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The Relationship of Competencies and Teaching Strategies of Alternative Learning System (Als) Implementers on Students' Achievement of Selected District in The Division of Bulacan

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ABSTRACT

This study was conducted to determine the level of Competencies of Alternative Learning System (ALS) Implementers on Learners' Achievement, as evidenced by the 2016 Accreditation and Equivalency Test in the Division of Bulacan. The competencies of ALS implementers measured in this study are: Knowledge of the Learners, Assessment of Learning, ALS Curriculum, Teaching-Learning Process and Managing of Learning Environment. The researcher used the descriptive-correlational survey method. 193 test passers of Cluster II served as the respondents who answered the researcher-made survey questionnaire and weighted mean was employed as statistical tool. Overall, the researcher found out that the relationship between teaching competencies and students' achievement is null hypothesis when grouped according to 5 mentioned teaching competencies were accepted. The findings of the study presented that the ALS implementers were equipped with the 5 Teaching Competencies: Knowledge of the Learners, Teaching-Learning process, Assessment of Learning, ALS Curriculum and Managing of Learning Environment hence, as evidenced by the result of the 2016 ALS A&E Test, there were large number of test passers but with very low performance in different learning strands therefore, the learners assessed that there is no significant relationship between teaching competencies and learners' achievement as evidenced of the 2016 ALS A&E Test. The future researchers served this study as replicate and/or reference for future studies that can help in the implementation of the Alternative Learning System Program of theDepartment of Education.

Introduction

Quality Education is one of the United Nations Educational, Scientific and Cultural Organization (UNESCO) challenges on Sustainable Development Goals (SDG).In response to this challenge, the Department of Education (DepEd) ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all Filipinos by implementing the new system of education which is the K to 12 Program. It covers Kindergarten and 12 years of Basic Education (six years of Primary Education four years of Junior High School or through Alternative Learning

System for Out-of-School Youth, Children and Adult whose age ranged from 16 years old and above that is equivalent to learners graduated in Junior High School and then two years of Senior High School [SHS]), to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship as explained in the website of the Department of Education (http://www.deped.gov.ph/).

Equalizing opportunities in education is "one of the most important conditions for overcoming social injustice and reducing social disparities in any country … and is also a condition for strengthening economic growth", United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008a:24). Based on statistical data report of DepEd on the survival rate in the Philippines, the number of out-of-school youth, children, and adults became continuously progressing. In respond to the basic learning needs, the Department of Education conceptualized program under DepEd Order No. 59, s. 2012 entitled, "Revised Implementing Guidelines on the Selection and Hiring of Alternative Learning System

(ALS) Literacy Volunteers". ALS is a parallel learning system that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is a substitute or alternate. It includes both the non-formal and informal sources of knowledge and skills. The program only requires learners to attend learning sessions based on the learners and ALS teacher's agreed schedule. Alternative Learning System Accreditation and Equivalency (ALS A&E) program plays an important role in achieving the goal of Education for All (EFA) 2015, which is the "Universal Coverage of Out-of-School Youth and Adults in the provision of Basic Learning Needs". With the Local Government Unit (LGU), Non-government organization (NGO) participation in this endeavor, ALS will certainly uplift the economic situation of the Filipino people. Madrid (2004) emphasized that youth and adults do not wish to become social burdens. However, some of them are just victims of inevitable circumstances. The attainment of growth and development of an individual lies in the learning process. Teachers' competency in teaching is a significant factor for the development of the learner.

Diploma holder is one of the requirements for employment. Every Filipino who is job seekers failed to get the job they were applying for because basically, a person who holds a diploma has an edge and chance to get hired and employed. Those who have not were left behind. Based on the rank list of districts in the Division of Bulacan of the result of 2016 ALS Accreditation and Equivalency Test, it was found out that there were districts that have the lowest number of passers. Meaning to say, there were learners who haven't yet their diploma that will be using for either the four exits of the K to 12 Curriculum. It will be presumed that these districts have to improve their teaching competencies in effect to the achievements of the learners. The number of passers served as basis whether the ALS Program was fully implemented in a particular community and eradicate the number of OSY, Children and Adult and an implementer's reflection as a teacher.

