



Received: 12-11-2022

Accepted: 22-12-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Human Needs and Teaching Practices among Alternative Learning System Facilitators and their Influence on Learners' Performance

Velly P Seguisa

Principal I, La Carlota City College, La Carlota City, Negros Occidental, Philippines

Corresponding Author: Velly P Seguisa

Abstract

This is a purposive descriptive study on human needs and teaching practices among alternative learning system facilitators and their influence on learners' performance. The locales of the study were the nine city school divisions in the province of Negros Occidental. A three-part survey questionnaire was used to gather data on respondents' profiles, then levels of human needs, and teaching practices.

The study showed that student engagement practices got a very high result while the level of learner performance in accreditation and equivalency test was low. On the other hand, there is a significant relationship between the human needs of ALS facilitators and their teaching practices, however, there was no significant relationship between teaching practices and learners' performance.

Keywords: Teaching Practices, Human Needs, and Teaching Practices

Introduction

It is a simple fact of life and an essential premise that all people, including teachers, have certain basic human needs. Understanding these needs is important because they help to reveal what drives human behavior and thus what makes people want to achieve certain things in life. These needs must be met for them to be able to pursue their own goals, participate in society, and be aware of and reflect critically upon the conditions in which they find themselves (Ornstein & Levine, 1990)^[1]. Gough (2000)^[2] defines basic needs as health, the autonomy of agency, and critical autonomy. Autonomy of agency is the ability to take action and participate, while critical autonomy means being able to question things. Basic needs are held to be objectively verifiable and apply in all circumstances, to everyone.

Human beings have needs that are hierarchically ranked, some needs are basic to all human beings, and in their absence, nothing else matters. As basic needs are satisfied people start looking to satisfy higher-order needs. Once a lower-level need is satisfied it no longer serves as a motivator (<http://en.m.wikipedia.org>).

Summing up the needs of a teacher, one can infer the reasons the teachers may give as they become facilitators of the Alternative Learning System (ALS) of the Department of Education. They likewise employ teaching practices as they handle learning sessions that influence the performance of the learners.

Statement of the Problem

1. What is the profile of ALS facilitators in terms of age, sex, length of service, educational qualification, family income, and membership in organizations?
2. What is the level of human needs of the ALS facilitators when grouped according to age, gender, length of service, family income, residence, and membership in organizations in terms of self-actualization, esteem, social, security, and physiological?
3. What is the level of teaching practices of ALS facilitators when grouped according to age, gender, length of service, family income, residence, and membership in organizations in terms of their communication skills, student engagement, precise instructions, positive feedback, and peer learning?
4. What is the level of ALS learners' performance in the Accreditation and Equivalency test in the Division of Negros Occidental?
5. Is there a significant relationship between the human needs of ALS facilitators and their teaching practices?
6. Is there a significant relationship between the teaching practices of ALS facilitators and learners' performance?

Hypotheses of the Study

1. There is no significant relationship between the human needs of ALS facilitators and their teaching practices?
2. There is no significant relationship between the teaching practices of ALS facilitators and learners' performance?

Review of Related Literature and Studies

Most people are also strongly self-motivated and seek the freedom and autonomy to perform their jobs in their way. Managers who find the key to their employees' inner motivations can tap an immense source of productive energy (Peter and Waterman, 1982)^[3].

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes wiser (develops wisdom) and automatically knows what to do in a wide variety of situations. Daniels (2001)^[4], suggests that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Several other theories on motivation, while different in structure from that of Maslow, likewise point out a similar idea. The Motivator-Hygiene Theory was developed by Frederick Herzberg (1959) to explain the motivation of workers in the workplace. His theory closely mirrors Maslow's Hierarchy of needs but diverges from him in structure.

On the other hand, McClelland (1961)^[5] identified three types of basic motivating needs, which are classified as the need for power, the need for affiliation, and the need for achievement. People with a high need for power have a great concern for exercising influence and control.

Also, the teacher's human needs are primarily the motivating factors that cause them to engage in this prestigious undertaking. Their physiological, security, social, esteem and self-actualization are motivating factors for them to perform at their best. As such, when the motivational needs of teachers are met, they can perform their work better, and they can have the will to develop professionally, grow as a person, and can self-actualized.

