

Alternative Learning System Teacher's Role in Enhancing Civic Engagement and Cognitive Skills of Als Learners: Basis for Teacher Activity Design

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Abstract—This study determined the relationship between the role of Alternative Learning System (ALS) teachers and the civic engagement and cognitive skills of learners in the Division of Lucena City. Specifically, it described the perceived level of learners regarding ALS teachers' roles. It also tested whether significant relationships exist between ALS teachers' roles and these two variables, civic engagement and cognitive skills. A descriptive-correlational research design was employed. The respondents consisted of 210 ALS learners drawn from four districts of the Division of Lucena City, selected through purposive sampling. Data were gathered using a researcher-made Likert-scale questionnaire and analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient. Findings revealed that learners perceived ALS teachers as performing their roles at a very high level across all dimensions, learners likewise exhibited high levels of civic engagement and cognitive skills. No significant relationship was found between ALS teachers' roles and civic engagement, suggesting that external factors such as family, peers, and the community environment may have a greater influence on learners' community involvement. However, a significant positive relationship was found between ALS teachers' roles and cognitive skills, particularly between instructional delivery and critical thinking, and learning facilitation and problem-solving. In conclusion, the study found that while certain teacher actions like instruction and learner support linked to specific aspects of students' civic engagement, leading to the acceptance of the first hypothesis, the cognitive skills were rejected. The overall association was not statistically significant, suggesting that factors beyond teachers' immediate duties largely shape civic involvement, even though teachers still contribute to leadership, community participation, and volunteerism. It is recommended that ALS teachers continuously strengthen their instructional practices and learner support through professional development, implement varied strategies to improve memory and retention, and provide more structured opportunities for volunteerism and community service. In response to these findings, a Proposed Teacher Activity Design was developed, consisting of guided, learner-centered, and community-based activities anchored on the ALS curriculum strands of Scientific and Critical Thinking Skills (LS2) and Understanding Self and Society (LS5), aimed at strengthening learners' cognitive skills while providing structured opportunities to enhance civic engagement.

Keywords— Alternative Learning System, ALS teacher's role, civic engagement, cognitive skills, teacher activity design.

I. INTRODUCTION

Education designed to provide flexible and accessible education to out-of-school youth and adult learners. It addresses educational inequities by promoting inclusive

learning opportunities that enhance literacy, skills development, and civic participation (Bernardo, 2017). ALS teachers play a critical role in this process by implementing learner-centered strategies that improve engagement and learning outcomes (Domingo, 2020; Jalani, 2021).

Studies show that effective teaching strategies, such as problem-based and interactive approaches, improve learners' cognitive performance and engagement (Mendoza, 2019).

Moreover, civic education is essential in developing responsible and participatory citizens (Torney-Purta et al., 2015), and ALS programs are expected to foster both academic and civic competencies (Abad, 2020).

Despite these expectations, there is limited empirical evidence on how ALS teachers directly influence learners' cognitive skills and civic engagement. Observations in the Division of Lucena City indicate that while learners demonstrate basic competencies, their higher-order thinking skills and civic participation remain underdeveloped (Yasoña, 2023). This study was conducted to examine the relationship between the roles of ALS teachers and learners' cognitive and civic development, providing a basis for designing effective teacher-led activities that support holistic learning.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aims to determine the effect between the role of Alternative Learning System (ALS) Teachers' Civic Engagement and Cognitive skills of Learners in the Division of Lucena City.

The study seeks to answer the following questions:

1. What is the perceived level of the ALS learners in the role of Alternative Learning System teachers as to
 - 1.1 Instructional Delivery;
 - 1.2 Learning Facilitation;
 - 1.3 Assessment and Evaluation; and
 - 1.4 Community and Learner Support?
2. What is the level of Civic Engagement of ALS Learners as supervised by Alternative Learning System Teachers?
 - 2.1 Community Participation;
 - 2.2 Social Responsibility;
 - 2.3 Leadership and Initiative; and
 - 2.4 Volunteerism and Service?

3. What is the level of Cognitive skill of the ALS learners as supervised by Alternative Learning System Teachers in terms of:
 - 3.1 Critical Thinking;
 - 3.2 Problem Solving;
 - 3.3 Memory and Retention; and
 - 3.4 Comprehension and Understanding?
4. Is there a significant relationship between the role of Alternative Learning System teachers and the civic engagement of ALS learners?
5. Is there a significant relationship between the role of Alternative Learning System teachers and the cognitive skills of ALS learners?

