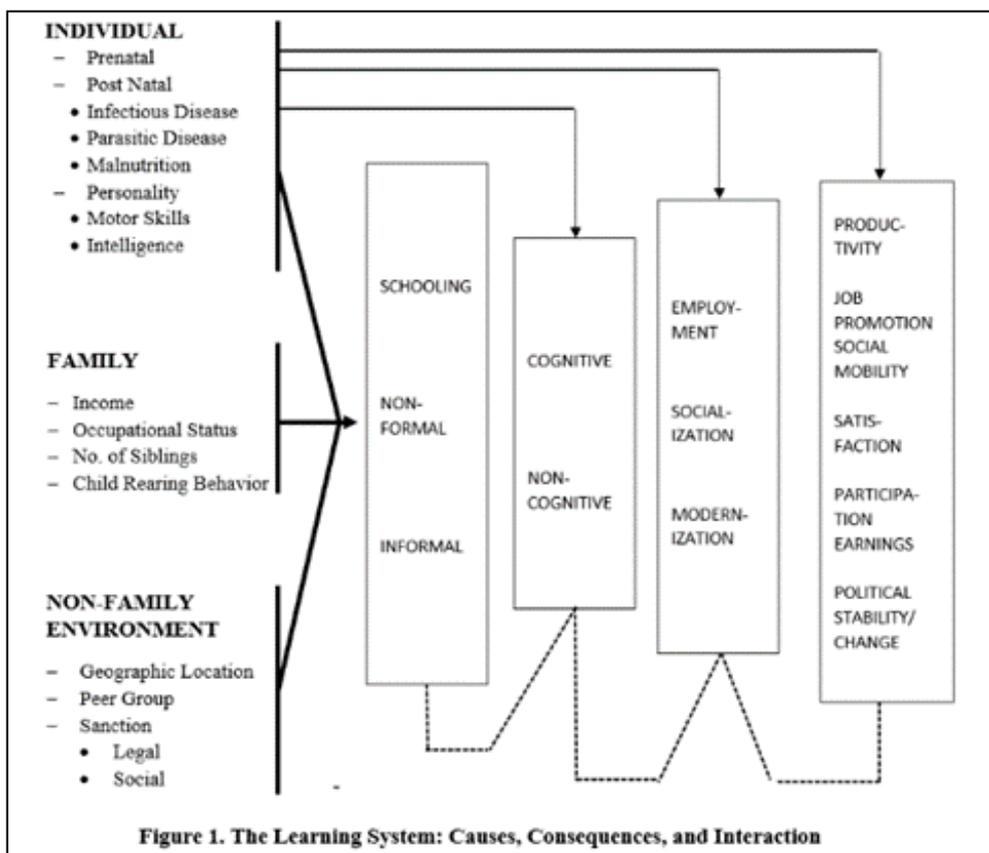
It may be important to emphasize at this juncture, however, that so far the ALS program has not shown a significant impact on the development process. Although there have been no systematic studies on, or a careful and thorough evaluation of, the ALS programs as having been done with the different levels of formal schooling, it is without a doubt that the quantity and quality of ALS graduates are still badly wanting. One can just glance at or observe what’s happening in the district ALS programs, the kind and number of clientele served, the results of the Accreditation and Equivalency test, the profile of employment in trades or industries or self-employment of the graduates, in effect, making use of the skills they have learned or ought to learn in training programs.

The researcher herself observed particularly during her eight years of being a district ALS implementer that there are really coordinators and mobile teachers who are doing their job well and those who are not. An assessment, therefore, of the program is deemed imperative to guide implementers and policymakers on the outcome of this program. There is a need to gather information from the ALS implementers and passers vis-à-vis the program’s significant contributions to the achievement of its purpose in eradicating poverty and empowering the poor and vulnerable.

In view of the foregoing, the researcher developed a keen interest in assessing the job performance of ALS implementers and achievement of the ALS program in Area V districts, Leyte Division.