ALS facilitators, just like human beings, need to be motivated, with the large volume of tasks to be done: great paper works, many obligations to meet, with so many objectives to accomplish, these facilitators should have reasons or some kind of motivation for them to cope with these activities and to fulfill their day-to-day obligations.

A successful teacher can build rapport with his or her learners - one who can easily connect with his learners and feel their needs as individuals. Open and clear communication is the key to developing a healthy and friendly learning atmosphere inside the classroom.

Students Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that learners show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (glossary.org>student-engagement, 2016)^[9].

There is nothing as challenging as getting learners engaged. Today's learners are multi-tasked and can hardly maintain a long concentration. They can easily get bored and therefore disconnected. There are many ways a teacher can fight off this problem. He could use interesting educational games and activities, use technology and multimedia and make his

teaching student-centered and try his maximum to relate what he is teaching to learners' immediate environment.

Precise Instruction is a systematic method of evaluating instructional tactics and curriculum. It is one of the few quantitative analyses of behavior forms of applied behavior analysis (Ogden Lindsay, 1960).

Teachers, nowadays, are teaching digitally-focused students with short attention spans. Several of the problems some teachers faces are due to ambiguous and unclear instructions. They need to cut off on the clutter and be to the point. They also need to show their students the red lines and explain to them classroom ethics and what they can tolerate.

Positive Feedback is any response from the teacher regarding a student's performance or behavior. The purpose of feedback in the learning process is to improve a learner's performance-definitely not put a damper on it. The ultimate goal of feedback is to provide learners with an "I can do this" attitude (Hattie, 2007)^[7].

Methodology

The research design

The descriptive research design was used in this study. It intended to describe the relationship between human needs and teaching practices among ALS facilitators toward enhanced instruction. This study utilized secondary data such as the results of the Accreditation and Equivalency Test submitted by the Division ALS Supervisors to the Bureau of Alternative Learning System (BALS, 2007) in their annual reports.

Subject and Respondents of the Study

This study covered nine city Schools Divisions in the province of Negros Occidental namely: Bacolod City, Bago City, Cadiz City, Escalante City, Kabankalan City, La Carlota City, Sagay City, San Carlos City, and Silay City.

The subject and respondents of this investigation were the 120 Alternative Learning System facilitators composed of the mobile teachers, District ALS Coordinators (DALSCs), ALS instructional managers, and literacy volunteers of the nine City Divisions of Negros Occidental.

The mobile teachers and District ALS coordinators were permanent employees of the Department of Education whose assignments were to handle the educational needs of out-of-school youth and adult learners in community-based literacy classes.

On the other hand, instructional managers and literacy volunteers were DepEd or locally-contracted teachers whose function was entirely the same as that of the mobile teachers and DALSCs. All of them were collectively called ALS facilitators.

Validity and Reliability of the Instrument

The instrument used in this study was a modified standard questionnaire adopted from the study of Garlitos (1997) and Santillan (2002)^[8], undergone validation by a group of experts for comments and feedback. A validation rating together with the instrument was sent to these experts for their rating using a nine-criteria evaluation scoring from 1 as Poor, 2 as Fair, 3 as Good, 4 as Very Good, and 5 as Outstanding.

After the validity of the questionnaire was established, it was pilot-tested in other Divisions to ensure its reliability.

Data Analyses

On the Alternative Learning System facilitators' profile and membership in the organization, frequency count and percent distribution were used. On the level of human needs of the ALS facilitators' when grouped according to their profile and membership in the organization, the teaching practices of ALS facilitators, and the level of ALS learners' performance in the A&E test, the weighted mean and frequency distribution were used. On the relationship between the human needs of ALS facilitators and their teaching practices and the relationship between the teaching practices of ALS facilitators and learners' performance, the chi-square test was used.

Results and Interpretation of Data

The frequency and percent distributions of ALS facilitators according to age that 55 or 45.83 percent out of 120 ALS facilitators were between 31-40 years old; in terms of sex 74 or 61.67 percent of the total number of facilitators were females and 46 or 38.33 percent were males; while in terms of length of service, 65 or 54.17 percent of ALS learning facilitators have the length of service of 1 to 5 years; also, the ALS learning facilitators' highest educational qualifications profile, shows that on the highest education qualifications, 58 or 48.3 percent of 120 respondents have a baccalaureate degree; lastly, the ALS learning facilitators' monthly family income profile has 67 or 55.83 percent with Php15,001.00-Php30,000.00. On the other hand, the ALS facilitators when grouped according to membership in the organization, there was 51 or 42.50 percent of the respondents did not join any organization.