II. METHODOLOGY

A descriptive-correlational research design was employed. The respondents consisted of 210 ALS learners drawn from four districts of the Division of Lucena City, selected through purposive sampling. Data were gathered using a researcher-made Likert-scale questionnaire and analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between Alternative Learning System teachers and the civic engagement, cognitive skills of learners. In particular, the study sought to address the following:

Level of ALS Learners in the Role of Alternative Learning System Teachers

In this study, the level of learners in relation to the role of Alternative Learning System (ALS) teachers refers to instructional delivery, learning facilitation, assessment and evaluation, and community and learner support. These dimensions describe how ALS teachers perform their responsibilities in guiding, assisting, and supporting learners in non-formal education settings. The level of these roles was determined using the mean and standard deviation.

The role of ALS teachers is vital in ensuring that learners who are outside the formal school system receive quality and relevant education. Through effective instructional delivery, ALS teachers are able to present lessons clearly and appropriately according to the needs and learning pace of the learners. In addition, learning facilitation helps encourage participation, independent learning, and the development of essential skills among ALS learners.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the perspectives of the respondents. The results illustrate how learners perceive the effectiveness of ALS teachers in delivering instruction, facilitating learning activities, conducting assessment and evaluation, and providing community and learner support. These indicators reflect the

extent to which ALS teachers fulfill their roles in promoting inclusive and accessible education.

Table 1. Level of ALS Learners in the Role of Alternative Learning System Teachers in terms of Instructional Delivery

Statements	Mean	SD	Remarks
My ALS teacher...			
...effectively delivers the lessons through clear and well-organized explanations.	4.90	0.27	Strongly Agree
...use different teaching strategies as part of their instructional delivery.	4.80	0.39	Strongly Agree
...give clear examples and show demonstrations that help me apply the lessons effectively.	4.84	0.36	Strongly Agree
...has a clear method of delivering lessons which helps me follow at my own pace and according to my abilities.	4.84	0.36	Strongly Agree
...encourage me to learn through their teaching. Their lesson delivery is clear, engaging, and easy to follow.	4.91	0.29	Strongly Agree
Weighted Mean	4.87		
SD	0.19		
Verbal Interpretation	Very High		

Table 1 shows the level of learners' perception of the role of Alternative Learning System (ALS) teachers in terms of instructional delivery. Respondents strongly agree that ALS teachers effectively deliver lessons through clear and well-organized explanations. They also use different teaching strategies, provide clear examples and demonstrations that help learners apply the lessons, employ methods that allow learners to follow at their own pace according to their abilities, and encourage learning through engaging and easily understandable lesson delivery.

The level of ALS teachers' instructional delivery attained an overall weighted mean of 4.87 with a standard deviation of 0.19, verbally interpreted as Very High. This indicates that ALS teachers possess a very high level of instructional delivery competence. This further implies their ability to engage learners, clarify concepts effectively, and accommodate diverse learning needs.

In summary, the findings suggest that effective instructional delivery is a critical component of the ALS teachers' role. Teachers who plan lessons clearly, use varied strategies, and provide demonstrations and examples can enhance learners' understanding, participation, and mastery of the lessons.

Table 2 shows the level of learners' perception of the role of Alternative Learning System (ALS) teachers in terms of learning facilitation. Respondents strongly agree that ALS teachers provide sufficient guidance and support for their learning tasks. They also listen to learners' questions and give clear and helpful answers, encourage learners to express their ideas during sessions, and provide opportunities for learners to work collaboratively with their classmates under the teacher's guidance. Moreover, ALS teachers encourage learners to seek help whenever they experience difficulties in their lessons.

The level of ALS teachers' learning facilitation attained an overall weighted mean of 4.85 with a standard deviation of 0.18, verbally interpreted as Very High. This indicates that ALS teachers demonstrate a very high level of competence in facilitating learning among their learners. This further implies

that they effectively guide learners, promote active participation, and create a supportive learning environment where learners feel comfortable asking questions and seeking assistance.

Table 2. Level of ALS Learners in the Role of Alternative Learning System Teachers in terms of Learning Facilitation

Statements	Mean	SD	Remarks
My ALS teacher...			
...provide sufficient guidance and support for my learning tasks.	4.86	0.33	Strongly Agree
...listens to my questions and gives clear and helpful answers.	4.82	0.37	Strongly Agree
...encourages me to express my ideas during sessions.	4.80	0.40	Strongly Agree
...gives us opportunities to work with our classmates under his/her guidance.	4.88	0.32	Strongly Agree
...encourages to seek help whenever I experience difficulties in the lessons.	4.87	0.34	Strongly Agree
Weighted Mean	4.85		
SD	0.18		
Verbal Interpretation	Very High		

In summary, the findings suggest that effective learning facilitation is an essential aspect of the role of ALS teachers. Teachers who provide guidance, encourage participation, and support collaborative learning help learners develop confidence, improve understanding of lessons, and become more actively involved in the learning process.