2. Theoretical/Conceptual Framework

The theory in rural development, Education Production Function, and related concepts which serves as the framework of this study were derived from the report for the World Bank by the International Council for Educational Development (ICED) in 1974. It may, however, begin with Plato’s declaration that education is the birthright of every citizen and the realization that education can be equated with learning, regardless of where, how, or when this learning occurs. Thus, as defined, education is obviously continuing process, spanning the years from earliest infancy through adulthood. As a consequence, there is growing agreement that, ideally, nations should strive to evolve “lifelong learning systems” designed to provide every individual with a flexible and diversified range of useful learning options throughout his or her lifetime. The three modes of education; formal, nonformal, and informal should be potential components of a coherent and flexible overall learning system that must be steadily strengthened, diversified, and linked more closely to the needs and processes of national development. All learning leads toward a common goal of life skills development that results in employment, social participation, and self-actualization.



Interest on the theoretical model presented here was sparked by the growing understanding that not only were rural people not benefiting equitably from development that was taking place but they were not being enabled to contribute effectively to that development (Thompson, 1980). This was earlier articulated by ICED which underscored the topsided pattern of development where those living in rural areas had benefited very little and that education was part of the imbalance or serious maladjustment since the educational system in the developing countries failed to meet the expectations of equalizing the opportunities and generating the human skills and leadership needed for general development.

The most popular solution to this dilemma is nonformal education which is designed to provide education to those who cannot avail of formal schooling so that they can at least participate in the development process.

The model in Figure 1 indicates that like formal education, nonformal education programs may have similar inputs, outputs, and outcomes. This means that if managed well the ALS programs of Leyte Division can be highly contributory to community development via human development, particularly among the majority who are poor.

Relative to this is the Social Learning Theory of Personality by Rotter (2014) who stressed the understanding of behavior in the context of social situations. This theory is an attempt to explain how behavior is learned through interactions with people and other elements of the environment. The major or basic moods of behaving are learned in social situations and are inextricably fused with needs requiring their satisfaction on the mediation of other persons.

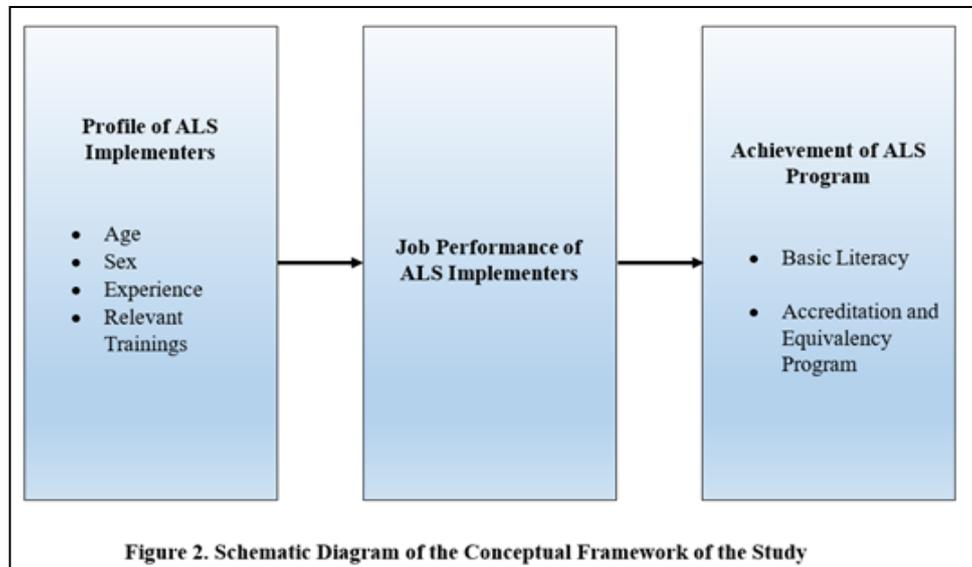
Similarly, this study was also guided by Kirkpatrick's Learning and Training Evaluation Theory. Basically, Kirkpatrick's theory assumes that training and learning is brought about by the interaction between two forces namely; the action of the change agents or the trainer and the reaction of the recipient of the change or the trainee.

Accordingly, this theory essentially measures the following: First, the reaction of the student or trainee – what they thought and felt about the training; Second, the learning or the resulting increase in knowledge or capability; Third, the extent of behavior and capability improvement and implementation/application; Fourth, the results or the effects on the business or environment resulting from the trainee's performance.