On the level of human needs of ALS facilitators in terms of physiological level, it is the age bracket of 20-30 years old is interpreted as high with a mean of 4.45; according to sex, the female ALS facilitators posted a score of 4.35; in the length of service, 16-20 years showed the highest mean score of 4.37 which is interpreted as very High; there were ALS facilitators with MA have the highest mean of 4.31 which was interpreted as Very High; the monthly family income shows that facilitators with a monthly income of Php15,001.00-Php30,000.00 have the highest mean of 4.35 which was interpreted as having very high; and according to membership in the organization, it shows that ALS facilitators that were not a member of any organization got the highest mean of 4.33 which is interpreted as very high.

The level of security needs of ALS facilitators when grouped according to Age shows that ALS facilitators aged 61 years old & above got the highest mean of 4.75, which is interpreted as very high; profile on sex shows that ALS female facilitators got a higher mean of 4.38 while males have a mean of 4.24 both have a Very High interpretation; while in the length of service shows that facilitators with 1-5 years of length of service have a 4.44 mean which was the highest; on the educational qualification shows that facilitators with MA units have a very high mean of 4.37; on the monthly family, income shows that ALS learning facilitators' family income of Php15, 001.00-Php 30,000.00 have a mean of 4.38 interpreted as very high, on the membership in organizations show that ALS facilitators having 4 and above membership in the organization have the highest mean of 4.60 which was interpreted as very high.

The level of social needs of ALS facilitators when grouped according to age, show that facilitators with the group age of 41-50 years old have the highest mean of 4.27, interpreted

as very high; sex shows that female ALS facilitators have a higher mean of 4.19 while males have a mean of 4.06 but both have the same High interpretation when it comes to social needs; length of service shows that ALS facilitators with 1-5 years of experience have a 4.19 mean; in the educational qualification shows the facilitator's social needs according to educational qualification. Facilitators with MA Units have the highest mean of 4.25 with an interpretation of very high; the monthly family income shows that ALS learning facilitators' social needs with a family income of Php15,001.00-Php30,000.00 has the highest mean of 4.22; and the membership in the organization, show that 4 and above membership in an organization have the highest mean with 4.50 with a very high interpretation.

The level of esteem needs of ALS learning facilitators when grouped according to age shows that ALS facilitators aged 61 and above years old have the highest mean of 4.55 interpreted as a very high; on sex, shows that male facilitators have a higher mean of 4.26 interpreted as very high; on the length of service shows that 21 and above in service have the highest mean of 4.42, interpreted as very high; on educational qualification show that an MA degree has the highest mean of 4.34 interpreted as very high; and according to membership in the organization, show that facilitators have the highest mean of 4.30 being interpreted as very high.

The levels of self-actualization need of ALS facilitators, when grouped according to age show that the ALS facilitators group ages 61 years and above have the highest mean of 4.35 interpreted as very high; sex, shows that female facilitators have a mean of 4.15 while males have a mean of 4.13 lower than the females but both of them have the same High interpretation; educational qualification, show that facilitators' highest educational qualification was with MA Units with a mean of 4.23 interpreted as high; monthly family income shows that the highest monthly family income was Php15,001.00 - Php30,000.00 with the mean of 4.20 interpreted as high; and variety of Membership in the organization, shows that facilitators with 4 and above membership in the organization have the highest mean interpreted as very high.

The level of teaching practices of ALS facilitators: In communication skills shows facilitators ages 61 and above are more experts in communication; shows that facilitators with 16-20 years have the highest mean of 4.62; MA has the highest mean of 4.64; monthly family income of Php30,001.00 and above got the highest mean of 4.66; on a variety of membership in an organization shows that facilitators with 4 and above membership in an organization got the highest mean of 5.00 which is interpreted as very high.

The student engagement shows the level of student ALS facilitators' engagement when grouped according to Age showed that facilitators the age of 41-50 years old have the highest mean of 4.43; male and female facilitators have a mean of 4.33 interpreted as very high; shows that facilitators with 16-20 years of service got the highest mean of 4.60 interpreted as Very High; Facilitators with MA has the highest mean of 4.58 interpreted as Very High; facilitator with a monthly family income of 30,001 and above has the highest mean which was 4.56 interpreted as Very High; facilitators with 4 and above membership in the organization have the highest mean which has 4.60.