Table 3 shows the level of learners' perception of the role of Alternative Learning System (ALS) teachers in terms of assessment and evaluation.

Respondents strongly agree that ALS teachers give feedback on their work after completing certain activities. They also provide assessments that correspond to the lessons learned and offer feedback that helps learners understand their strengths and weaknesses in learning. Furthermore, ALS teachers ensure that fair assessment methods are applied to learners' performance tasks in every activity and encourage learners to improve through the evaluations given to them.

Table 3. Level of ALS Learners in the Role of Alternative Learning System Teachers in terms of Assessment and Evaluation

Statements	Mean	SD	Remarks
My ALS teacher...			
...give me feedback on my work after completing certain activities.	4.56	0.49	Strongly Agree
...provides assessments that correspond to the lessons I have learned.	4.87	0.32	Strongly Agree
...provides feedback that helps me understand my strengths and weaknesses in learning.	4.87	0.33	Strongly Agree
...my ALS teacher ensures that fair assessment methods are applied to my performance tasks in every activity.	4.91	0.27	Strongly Agree
...encourages me to improve through the evaluations given to me.	4.90	0.29	Strongly Agree
Weighted Mean	4.83		
SD	0.23		
Verbal Interpretation	Very High		

The level of ALS teachers' assessment and evaluation attained an overall weighted mean of 4.83 with a standard deviation of 0.23, verbally interpreted as Very High. This indicates that ALS teachers demonstrate a very high level of competence in assessing and evaluating learners' performance.

This further implies that teachers use appropriate assessment methods, provide meaningful feedback, and support learners in identifying areas for improvement.

In summary, the findings suggest that effective assessment and evaluation play a vital role in the teaching practices of ALS teachers. By providing fair assessments and constructive feedback, teachers help learners monitor their progress, recognize their strengths and weaknesses, and continuously improve their learning outcomes.

Table 4. Level of ALS Learners in the Role of Alternative Learning System Teachers in terms of Community and Learner Support

Statements	Mean	SD	Remarks
My ALS teacher...			
...supports my learning by communicating with my family and the community.	4.70	0.45	Strongly Agree
...guides on how to balance my learning with my responsibilities at home and work.	4.82	0.37	Strongly Agree
...shows concern for my personal development, not only my academic progress.	4.86	0.34	Strongly Agree
...support in handling my responsibilities in both my studies and work.	4.87	0.33	Strongly Agree
...encourages me to participate in community activities.	4.87	0.34	Strongly Agree
Weighted Mean	4.83		
SD	0.24		
Verbal Interpretation	Very High		

Table 4 shows the level of learners' perception of the role of Alternative Learning System (ALS) teachers in terms of community and learner support.

Respondents strongly agree that ALS teachers support their learning by communicating with their families and the community. They also guide learners on how to balance their learning with their responsibilities at home and work. In addition, ALS teachers show concern for learners' personal development, not only their academic progress. They also provide support in helping learners manage their responsibilities in both their studies and work, and encourage them to participate in community activities.

The level of ALS teachers' community and learner support attained an overall weighted mean of 4.83 with a standard deviation of 0.24, verbally interpreted as Very High. This indicates that ALS teachers demonstrate a very high level of support for learners both inside and outside the learning environment. This further implies that teachers play an important role in guiding learners in balancing their academic responsibilities with their personal, family, and community commitments.

In summary, the findings suggest that community and learner support is an essential component of the role of ALS teachers. By maintaining communication with families and communities, providing guidance, and encouraging participation in community activities, teachers help learners develop holistically and sustain their motivation to continue learning.

Table 5 shows the composite level of learners' perception of the role of Alternative Learning System (ALS) teachers.

Respondents perceive that ALS teachers demonstrate strong instructional delivery through clear lesson presentation and the use of varied teaching strategies. They also facilitate

learning effectively by providing guidance, encouraging participation, and supporting learners during learning activities. In addition, ALS teachers conduct appropriate assessment and evaluation by giving relevant assessments and constructive feedback that help learners understand their strengths and areas for improvement. Moreover, they provide community and learner support by guiding learners in balancing their studies with family, work, and community responsibilities.

Table 5. Composite of ALS Learners in the Role of Alternative Learning System Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
instructional delivery	4.87	0.19	Very High
learning facilitation	4.85	0.18	Very High
assessment and evaluation	4.83	0.23	Very High
community and learner support	4.83	0.24	Very High
Grand Mean	4.85		
SD	0.21		
Verbal Interpretation	Very High		

The overall level of the role of ALS teachers attained a grand mean of 4.85 with a standard deviation of 0.21, verbally interpreted as Very High. This indicates that ALS teachers demonstrate a very high level of effectiveness in performing their roles in supporting learners' development. This further implies that they are capable of delivering instruction effectively, facilitating meaningful learning experiences, assessing learners fairly, and extending support beyond the learning environment.