The foregoing theories which determine the conceptual framework of this study constitute the different findings of research that consider the administrators, supervisors, and mobile teachers as most crucial to the effectiveness of educational programs. These three types of personnel are assumed to be embodied in the person of a district ALS coordinator. By the nature of the work of the coordinator, he/she is basically a supervisor but performs all functions of an administrator and, as a matter of policy, he/she is also expected to teach especially literacy classes.

Apparently, it is presumed that the job performance of the district ALS implementer influences significantly the clientele's achievement in literacy programs measured by the performance scores of the clientele in literacy examinations and A&E programs. It is further hypothesized that some of the personal variables exert some

influence over job performance. Accordingly, the conceptual paradigm of this study is shown in Figure 2.



3. Methods

The descriptive survey and correlational methods of research were used in this study. It was descriptive as it explored and described the conditions obtained in a particular place or situation. The study was also correlational in view of the fact that it determined the extent of association between the performance level of implementers and achievement of the ALS program and the relationship between the profile and job performance of the ALS implementers. The study was conducted in Area V of the province of Leyte. This consists of eight (8) municipalities with a total of twelve (12) school districts and a corresponding number of coordinators, mobile teachers, and covered barangays as shown on the next page.

School Districts	No. of ALS Coordinator	Mobile Teachers	No. of Barangays Covered
Javier	1	1	28
Abuyog South	1	1	23
Abuyog East	1	1	20
Abuyog North	1	1	20
Mahaplag	1	1	29
Inopacan	1	1	20
Hindang	1	1	20
Hilongos North	1	1	21
Hilongos South	1	2	30
Bato	1	1	32
Matalom North	1	1	16
Matalom South	1	1	14
Total	12	13	273

Area V is divided into two: Area V-A composed of Matalom North, Matalom South, Bato, Hilongos North, Hilongos South, Hindang, and Inopacan are Cebuano-speaking municipalities. Area V-B includes Mahaplag, Javier, Abuyog South, Abuyog North, and Abuyog East. These are Waray-speaking municipalities.

All the district ALS coordinators and mobile teachers in the province of Leyte comprised the population of the study while only those assigned in school districts of Area V of Leyte Division identified above were considered the sample. They provided data regarding their personal profile, job performance, enrollment, and results in the ALS program in their respective districts.

In the case of the job performance of ALS implementers, the Division Education Program Specialist and Education Program Supervisor for ALS were chosen as respondents since they are in the best position to rate the district ALS implementers on their job performance in administering and supervising, as the case may be, ALS program in view of the fact that they have direct contact and close relationship with them.

There is only one main research instrument and that is for the ALS implementers who provided data on their personal profiles (Appendix A). This was prepared by the researcher herself together with her adviser. The results of the Assessment for Basic Literacy (ABL) Test were taken from the Division Office of Leyte. The ABL tests were designed to measure the level of literacy of learners entering the Basic Literacy Program of the Bureau of Alternative Learning System (BALS). This test determines the entry-level characteristics of the learners and helps the instructional managers develop a training program suited to the needs of the individual learner.

No time limit is set for this test. The time to end the tests depends on the individual learner. Normally, it takes approximately 1-1/2 hours to finish answering all the items in the test. Some examinees, however, take a longer time to read and write. So, the examiner needs to be vigilant and sensitive to his/her examinees' capabilities.

The following are the criteria for scoring ABL tests:

Items	Points
Pagsulat (W2)	10
Pagbasa (R1)	5
Pagbilang (N1)	5
Pagsulat (W1)	5
Pagbasa (R2)	10
Pagbilang (N2)	10
Pagbasa (R3)	20
Pagbilang (N3)	15
Pagsulat (W3)	20
Total Score	100

Based on the examinee's performance in the test, the following is a guide in identifying the examinee's recommended entry stage:

Regine Celine A. Lozada
 ALTERNATIVE LEARNING SYSTEM (ALS) PROGRAM
 ACHIEVEMENT AND JOB PERFORMANCE OF IMPLEMENTERS

Entry Stage	Observation	Score	Types of Learners
Stage 1	<ul style="list-style-type: none"> The examinee was not able to complete the information part of the test. The examinee completed the information part but stopped after Pagbasa (R1), Pagsulat (W1) or Pagbilang (N1) 	0-29	Non-literate
Stage 2	<ul style="list-style-type: none"> The examinee was able to complete the first three subtests but failed to finish either Pagbasa (R2) or Pagbilang (N2). The examinee was able to finish up to Pagbasa (R3) 	30-70	Non-literate
Stage 3	<ul style="list-style-type: none"> The examinee was able to answer at least 2/3 of the whole test. 	71-99	Post-literate
Stage 4	<ul style="list-style-type: none"> The examinee was able to answer correctly all the questions in the test. In this case, he could already start with the elementary-level modules of the A&E program. 	100	Promoted to next level, the A&E Elementary.