The study aimed to find out the relationship between teaching competencies and learners' performance of the Alternative Learning System in the Division of Bulacan for calendar year 2016. Once that this was identified, the teaching-learning process will improve then the literacy rate among Filipinos will also progress. High educational attainment may result to better comprehension leading to employment resulting to economic stability.

Teaching Competencies of ALS Implementers

A regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners, Adunola (2011). There were essential research on the effectiveness of teaching methods. This indicates that learners' achievements often reflect the quality of teaching. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

The concept of learners' involvement in learning is closely related to that of academic achievement. According to Sigh, Granville and Dika (2002) academic engagement is defined as active involvement and commitment as opposed to apathy and lack of interest. For instance, doing homework, coming prepared for classes, regular attendance and not skipping classes reflect learners' engagement and motivation. Most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered (Hill and Crevola, 2003).Therefore, learning environment and teachers' pedagogical skills are important for quality education, Johnson (2007).

Another researcher, Deppeler (2000), suggests that the teachers would be able to change their teaching practices when they would reflect upon them and engage themselves in examining their own theories of teaching practices. The following proponents explained different teaching strategies to meet the learning needs of diverse learners:

Cooperative Learning Theory. Astin (cited in Steyn, 2003) points out that: The theory of learner involvement encourages educators to focus less on what they do and more on what learners do. Dossey, McCrone, Giordano and Weir (2002) express the importance of cooperative learning as follows: Cooperative learning or small-group learning ideally provides students with a less threatening environment in which to work since they don't feel the pressure to perform in front of their peers. In addition, and possibly more importantly, when students work with others, there is the possibility that students will share ideas, build on the ideas of others, justify their ideas, and, hence create a deeper understanding of the concept being explored. This is of course, the ideal outcome. Small-group collaborative learning provides an alternative to both traditional whole-class expository instruction and individual instructional systems. Former research discoveries

linked with teacher competencies have identified that there lies a solid relationship between teacher ability and viable learning outcomes (Allen, & Fraser, 2007).

According to Akiri & Ugborugbo (2009), that lecturer competence is regarded as a multidimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge to learners. Previous studies conducted by Schacter & Thum (2004), Adediwura &Tayo (2007) and Adu & Olatundun, (2007) reveal that different elements of lecturer competence include lecturer's subject knowledge, teaching skills, lecturer attitude and lecturer attendance. The teaching skills of a lecturer can be measured based on the lecturer's abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Shulman, 2002). Therefore, comprehension of purpose is an essential element of lecturer competence. According to Shulman (2002), the educational purposes for engaging in teaching are to assist learners gain literacy, develop skills and values to function well in the society, equip them with opportunity to acquire and discover new information, enhance understandings of new concepts, enable students to enjoy their learning experiences, enhance learners' responsibility to become productive in the economy, contribute to the well-being of the social, economic and business community.

Moreover, the lecturer's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds (Glatthorn, 2001). Transformations require some combination effective presentation of ideas in the form of new analogies and metaphors, instructional selections, adaptation of student materials and activities that reflect the student's characteristics of student's learning styles and tailoring of adaptations to students in classrooms. Glatthorn (2001) further emphasized that it is also imperative that teachers consider the relevant aspects of students' distinct abilities, languages, cultures, motivations and prior knowledge and skills that affect their responses to different forms of representations.

The lack of adequate in-service training opportunities for some teachers is a barrier to learners' academic achievement. In "Learning without Limits: An agenda for the Office of Postsecondary Education" (2000), it is reported that experienced teachers do not have adequate opportunities to improve their knowledge and skills, and that in-service training opportunities for teachers are "second rate" (2000). The report cites the following problems regarding teachers' in-service training: • In-service training remains largely short-term and non -collaborative. • In-service training is often unrelated to the teachers' needs and the challenges faced by their learners. • Teachers are offered in-service training opportunities that last for a few hours (less than eight).