In summary, the findings suggest that the role of ALS teachers is crucial in ensuring the success of learners in the Alternative Learning System. Through effective instructional delivery, learning facilitation, assessment and evaluation, and community support, teachers are able to enhance learners' engagement, understanding, and overall learning progress.

Level of Civic Engagement of Learners as Supervised by Alternative Learning System Teachers

In this study, the level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers was described in terms of community participation, social responsibility, leadership and initiative, and volunteerism and service, and was determined using the mean and standard deviation.

Civic engagement among learners is an important aspect of ALS education as it encourages learners to actively participate in community activities, develop a sense of responsibility toward society, and contribute to community development. Through the guidance and supervision of ALS teachers, learners are provided with opportunities to become more aware of social issues, participate in community-based activities, and practice responsible citizenship.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the perspectives of the respondents. The results illustrate the extent to which learners participate in community activities, demonstrate social responsibility, show leadership and

initiative in various tasks, and engage in volunteerism and service. These indicators reflect the level of learners' civic involvement and their active participation in promoting positive social change within their communities.

Table 6. Level of Civic Engagement of ALS Learners as Supervised by Alternative Learning System Teachers in terms of Community Participation

Statements I am...	Mean	SD	Remarks
...join school tree planting or community programs when invited.	4.41	0.50	Strongly Agree
...participate in school or community clean-up drives.	4.63	0.48	Strongly Agree
...collaborate with others to make community projects more effective.	4.69	0.46	Strongly Agree
...proud to take part in community celebrations like completion, graduation, and the festival of talents.	4.74	0.44	Strongly Agree
...participate and support the growth of a better community.	4.80	0.40	Strongly Agree
Weighted Mean	4.66		
SD	0.30		
Verbal Interpretation	Very High		

Table 6 shows the level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers in terms of community participation.

Respondents strongly agree that they join school tree planting or community programs when invited and participate in school or community clean-up drives. They also collaborate with others to make community projects more effective, take pride in participating in community celebrations such as completion, graduation, and festival of talents, and actively participate and support the growth of a better community.

The level of civic engagement of learners in terms of community participation attained an overall weighted mean of 4.66 with a standard deviation of 0.30, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of participation in community-related activities. This further implies that ALS learners are actively involved in initiatives that contribute to community development and social cooperation.

In summary, the findings suggest that community participation is a significant component of learners' civic engagement. Through active involvement in community programs and collaborative activities, learners develop a sense of responsibility, belongingness, and commitment to the welfare of their community.

Table 7 shows the level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers in terms of social responsibility.

Respondents strongly agree that they respect the rules and guidelines in school and the community. They also take care of shared facilities during learning sessions, treat others with respect and fairness, practice discipline in completing their responsibilities, and consider the effects of their actions on other people.

The level of civic engagement of learners in terms of social responsibility attained an overall weighted mean of 4.78 with a standard deviation of 0.30, verbally interpreted as Very High. This indicates that learners demonstrate a very high

level of awareness and responsibility toward others and their community. This further implies that ALS learners exhibit discipline, respect, and accountability in their daily interactions and activities.

Table 7. Level of Civic Engagement of ALS Learners as Supervised by Alternative Learning System Teachers in terms of Social Responsibility

Statements I am...	Mean	SD	Remarks
...respect the rules and guidelines in school and the community.	4.73	0.43	Strongly Agree
...take care of shared facilities during learning sessions (e.g., classroom, community hall).	4.71	0.45	Strongly Agree
...treat others with respect and fairness.	4.85	0.35	Strongly Agree
...practice discipline in completing my responsibilities.	4.84	0.36	Strongly Agree
...consider the effect of my actions on other people.	4.74	0.44	Strongly Agree
Weighted Mean	4.78		
SD	0.30		
Verbal Interpretation	Very High		

In summary, the findings suggest that social responsibility is an essential aspect of civic engagement. By practicing respect, fairness, and discipline, learners contribute positively to maintaining a supportive and responsible learning and community environment.

Table 8 shows the level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers in terms of leadership and initiative. Respondents strongly agree that they volunteer to take roles in group or community activities and can lead a small group in completing tasks. They also help others when they face difficulties in activities, take the initiative to start useful activities, and influence others positively in school or the community.