For the A&E program, the test comes from the National Educational Testing and Research Center (NETRC) and results can be accessed only from the division office. The test is Multiple Choice. It runs for 3 hours and 30 minutes for the elementary level; 3 hours for the secondary level.

The multiple choice test covers the following areas:

Learning Strand 1	Communication Skills (English) Communication Skills (Filipino)
Learning Strand 2	Scientific Literacy and Critical Thinking Skills
Learning Strand 3	Mathematical and Problem-Solving Skills
Learning Strand 4	Life and Career Skills
Learning Strand 5	Understanding the Self and Society

Passers of the Elementary and Junior High School gets an individual test result (Appendix B) and the certificate (Appendix C) or diploma (Appendix D), which bears the signature of the Secretary of the Department of Education. Elementary passers can enroll in Junior High School while Junior High School passers can enroll in Senior High School or directly to college. These give them the chance to be integrated into formal education and also give them the chance to enroll for a college degree or technical course. For SY 2017, the National Passing Rate was 60%.

Job performance, on the other hand, was patterned from the Individual Performance Commitment and Review Form (IPCRF) for district ALS implementers (Appendix E).

Job performance was rated with the use of a five-point scale with 5, the highest or outstanding level, and 1, the lowest or poor level with the following key result areas (KRAs):

- 1) Advocacy and Community Organization and Mobilization;
- 2) Material Development and/or Adaptation;

- 3) Learning Outcome for ALS;
- 4) Management Information System;
- 5) Staff Development for ALS Teachers/Volunteers.

To get the score for job performance, the rating for each KRA is multiplied by the weight assigned. The average score is interpreted with the following scale:

4.50-5.00	Outstanding
3.00-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Unsatisfactory
Below 1.49	Poor

The procedure for this consisted of several steps. First, the researcher secured permission from the Division Superintendent of the Schools Division of Leyte to conduct the study in Area V of Leyte Division and to avail of the results of basic literacy and A&E examinations followed by permission from the district supervisors and central school principals of the districts in the area. Second, the researcher herself personally gave the questionnaire to all respondents, explaining further the purpose of the research and the directions for accomplishing the questionnaire. Third, upon retrieval of the instruments, the researcher checked if all items were properly answered and took appropriate steps to obtain complete responses.

It may be necessary to mention at this point that the data of literacy examination results were provided by the district ALS coordinator by accomplishing the survey form designed for the purpose which is similar to the one used for literacy reports of the coordinators. The data for the A&E test were taken from the division office data bank.

The data provided by the respondents and the division office will be treated with the utmost confidentiality and not divulge the identity of respondents and ALS learners.

The main statistical tool to be used was the Pearson Product Moment Correlation Coefficient or Pearson r . This was used to find the relationship among variables. Frequency and percentage were used for the profile variable. Means were computed for the level of job performance per indicator and achievement level of the ALS program. The final rating was obtained by multiplying the means by the corresponding percentage per indicator of job performance.

3. Results and Discussion

3.1 Profile of ALS Implementers

The twenty-five (25) ALS implementers are described in this section in terms of their profile which consist of age, sex, experience, and relevant training. These factors are hypothesized to bear some influence over the job performance of the district ALS implementers.

3.1.1 Age

In terms of age profile, there are 12 respondents (48%) with ages ranging from 30 – 38 years. Six (6) respondents are in both 39 – 47 and 48 – 56 age brackets constituting 24% of the respondents. Only one respondent (4%) belonged to 21 -29 age bracket. This is due to the non-availability of the item. Besides most districts in Area V have already assigned an ALS coordinator and mobile teacher. Most of the designated DALSC are from the formal system. None or 0% is in the oldest bracket of 57 – 65 years old. The reasons are: those who have reached this age bracket are already retirable; they refused to be assigned as coordinators and reaching this age gave them the opportunity to be promoted as school heads. This is reflected in Table 1.