The precise instructions show that; 61 and above facilitators have a 4.40 mean interpreted as Very High; 20-30 years of age with a mean of 4.18; female have a higher mean of 4.20 while the male has 4.05 both have the same High interpretations; facilitators with 16-20 years in service has the highest mean of 4.40; facilitators with MA Units have the highest mean of 4.25 interpreted as Very High; the highest family income 30,001.00 and above has the mean of 4.34 interpreted as Very High, and facilitators without and one membership in the organization got the highest mean of 4.23 both interpreted as High.

The level of positive feedback of ALS facilitators when grouped according to age; shows that the ALS facilitators ages 51-60 years old have the highest mean of 4.18; females got the higher mean with 4.15, while males obtained the mean of 4.13 both have the same High interpretation; facilitators with 16-20 years in service got the highest mean of 4.40 interpreted as Very High; facilitators with MA have the highest mean of 4.25 interpreted as Very High; facilitators with a monthly income of Php3,250.00-Php7,500.00 have the highest mean of 4.20 interpreted as High, and facilitators with no membership in the organization got the highest mean of 4.19 interpreted as High.

The level of peer learning of ALS facilitators when grouped according to age; facilitators ages 41-50 have a mean of 4.09 interpreted as High; female facilitators have a higher mean of 4.09 while males have a mean of 4.02 but both have the same High interpretation; facilitators with 16-20 years in service have a mean of 4.20 interpreted as high; facilitators with MA Units have the highest mean of 4.19 interpreted as high; facilitators with the monthly income of Php15,001.00-Php30,000.00 got the highest mean 4.13 interpreted as high, and facilitators with 4 and above membership in an organization have the highest mean of 4.20 interpreted as high.

The level of teaching practices of ALS facilitators when grouped according to Sex; ALS facilitators 41-50 years old got the highest mean of 4.29 interpreted as Very High; in communication skills, females got a higher mean of 4.43 while males have 4.32 mean but both have a very high interpretation; The level of Teaching Practices of ALS facilitators when grouped according to Educational Qualification; the communication skills of ALS facilitators with MA got the highest mean of 4.64 interpreted as Very High; In Student Engagement, facilitators with MA got the same very high mean of 4.58; In the summary on Precise Instruction facilitators with MA Units got the highest mean of 4.25 with Very High interpretation; In Positive Feedback, facilitators with MA got the highest mean of 4.25 interpreted as Very High; In Peer Learning, facilitators with MA Units got the highest mean of 4.19.

On the Level of learners' performance in the Accreditation and Equivalency Test, it can be seen that out of 7,464 takers only 2,201 passed the Accreditation and Equivalency Test (A&E Test) with a percentage of 29 interpreted as Low.

There was a significant relationship between the Human Needs of ALS facilitators and their Teaching Practices. The computed value of 45.85 and the tabular value of 29.63. The degree of freedom was 16, the tabular value was 6.12 computed Value was interpreted as Not Significant, therefore, the null hypothesis was accepted.