Table 8. Level of Civic Engagement of ALS Learners as Supervised by Alternative Learning System Teachers in terms of Leadership and Initiative

Statements I am...	Mean	SD	Remarks
...volunteer to take roles in group or community activities.	4.53	0.50	Strongly Agree
...can lead a small group in completing tasks.	4.48	0.50	Strongly Agree
...help others when they face difficulties in activities.	4.60	0.49	Strongly Agree
...take the initiative to start useful activities.	4.69	0.46	Strongly Agree
...influence others positively in school or the community.	4.76	0.43	Strongly Agree
Weighted Mean	4.62		
SD	0.32		
Verbal Interpretation	Very High		

The level of civic engagement of learners in terms of leadership and initiative attained an overall weighted mean of 4.62 with a standard deviation of 0.32, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of leadership and initiative in participating in school and community activities. This further implies that ALS learners are capable of guiding others, initiating positive actions, and contributing to group success.

In summary, the findings suggest that leadership and initiative are vital aspects of learners' civic engagement. By developing leadership skills and taking initiative in various activities, learners become active contributors to their communities and learning environments.

Table 9. Level of Civic Engagement of ALS Learners as Supervised by Alternative Learning System Teachers in terms of Volunteerism and Service

Statements I am...	Mean	SD	Remarks
...willingly help with community service activities.	4.65	0.47	Strongly Agree
...enjoy doing tasks for the benefit of others.	4.74	0.43	Strongly Agree
...volunteer even if I don't receive rewards.	4.75	0.43	Strongly Agree
...join clean-up drives, outreach, or service projects	4.82	0.38	Strongly Agree
...feel happy when I serve others in the community.	4.90	0.31	Strongly Agree
Weighted Mean	4.78		
SD	0.26		
Verbal Interpretation	Very High		

Table 9 shows the level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers in terms of volunteerism and service. Respondents strongly agree that they willingly help with community service activities and enjoy doing tasks for the benefit of others. They also volunteer even if they do not receive rewards, participate in clean-up drives, outreach, or service projects, and feel happy when they serve others in the community.

The level of civic engagement of learners in terms of volunteerism and service attained an overall weighted mean of 4.78 with a standard deviation of 0.26, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of willingness to serve and contribute to community activities. This further implies that ALS learners value the importance of helping others and actively participate in service-oriented initiatives.

In summary, the findings suggest that volunteerism and service play a crucial role in strengthening learners' civic engagement. Through voluntary participation in service activities, learners develop empathy, compassion, and a deeper commitment to community welfare.

Table 10. Composite of Civic Engagement of ALS Learners as Supervised by Alternative Learning System Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Community participation	4.66	0.30	Very High
Social responsibility	4.78	0.30	Very High
Leadership and Initiative	4.62	0.32	Very High
Volunteerism and Service	4.78	0.26	Very High
Grand Mean	4.71		
SD	0.29		
Verbal Interpretation	Very High		

Table 10 shows the composite level of civic engagement of learners as supervised by Alternative Learning System (ALS) teachers.

Respondents demonstrate active community participation through involvement in community programs and collaborative activities. They also exhibit social responsibility

by respecting rules, showing fairness toward others, and practicing discipline in fulfilling their responsibilities. In addition, learners demonstrate leadership and initiative by volunteering for roles in group activities, helping others, and influencing their peers positively. Moreover, they actively participate in volunteerism and service activities that contribute to the welfare of their community.

The overall level of civic engagement of learners attained a grand mean of 4.71 with a standard deviation of 0.29, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of civic engagement under the supervision and guidance of ALS teachers. This further implies that learners are actively involved in community activities, responsible in their social interactions, and willing to contribute to the development and well-being of their community.

In summary, the findings suggest that civic engagement among ALS learners is strongly manifested through participation, responsibility, leadership, and service. These aspects help develop learners into responsible individuals who are capable of contributing positively to society.

Level of Cognitive Skill of the ALS Learners as Supervised by Alternative Learning System Teachers

In this study, the level of cognitive skills of the learners as supervised by Alternative Learning System (ALS) teachers was described in terms of critical thinking, problem solving, memory and retention, and comprehension and understanding, and was determined using the mean and standard deviation.

Cognitive skills are essential components of learning as they influence how learners process information, analyze situations, and apply knowledge to real-life contexts. In the ALS program, teachers play a significant role in guiding learners to develop these cognitive abilities through meaningful learning activities, discussions, and practical tasks that stimulate thinking and understanding.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the perspectives of the respondents. The results illustrate how learners demonstrate critical thinking in analyzing ideas, problem-solving in addressing various challenges, memory and retention in recalling learned concepts, and comprehension and understanding in interpreting and applying information. These indicators reflect the extent to which ALS teachers effectively support the development of learners' cognitive skills in the learning process.

Table 11 shows the level of cognitive skill of the learners as supervised by Alternative Learning System (ALS) teachers in terms of critical thinking.

Respondents strongly agree that they can evaluate whether information is true or false and identify the strengths and weaknesses of an idea. They also ask questions to understand issues more deeply, compare different ideas before making conclusions, and think of reasons to support their opinions.