Table 1: Distribution of Respondents by Age

Age Bracket	f	%
57 – 65	0	0
48 – 56	6	24
39 – 47	6	24
30 – 38	12	48
21 - 29	1	4
Total	25	100

3.1.2 Sex

Table 2 presents the sex profile of ALS implementers. There are more female implementers than male ones, that is 14 (56%) females over 11 (44%) males. By the nature of its work, males are in a better position than females. However, males are reluctant to accept the position because of the kind of clientele and with different ages and levels of education.

Table 2: Distribution of Respondents by Sex

Sex	f	%
Male	11	44
Female	14	56
Total	25	100

3.1.3 Years of Experience

The matrix of data for the years of experience of the respondents is seen in Table 3.

Table 3: Distribution of Respondents by Years of Experience

Years of Experience	f	%
20 yrs. & above	0	0
15 – 19 yrs.	0	0
10 – 14 yrs.	5	20
5 – 9 yrs.	8	32
4 yrs. & below	12	48
Total	25	100

Interestingly, the highest number of respondents who have work experience that is very short in duration is 4 years and below. This constituted 48% or 12 respondents. This is followed by 8 respondents (32%) who served for 5-9 years, 5 or 20% of the respondents served as ALS implementers for 10 – 14 years and none served as ALS implementers for more than 15 – 19 years or more. This implies that those who are still new in the service are usually assigned as ALS coordinators or mobile teachers. Most experienced implementers, especially those with very good performance, are given promotions as school heads.

3.1.4 Relevant Training

The matrix of data for relevant training attended by the respondents is seen in Table 4. Table 4 shows that 25 or 100% of the respondents have undergone training in both the district and division levels. They have attended seminars, workshops, and other forms of in-service training which are related to ALS such as literacy, skill training, instructional materials preparation, and the like.

Table 4: Distribution of Respondents by Relevant Training

Relevant Trainings	f	%
International	0	0
National	3	12
Regional	10	40
Division	25	100
District	25	100

It is also noted that out of 25 respondents, 10 of them (40%) have undergone regional level training, 3 respondents (12%) attended national level training and none or 0% had the chance to attend an international level training because of lack of funds or limited budget for training.

3.2 Job Performance of District ALS Implementers

The job performance of the ALS implementers basically referred to in this study is their level of performance of their tasks, functions, and activities as rated by the Division Education Program Specialist for ALS.

It can be gleaned from Table 5 that, generally, the performance of the district ALS implementers of their defined tasks and functions is Very Satisfactory (VS) with an overall rating of 3.98.

The level of the job performance of the district ALS implementers is based on their Individual Performance Commitment and Review Form (IPCRF). It consists of 5 Key Result Areas (KRA) with their corresponding weight namely, Advocacy & Community Organization & Mobilization (20%), Material Development and/or Adaptation (25%), Learning Outcomes for ALS (20%), Management Information System (10%), Staff Development for ALS Teachers / Volunteers (15%) and a Plus Factor of 10% - a total of 100%. For consolidated ratings on job performance, see Appendix F.

Table 5: Job Performance of District ALS Implementers

Job Performance	Mean	Interpretation
Advocacy & Community Organization & Mobilization (20%)	4.47	Very Satisfactory
Material Development and/or Adaptation (25%)	4.27	Very Satisfactory
Learning Outcomes for ALS (20%)	4.19	Very Satisfactory
Management Information System (10%)	4.72	Outstanding
Staff Development for ALS Teachers / Volunteers (15%)	2.66	Satisfactory
Plus Factor (10%)	3.18	Satisfactory
Overall Job Performance	3.98	Very Satisfactory

Of the 5 KRA's, the ALS implementers received an outstanding rating in Management Information System with a mean of 4.72. they are very satisfactory in Advocacy and Community Organization and Mobilization (4.47); Material Development and/or Adaptation (4.27); and Learning Outcomes for ALS (4.19). They receive a satisfactory rating only in Staff Development for ALS Teachers/Volunteers (2.66) and for Plus Factor (3.18).