Teachers' support for competence is meant to positively influence students' effort and performance in class, which then leads to academic success (Furrer and Skinner, 2003). When students see themselves as academically efficacious, their desire to continue that success increases,

thereby increasing effort and persistence, which are associated with increased academic achievement (Murdock and Miller, 2003).As I am investigating student perceptions of teacher competence support, self-efficacy is a highly relevant motivational construct, and therefore the student outcome measured, along with reading achievement.

Lecturer's Attitude Research in education policy reveals that lecturer attitude refers to the teacher's consistent tendency to react in a particular way; often positively or negatively toward an academic matter (Eggen and Kauchak, 2001). Another study by Fazio and Roskes (2004) indicates that attitude possesses both cognitive and emotional components that strongly influence how a teacher thinks and responds to specific experiences. In proceeding further with the analysis, Eggen and Kauchak (2001) found out that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements. Another study by Brunning et al. (2000) indicated a number of elements that constitute teachers' attitudes that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students' responsibility, effective use of lesson, constructive interaction with learners and high expectation to promote learners' motivation. Further analysis in this study found out that these factors are associated with increase in students' academic performances.

Lecturer Attendance According to a study by Manlove and Elliott (2002), an academic institution's overall academic performance is negatively affected by high teacher absenteeism. Moreover, further analysis from the research found a correlation between teacher attendance and student achievement. Jacobs and Kritsonis (2001) conducted a study involving certain classes revealed that teachers who posted the highest level of absenteeism recorded the lowest scores of students' academic performances. Woods and Montagno (2000) purported that the high the teacher attendance rate becomes, the lower the students' academic performances.

Consistent with the above findings are the results from the study conducted by Pitkoff (2003). The study found out that teachers who received low performance markings missed a larger number of days than those who did not. This result provides an impetus for education administrators to develop lecturer development plans early in the academic year for low performing teachers than later in the respective academic year. However, Scott and McClellan (2000) discovered that the higher the lecturer's degree, the higher the number of days they became absent from the classroom. Additionally, Bruno (2000) purported that certain teachers' high absenteeism tends to lower the morale of remaining teachers, thereby resulting in high teacher turnover as other teachers tend to feel more burdened regarding additional planning for their absent colleague.

Koda (2006) defined teachers' professional development as one component of school improvement involving teachers seeking guidance through clinical supervision strategies. Generally professional development for teachers is the process whereby teachers upgrade and improve their practices whose end is not pre-determined.

A competent teacher attends conferences, workshops, and seminars, has good classroom control, effective communication skills, adequate knowledge of the subject, utilizes a variety of teaching methods or strategies, and shows enthusiasm for teaching. It points out that no adequate teaching can take place without effective and competent teachers to handle the program. Bias in selection of teaching methods by teachers in areas in which they possess exclusive monopoly knowledge should be avoided to improve students' academic performance (Adunola, 2011). Therefore, teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Moreover, teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.

According to Alton-Lee (2004), the teachers should align their professional experiences with their teaching practices and pedagogies in order to benefit their students. Agreeing to Alton-Lee, these days one of the major roles of the teachers is to ensure that the content delivered has achieved the learning objective, which can be considered a key challenge. Despite the years of teaching experience, there is always a room for improvement and innovation for the teachers to adapt as per their requirement. Demands and needs change time to time so the teachers should also undergo professional and personal development to benefit both, the students and themselves as well, both are the learners. There is no age limit for learning; it depends on priorities and awareness only.

Teaching-Learning Process

According to Evans, Flower and Holton (2001) that defined peer support or tutoring as that part of the teaching process that involves learners teaching other learners. Griffiths, Houston and Lazenbatt (in Evans et al., 2001) state that: Peer tutoring is a structured way of involving students in each other's academic and social development. As a learning experience it allows students to interact and to develop personal skills of exposition while increasing their knowledge of a specific topic.