The level of learners' cognitive skill in terms of critical thinking attained an overall weighted mean of 4.71 with a standard deviation of 0.30, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of

critical thinking skills. This further implies that ALS learners are capable of analyzing information, evaluating ideas, and forming logical judgments based on evidence and reasoning.

Table 11. Level of Cognitive Skill of the ALS Learners as Supervised by Alternative Learning System Teachers in terms Critical Thinking

Statements	Mean	SD	Remarks
I am...			
...can evaluate if information is true or false.	4.53	0.50	Strongly Agree
...identify the strengths and weaknesses of an idea.	4.50	0.50	Strongly Agree
...ask questions to understand issues more deeply.	4.80	0.39	Strongly Agree
...compare different ideas before concluding.	4.82	0.38	Strongly Agree
...can think of reasons to support my opinion.	4.85	0.36	Strongly Agree
Weighted Mean	4.71		
SD	0.30		
Verbal Interpretation	Very High		

In summary, the findings suggest that critical thinking is a significant component of learners' cognitive development. Through questioning, evaluating information, and comparing ideas, learners enhance their ability to make informed decisions and develop deeper understanding of various issues.

Table 12. Level of Cognitive Skill of the ALS Learners as Supervised by Alternative Learning System Teachers in terms Problem Solving

Statements	Mean	SD	Remarks
I am...			
...can think of solutions when faced with a problem.	4.47	0.50	Strongly Agree
...apply what I learned in solving real-life situations.	4.63	0.48	Strongly Agree
...confident in making decisions when problems arise.	4.76	0.42	Strongly Agree
...try different approaches when my first solution does not work.	4.77	0.42	Strongly Agree
...identify the cause of a problem before solving it.	4.80	0.40	Strongly Agree
Weighted Mean	4.70		
SD	0.31		
Verbal Interpretation	Very High		

Table 12 shows the level of cognitive skill of the learners as supervised by Alternative Learning System (ALS) teachers in terms of problem solving.

Respondents strongly agree that they can think of solutions when faced with a problem and apply what they have learned in solving real-life situations. They also express confidence in making decisions when problems arise, try different approaches when their first solution does not work, and identify the cause of a problem before solving it.

The level of learners' cognitive skill in terms of problem solving attained an overall weighted mean of 4.70 with a standard deviation of 0.31, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of problem-solving ability. This further implies that ALS learners are capable of analyzing situations, identifying appropriate solutions, and applying learned knowledge to practical problems.

In summary, the findings suggest that problem-solving skills play an essential role in learners' cognitive development. By analyzing problems and applying different strategies, learners are able to develop practical skills that are useful in both academic and real-life situations.

Table 13. Level of Cognitive Skill of the ALS Learners as Supervised by Alternative Learning System Teachers in terms Memory and Retention

Statements I am...	Mean	SD	Remarks
...recall important information from past lessons.	4.45	0.50	Strongly Agree
...connect new lessons to what I have learned before.	4.48	0.52	Strongly Agree
...remember details needed for tests or tasks.	4.70	0.46	Strongly Agree
...use facts and ideas from memory in answering questions.	4.78	0.41	Strongly Agree
...retain information longer when I review regularly.	4.78	0.42	Strongly Agree
Weighted Mean	4.64		
SD	0.32		
Verbal Interpretation	Very High		

The level of learners' cognitive skill in terms of memory and retention attained an overall weighted mean of 4.64 with a standard deviation of 0.32, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of ability in recalling and retaining learned information. This further implies that ALS learners can effectively store and retrieve knowledge that supports their academic performance and understanding of lessons

In summary, the findings suggest that memory and retention are important aspects of learners' cognitive skills. Through regular review and connection of new knowledge to prior learning, learners strengthen their ability to retain and apply information effectively.

Table 14. Level of Cognitive Skill of the ALS Learners as Supervised by Alternative Learning System Teachers in terms of Comprehension and Understanding

Statements I am...	Mean	SD	Remarks
...understand the main ideas of the lessons taught.	4.62	0.48	Strongly Agree
...explain what I learned to others in my own words.	4.61	0.48	Strongly Agree
...can follow instructions accurately.	4.76	0.42	Strongly Agree
...connect lessons to real-life situations.	4.83	0.37	Strongly Agree
...understand stories, passages, or problems after reading them.	4.81	0.39	Strongly Agree
Weighted Mean	4.74		
SD	0.28		
Verbal Interpretation	Very High		

Table 14 shows the level of cognitive skill of the learners as supervised by Alternative Learning System (ALS) teachers in terms of comprehension and understanding.

Respondents strongly agree that they understand the main ideas of the lessons taught and can explain what they learned to others in their own words. They also follow instructions accurately, connect lessons to real-life situations, and understand stories, passages, or problems after reading them.