This indicates that they perform best in putting up a data bank for easy reference, planning, and decision-making in ALS. From another point of view, it can be said that the ALS implementers have very good public relations and are adept at soliciting community involvement. They perform very well in community organizing and mobilizing as well as in establishing linkages and networking for support in the implementation of the ALS programs and projects. This is followed by very satisfactory performance in developing digital and/or printed supplementary materials, utilizing modules to improve the reading performance and numeracy level of learners. Next on the line of very satisfactory performance is Learning Outcomes for ALS. This implies that ALS implementers are very good at conducting and determining the entry and exit levels of other learning needs of learners.

They are performing very well in assisting learners in the preparation of individual learning portfolios and in conducting need-driven activities to retain and win the learners back to the literacy sessions.

The task in which the implementers, as a whole, are least performing though they are still at a satisfactory level is Staff Development for ALS teachers/volunteers. This means they are still in dire need of training related to ALS. They need to pursue graduate studies for them to improve future performance. A more critical look at the tasks leads one to observe that ALS implementers are not so interested in conducting research to improve the teaching-learning process or delivery of ALS programs and projects. The reason is that they are not so knowledgeable and are too busy with other functions that they don't have time anymore to do research thus they could not perform such function expected of an implementer.

3.3 Achievement Level of District ALS Programs

The achievement level of district ALS programs is presented in Table 6. These are in terms of Basic Literacy and Accreditation and Equivalency Program.

3.3.1 Basic Literacy

In terms of the achievement level in the Basic Literacy Program of the ALS in Area V, it has a mean of 49.37 interpreted as Neo-Literate.

This is because of the following reasons: first, three implementers were not able to organize literacy classes so no results in this area were gathered; second, some of these classes were conducted far outside the period considered in this study; third, the records of some classes could not easily be located; fourth, it's difficult to organize and convince illiterates to enroll due to pride and denial of being illiterate; and fifth, sustainability of the clientele to stay within the duration of the program. This phenomenon did affect significantly the test results. In general, the literacy classes have not learned all the lessons during the training period in addition to what they already knew before that period. Even without the benefit of statistical analysis, it can be assumed at this point that the learning achievement of all the literacy classes considered is poor and discouraging, notwithstanding the fact that the goal of literacy programs is mastery and to eradicate illiteracy. This goal, indeed, is difficult to attain considering the nature of clientele and the ALS program itself. In other words, the achievement in the basic literacy program is not commendable in this particular situation.

Table 6: Achievement Level of District ALS Program

District ALS Program		Mean	Interpretation
Basic Literacy		49.37	Neo-Literate Stage
Accreditation and Equivalency Program	Elementary	78.79	Passed
	High School	75.10	Passed
Overall Mean		67.75	Passed

3.3.2 Accreditation and Equivalency Program

It is also reflected in Table 6 the achievement level of the ALS in their Accreditation and Equivalency Program both at elementary and high school levels. For the elementary level, the achievement mean is 78.79 interpreted as Passed. On the other hand, the high school level got a mean of 75.10 interpreted as Passed. This means that after the training period, the learners had learned as much as 79 percent of the lessons in elementary and 75% of all the lessons in high school. The national passing rate is 75% but the result was so low and alarming. It is because of the sudden change in the curriculum without prior notice. The learning areas were changed. The Filipino language was used in teaching Mathematics and Science but in actual tests, English was used. So, from 75% passing rate was lowered to 60%.

3.4 Relationship between Implementer's Profile and their Job Performance

The profile of ALS implementers is analyzed here by relating them to job performance with the aid of a computer and with the use of a correlation technique.

Table 7 presents the relationships between the profile of implementers and their job performance.

Table 7: Relationship between Implementer’s Profile and their Job Performance

Variables	Job Performance	Interpretation
Age	0.03	Not Significant
Sex	-0.40*	Significant
Experience	0.44*	Significant
Training	0.55**	Significant

*Significant at 0.05 level, c.v.=0.396

**Significant at 0.01 level, c.v.=0.505

The table reveals that the three profile of implementers is significantly related to their job performance. In terms of sex, arbitrary codes were used and that is 0 for females and 1 for males. When correlated with job performance, it yielded a negative r value of -0.40 which means that sex is significantly but inversely related to job performance at a 0.05 level of significance. It further implies that female implementers have better performance than their male counterparts.