Incorporating cooperative learning in the classroom was shown to have a positive effect on learners' achievements and attitudes (Walmsley and Muniz, 2003).

Homework isone of the instructional tools used by teachers to determine a learner's academic engagement. Homework here is defined as any subject work completed outside the regularly scheduled class. According to Grouws (2001) the purpose of homework includes the following:Developing skills, Increasing understanding, Demonstrating application, Developing connections

According to Cooper, Pezdek, Berry and Renno (2002), shows that homework could have both positive and negative effects. Cooperreports the positive effects of homework to include: better retention of factual knowledge; increased understanding; better critical thinking; concept

formation and informationprocessing. Cooper also noted that positive long-term academic effects include improved attitude towards school and better study habits and skills. Cooper also reports significant negative effects of homework, namely loss of interest on academic material, pressure to compete and perform well; parental interference, confusion regarding instructional techniques, copying homework from other learners and physical and emotional fatigue.

Ysseldyke, Spicuzza, Kosciolek and Boys (2003) were identify some of the instructional features that are related to improved learners' achievement. Some of these features include: Direct and frequent monitoring of progress, Corrective and motivational feedback, Learner academic involvement, Total length of time allocated for instruction.

Brahier (2000) states that in the cooperative learning environment, the activity should be structured so that every student has no choice but to be actively involved in the problem-solving process. Also, each student has individual accountability, which means even though the work is done as a team, in the end, each student is required to individually demonstrate an understanding of the concepts through an interview, a written test or some other means:

Phase 1-Understanding the problem. The teacher might ask questions to help the learner understand the problem. Learners should also be trained to ask themselves questions when they are confronted by a problem;

Phase 2-Devising a plan. In this phase the teacher should direct learners' attention to related problems on previously used strategies where possible;

Phase 3-Carrying out a plan. In this step learners should be encouraged to solve the problem on their own. If the selected plan does not work, the teacher can encourage the learner or group of learners to try an alternative plan suggested in phase 2;

Phase 4- Looking back. This phase is essential for consolidating the knowledge gained from the solution and for developing in learners the processes needed for solving the problem.

Dossey et al. (2002) point out that: In preparing for group work, the teacher must make decisions about the size, composition and how to arrange the groups.

Knowledge of the Learners and Assessment of Learning

There exists unprejudiced evidence from previous empirical literature that student's academic performance can be assessed using numerous methodologies (Ganyaupfu, 2013).

In an effort to identify the causes for learner's low achievement, some researchers (Attwood, 2001; Brodie, 2004; Malcolm et al., 2000) have suggested that achievement is influenced by a number of variables. These variables include learners' abilities, attitudes and perceptions, family and socio-economic status, parent and peer influences, school related variables

such as poor learning environment, learning cultures, past racial discrimination and low expectations by principals and teachers.

According to Howie (2001), the high rate of absenteeism reported among learners indicates that the problem lies more with learners not being motivated enough to attend school. Children's relationships with their teachers are highly associated with their motivational and cognitive development, just as these outcomes are associated with parent-child relationships (Wentzel 2002). Prosocial goals are often measured as

the student outcome that is influenced by the teacher-student relationship. Wentzel (2000) describes the teacher-student relationship as teachers communicating goals to their students, and the students adopting those goals, such as following class rules and being helpful, as their own. Teacher-student relationships that are positive are also predictive of student motivation (Martin & Dowson, 2009).

Teachers' expectations for academic performance have a positive influence on students when these expectations are flexible and change over time (Kuklinski and Weinstein, 2000). This allows for changes in task difficulty, pace of learning, and progress of the student. If the expectations are stable and do not change or adapt throughout the school year, students tend to exhibit diminished academic achievement (Graham, 2001).