Conclusions and Recommendations

1. The profile of ALS facilitators on age, 55 or 45.83 percent out of one hundred twenty ALS facilitators were between 31-40 years old, most of them are female, have 1 to 5 years length of service, with Bachelor's Degree, Php15,001.00-Php30,000.00 monthly family income and they don't join in any organization. It shows that ALS facilitators were hired to address the needs of our learners to provide alternative education to dropouts, out-of-school youths, and adults.
2. The levels of Human Need, on Physiological, needs when grouped according to age facilitators who are 20-30 years old have the highest physiological needs. When grouped according to sex, females have a very high need compared to men while facilitators who have 16-20 years in service have a very high need. When grouped according to educational qualification facilitators with MA have very high needs. In monthly family income facilitators that earned Php15,001.00-Php30,000.00 had the highest mean of 4.35 which was interpreted as very high and they don't join any organization. On the level of Security Needs facilitators who are 61 years and above, female, have 1-5 years in service, and with MA units, have 4 and above membership in the organization have a very high-security need. On the level of Social Needs facilitators who were 41-50 years of age, female, with MA units, have an income of Php15,001.00-Php30,000.00 family income, and have 4 and above membership in the organization have a high social need. On the level of Self Actualization ALS facilitators ages 61 years and above, 11-15 years in service, with MA units, have an income of Php15,001.00-Php30,000.00, and a member of 4 and above organizations have a high social need. On the level of Self-actualization facilitators ages 61 years and above, 11-15 years, with MA units, Php15,001.00-Php30,000.00 income, and have 4 and above membership in the organization have a high Self-actualization need.
3. On the level of Teaching Practices, ALS facilitator's Communications Skills when grouped according to age, facilitators ages 61 years and above, female, have 16-20 working experience, with MA units, Php30,001.00 and above family income, and have 4 and above membership in the organization have very high communication skill. On Student-engagement facilitators aged 41-50, males 15-20 years in service, with MA, Php30,001.00 and above family income with 4 and above organization memberships have a very high student engagement. On the Level of Precise Instruction facilitators ages 61 and above, female, with a family income of Php30,001.00 and above have a very high on these practices. On the level of Positive Feedback facilitators are aged 51-60 years old, female, have 16-20 years in service, with MA and have a salary of Php3,250.00-Php7,500.00 a month, and have a high skill in positive feedback. On the level of Peer Learning facilitators ages 31-40 years old, female, who were 16-20 years in service, with MA units, Php15,001.00-Php30,000.00 monthly family income, and having a 4 and above membership in the organization have a high skill in this level.

4. The level of ALS learners' performance was very low. The results showed that the majority of the learners were not able to pass the A and E tests and therefore there was still a need to improve facilitators' effectiveness to improved improve' performance.
5. Alternative Learning System facilitators, human needs, and teaching practices are significant, one or two human needs overlap with one another depending on the work situation.
6. Teaching practices and learners' performance is not significant. Teaching practices work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. As such, the alignment of teaching practices with learners' needs and preferred learning influences learners' academic achievement.
5. McClelland D. Theory of needs, 1961. http://www.12manage.com/methods_mcclelland_theory_of_needs.html
6. Ogden J, Hills L. Understanding sustained behavior change: The role of life crises and the process of reinvention. *Health*. 2008; (4):419-437. Doi: 10.1177/1363459308094417.
7. Hattie J. Bureau of Alternative Learning System (BALS), 2007.
8. Garlitos (1997) and Santillan, 2002. <http://en.m.wikipedia.org>
9. glossary.org>student-engagement, 2016.

Recommendations

1. Facilitators' characteristics such as interests, attitudes, and needs should be understood by ALS supervisors before assigning them to the work situation. ALS supervisors must channel facilitators' human needs so that they will achieve personal and organizational goals.
2. The amount of responsibility, the variety of tasks, and the level to which the job itself has characteristics that people find should be suited to the human needs of facilitators so that maximum performance is achieved.
3. There is a need for facilitators to attend seminars and workshops to ignite their desire and eagerness to perform and give out their best.
4. ALS supervisors must open the feedback system to support their facilitators who are found wanting more attention and recognition to perform initiatively.
5. ALS supervisors improve human relation skills to extract the best ideas and information from facilitators who may be able to contribute to the refinement of the process in attaining Alternative Learning System objectives.
6. A replicate study on the human needs and teaching practices of facilitators utilizing such variables as socio-economic status and marital status and prior teaching experience to teach, to cover a larger geographical area and using other theories of human needs be conducted to truly understand the relationship of human needs, teaching practices, and performance.
7. A training design that will answer human needs and teaching practices should be conducted to recharge and redirect facilitators to accomplish more is highly recommended.

References

1. Ornstein AC, Levine DU. School effectiveness and reform: Guidelines for action. Clearing House. 1990; 64:115-118.
2. Gough, Ian. Welfare Regimes in East Asia, SPDC paper no. 4. University of Bath, 2000. <http://www.bath.ac.uk/Faculties/H>
3. Peters TJ, Waterman RH. In Search of Excellence: Lessons from America's Best-Run Companies. Harper & Row, New York, 1982.
4. Daniels M. Maslows's concept of self-actualization, 2001. Retrieved February 2004, from: <http://www.mdani.demon.co.uk/archive/MDMaslow.htm>