Another profile that is significantly related to job performance is the experience of implementers. It resulted in a positive r value of 0.44 which is higher than the critical value of 0.396 at the 0.05 level. This means that the more experienced the implementer is, the better is their job performance.

In-service, training is used here in terms of the total number of seminars attended by the ALS implementers. In terms of training, when correlated with job performance, results in a very high Pearson r value of 0.55 which is significant even at a 0.01 level of significance. It means that the more training the implementers have attended, the more satisfactory is their job performance. Training indeed is necessary the reason these teachers assigned as ALS implementers do not have background knowledge of ALS in their undergraduate courses.

The only profile that is not significantly related to job performance is the age of the implementer. With Pearson’s r value of 0.03, which is lesser than the critical value of 0.396, this means that the correlation between age and job performance is insignificant. In other words, age does not relate to how the implementer performs his/her job. The level of job performance does not differ between young and old ALS implementers. This finding agrees with that of Sison (1992) and Tongzon (2015) mentioned earlier.

Based on this finding, therefore, it is established that age cannot be a good predictor of the job performance of district ALS implementers as it is not, to any extent, related to this variable.

3.5 Relationship between Job Performance and ALS Program Achievement

In this section, the job performance of the district ALS implementers is analyzed with the achievement of the ALS programs in terms of Basic Literacy and Accreditation and Equivalency Programs in order to determine whether the former has an impact on the latter and to what extent. This is presented in Table 8.

Table 8: Relationship between Job Performance and ALS Program Achievement

Variables	Job Performance	Interpretation
Basic Literacy Achievement	0.006	Not Significant
Accreditation and Equivalency Achievement	0.43*	Significant

*Significant at 0.05 level, c.v.=0.396

It can be observed from the table that the job performance of the implementers is only related to the achievement of Accreditation and Equivalency (A & E) Program. With a Pearson r value of 0.43, it denotes a positive significant relationship at 0.05 level of significance. This means that the job performance of the district ALS implementers is substantially and positively associated with the clientele's achievement of the A & E Program. Another way of interpreting the results is that job performance has a substantial positive impact on clientele's achievement.

It can therefore be said with sufficient confidence that there is a positive relationship between job performance and the A & E program. Efforts were also exerted to determine whether job performance affects the results of the Basic Literacy Program. The results, employing the Pearson Product Moment Correlation, revealed that job performance is not significantly related to the achievement of the Basic Literacy Program with a correlation value of 0.006. The foregoing findings unanimously attest to the proposition that the job performance of district ALS implementers in Area V, Leyte Division indeed exerts a significant impact on the A & E program but not on the Basic Literacy program. The above findings adequately provide a guide with which conclusions and recommendations relevant to the study can be formulated for the next chapter.

4. Conclusion

Based on the aforementioned research problems and corresponding findings, some conclusions were arrived at and these are; The ALS program in Area V has been managed well. This is basically attributed to the very satisfactory performance of the district ALS implementers in discharging their roles, duties, functions, and responsibilities. Achievements in terms of Basic Literacy and Accreditation and Equivalent Program in satisfactory. Therefore, literacy programs particularly in A & E are effective in attaining their teaching objectives. Job performance influences positively and substantially literacy achievement. Hence, the higher the job performance of the implementers, the higher the achievement. In other words, job performance has a positive impact on achievement. Sex, experience, and relevant training are factors necessary for better performance among ALS implementers.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Regine Celina A. Lozada is an ALS teacher. She currently holds a position as Teacher 3.

References

- Alade. (2006). *Educational approach to manpower development*.
<http://nairaproject.com/projects/672.html>
- Alvarez, A. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15 (1).
- Rotter, J. (2014). *American Psychologist*, 69(5), 545–546. <https://doi.org/10.1037/a0036918>
- Tindowen, D., Bassig, J. & Cagurangan, J. (2017). Twenty-first-century skills of alternative learning system learners. *Sage Journal*, 7 (3).
<https://doi.org/10.1177/2158244017726116>
- Thompson, A. (1980). *The role of education in rural development*. Innotech Journal. July-December.
- Yamson, W., Borong, N. (2022). Metacognitive strategies for developing writing skills. *International Journal of Social Sciences and Humanities Invention*, 9(11): pp. 7395-7403.
<http://doi:10.18535/ijsshi/v9i011.08>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Social Sciences Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)