The level of learners' cognitive skill in terms of comprehension and understanding attained an overall weighted mean of 4.74 with a standard deviation of 0.28, verbally interpreted as Very High. This indicates that learners demonstrate a very high level of comprehension and understanding of the lessons. This further implies that ALS learners are able to interpret information accurately and apply their understanding to practical situations.

In summary, the findings suggest that comprehension and understanding are essential elements of learners' cognitive development. By clearly understanding lessons and relating them to real-life situations, learners are able to deepen their knowledge and improve their academic performance.

Table 15. Composite of ALS Learners in the Role of Alternative Learning System Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Critical Thinking	4.71	0.30	Very High
Problem Solving	4.70	0.31	Very High
Memory and Retention	4.64	0.32	Very High
Comprehension and Understanding	4.74	0.28	Very High
Grand Mean	4.70		
SD	0.30		
Verbal Interpretation	Very High		

Table 15 presents the composite level of learners' cognitive skills as supervised by Alternative Learning System (ALS) teachers in terms of critical thinking, problem solving, memory and retention, and comprehension and understanding. The overall results yielded a grand mean of 4.70 with a standard deviation of 0.30, which is verbally interpreted as Very High.

This indicates that learners demonstrate a very high level of cognitive skills across all measured domains. Among the indicators, comprehension and understanding obtained the highest mean, followed closely by critical thinking and problem solving, while memory and retention also remained within the very high range. These results suggest that ALS learners are capable of analyzing information, solving problems effectively, retaining learned concepts, and applying their understanding in meaningful contexts.

The findings imply that the role of ALS teachers significantly contributes to the enhancement of learners' cognitive development. Through effective instructional delivery, facilitation, and continuous support, learners are provided with opportunities to actively engage in higher-order thinking processes. This supports the idea that learning in non-formal education settings can be as cognitively enriching as formal education when guided by competent educators.

Test of Association between the Role of Alternative Learning System Teachers and the Civic Engagement of ALS Learners

To test the significant relationship between the role of Alternative Learning System (ALS) teachers and the civic engagement of learners in terms of community participation, social responsibility, leadership and initiative, and volunteerism and service, the data were treated statistically

using the Real Statistics Data Analysis Tools applying the Pearson product-moment correlation coefficient.

Table 16 shows the significant relationship between the role of Alternative Learning System (ALS) teachers and the civic engagement of learners across four indicators: community participation, social responsibility, leadership and initiative, and volunteerism and service.

Table 16. Significant Relationship between the Role of Alternative Learning System Teachers and the Civic Engagement of ALS Learners

		Community Participation	Social Responsibility	Leadership and Initiative	Volunteerism and Service
Instructional Delivery	Pearson Correlation	0.297**	0.159**	0.162**	0.035
	Sig. (2-tailed)	0.000	0.021	0.019	0.614
	N	209	209	209	209
Learning Facilitation	Pearson Correlation	0.048	0.066	-0.012	0.109
	Sig. (2-tailed)	0.489	0.341	0.863	0.115
	N	209	209	209	209
Assessment and Evaluation	Pearson Correlation	0.177**	0.132	0.105	-0.009
	Sig. (2-tailed)	0.010	0.056	0.129	0.897
	N	209	209	209	209
Community and Learner Support	Pearson Correlation	0.370**	0.074	0.351**	0.151*
	Sig. (2-tailed)	0.000	0.286	0.000	0.029
	N	209	209	209	209

The results reveal that among the different roles of ALS teachers, instructional delivery has a statistically significant positive correlation with community participation ($r = 0.297$, $p = 0.000$), social responsibility ($r = 0.159$, $p = 0.021$), and leadership and initiative ($r = 0.162$, $p = 0.019$), but not with volunteerism and service ($r = 0.035$, $p = 0.614$). Assessment and evaluation shows a significant positive correlation with community participation ($r = 0.177$, $p = 0.010$), while community and learner support is significantly correlated with community participation ($r = 0.370$, $p = 0.000$), leadership and initiative ($r = 0.351$, $p = 0.000$), and volunteerism and service ($r = 0.151$, $p = 0.029$). On the other hand, learning facilitation does not show any significant correlation with any of the civic engagement indicators ($p > 0.05$).

Despite these individual correlations, no overall statistically significant relationship was found between the composite role of ALS teachers and the civic engagement of learners ($r(209)$, $p > 0.05$). This indicates that, within this sample, the overall role of ALS teachers did not significantly predict learners' civic engagement, contrary to some anecdotal expectations.

In summary, while certain aspects of the teachers' role such as instructional delivery and community support show moderate relationships with specific dimensions of civic engagement, the general influence of ALS teachers on learners' overall civic engagement is not statistically significant. This suggests that other factors outside the teachers' immediate role may contribute more strongly to learners' civic engagement.

Test of Association between the Role of Alternative Learning System Teachers and the Civic Engagement of ALS Learners

To test the significant relationship between the role of Alternative Learning System (ALS) teachers and the cognitive skills of learners in terms of critical thinking, problem solving, memory and retention, and comprehension and understanding, the data were analyzed using the Real Statistics Data Analysis Tools applying the Pearson product-moment correlation coefficient.

Table 17 shows the significant relationship between the role of Alternative Learning System (ALS) teachers and the cognitive skills of learners across four indicators: critical thinking, problem solving, memory and retention, and comprehension and understanding.

Table 17. Significant Relationship between the Role of Alternative Learning System Teachers and the Cognitive Skills of ALS Learners

		Critical Thinking	Problem Solving	Memory and Retention	Comprehension and Understanding
Instructional Delivery	Pearson Correlation	0.202**	0.244**	0.147*	0.206**
	Sig. (2-tailed)	0.003	0.000	0.033	0.003
	N	209	209	209	209
Learning Facilitation	Pearson Correlation	0.09	0.202**	0.180**	0.138*
	Sig. (2-tailed)	0.194	0.003	0.009	0.046
	N	209	209	209	209
Assessment and Evaluation	Pearson Correlation	0.098	0.232**	0.156**	0.093
	Sig. (2-tailed)	0.157	0.001	0.024	0.179
	N	209	209	209	209
Community and Learner Support	Pearson Correlation	0.319**	0.329**	0.253**	0.235**
	Sig. (2-tailed)	0.000	0.000	0.000	0.001
	N	209	209	209	209

The results indicate that instructional delivery has a significant positive correlation with all cognitive skills: critical thinking ($r = 0.202$, $p = 0.003$), problem solving ($r = 0.244$, $p = 0.000$), memory and retention ($r = 0.147$, $p = 0.033$), and comprehension and understanding ($r = 0.206$, $p = 0.003$). Learning facilitation shows significant positive correlations with problem solving ($r = 0.202$, $p = 0.003$), memory and retention ($r = 0.180$, $p = 0.009$), and comprehension and understanding ($r = 0.138$, $p = 0.046$), but not critical thinking ($p > 0.05$). Assessment and evaluation is significantly correlated with problem solving ($r = 0.232$, $p = 0.001$) and memory and retention ($r = 0.156$, $p = 0.024$), while community and learner support shows strong significant positive correlations with all cognitive skills: critical thinking ($r = 0.319$, $p = 0.000$), problem solving ($r = 0.329$, $p = 0.000$), memory and retention ($r = 0.253$, $p = 0.000$), and comprehension and understanding ($r = 0.235$, $p = 0.001$).

Overall, a significant positive correlation was observed between the roles of ALS teachers and the cognitive skills of learners ($r(209)$, $p < 0.05$). This indicates that learners whose teachers actively engaged in effective instructional delivery, learning facilitation, assessment, and community support tend to achieve higher levels of cognitive skills.

In summary, the findings suggest that the role of ALS teachers is strongly associated with the development of

learners' cognitive skills. Teachers who provide clear instruction, facilitate learning, give meaningful assessments, and support learners holistically contribute to improved critical thinking, problem-solving, memory retention, and comprehension. This highlights the important influence of ALS teachers on enhancing learners' cognitive growth.

IV. CONCLUSION AND RECOMMENDATIONS

The study further concludes that ALS teachers' roles have no significant relationship with learners' civic engagement, leading to the acceptance of the null hypothesis. This implies that civic participation among ALS learners may be driven by external factors beyond the immediate influence of teachers' roles, such as community environment, family involvement, and personal motivation.

ALS teachers' roles significantly influence learners' cognitive skills, particularly in developing critical thinking and problem-solving abilities, leading to the rejection of the null hypothesis. This implies that the quality and effectiveness of ALS teachers' instructional practices are key determinants in enhancing learners' cognitive development.

Based on the drawn conclusions, resulted to the following recommendations:

ALS teachers may continue strengthening effective instructional delivery, learning facilitation, assessment practices, and learner support through continuous professional development and training.

ALS teachers may provide more opportunities for volunteerism and community service activities to further enhance learners' civic engagement.

ALS teachers may implement strategies and activities that improve learners' memory and retention skills while sustaining the development of critical thinking abilities.

School head and ALS teachers may design community-based programs and partnerships that encourage stronger learner participation and civic involvement.

Future researchers may conduct parallel or replication studies across other school divisions, districts, or regions to enable a more comprehensive, comparative, and in-depth investigation of the relationship between the role of ALS teachers and the civic engagement and cognitive skills of learners.

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