The positive, negative, stable, or flexible teacher expectations perceived by students continue to affect their motivation and achievement as these students transition to middle school. This finding supports the methodology employed by some studies where the students report their perceptions of teacher support, rather than teachers reporting whether they see themselves as supportive (Brattesani, Weinstein, and Marshall, 2002).

As the variable in question is the student perceived outcome of self-efficacy, the measure of teacher support will take the perspective of the student as well. The perspective of the teacher, while relative, was not measured. The extent to which my research is guided by expectancy-value theory, therefore, is limited to the students' perceptions of teacher expectations, and the possible connection with their own self-efficacy in the classroom. When teachers interact with students in positive and supportive ways, students respond with increased academic achievement, improved behavior, and increased motivation (Wentzel, 2009).

This current study of perceived teacher competence support seeks to extend the previous research by explicitly defining and measuring teacher competence support as encouraging feedback, instrumental help, and teacher expectations. The student reports of the frequency with which their teachers exhibit these behaviors will be interpreted as perceptions of high or low teacher competence support.

ALS Curriculum

According to Eggen and Kauchak (2001),there are three dimensions (3) under which a teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know. Adediwura&Tayo (2007) further emphasized existence of high correlation between what teacher's subject knowledge and what they teach students. In line with these finding, Adediwura&Tayo (2007) further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a lecturer whose understanding of the subject content is thorough uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

The attained curriculum is a measure of what students have learned, and is reflected in the students' achievements and attitudes. According to Schmidt et al., (2000) achievement is referred to as the attained curriculum.

Academic competencies are the teachers' knowledge of his subject. Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex (Akpan, 2002).

Managing of Learning Environment

Classroom management is one of the most persistent areas of concern voiced by school administrators, the public, and teachers (Evertson and Weinstein, 2013). Research consistently places classroom management among the top five issues that affect student achievement.

In addition, classroom management was associated with an increase of 20% in student achievement when classroom rules and procedures were applied systematically (Hattie, 2005).

According to Ewen (2002) remarks that the question of how to motivate learners in the classroom has become a leading concern for teachers of all disciplines. Ewen (2002) added school teachers need to be well grounded in learners' motivation and learners' management.

Studies have consistently reported that self-efficacy can be influenced, either positively or negatively, by the more general feedback individuals receive from socializers such as teachers and parents (Schunk and Pajares, 2005).

On a thesis of Kellen Hughes,there were different proponents who defined classroom management and how it will help maintain harmonious relationship between the teacher and the class. According to Tal (2010), it is a vital role of a teacher to manage in and out of the classroom leading the class towards achieving the socio-emotional welfare and learning of the diverse learners. Malone and Tietjens (2000) defined classroom management as to "how teachers uphold order in a classroom even when there are lots of disturbances". While Little and Akin-Little (2003)

defined classroom management as "if all plans a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures to provide a comprehensive approach to classroom management".

In a research conducted by Stichter, et al. (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased in number of verbal interruptions. While it may seem that these disruptions add-up to nothing more than mere annoyances, this was certainly not the case.

A disquisition conducted by Vitaro, Brendgen, Larose and Tremblay (2005) found that hyperactivity and inattention in Kindergarten was more predictive of high school dropouts than aggression or oppositional behavior.

Furthermore, Clunies Ross, Little, and Kienhuis (2008) noted that children who exhibited behavioral problems are more at risk of developing serious disorders in their adolescent lives, such a conduct disorder would not be unreasonable to suppose that a higher number of children with untreated behavioral problems in school or district may eventually lead to higher number of high school drop-outs and a higher number of adolescents having conduct disorder, or other serious disorders in that district.

Due to all of these risks associated with behavioral problems, significant actions should be taken to improve the behavior of children in schools. Certain systems-level interventions such as School-Wide Positive Behavioral Interventions and Supports have been shown to be effective in decreasing the number of office-referrals and school suspensions (Luiselli, Putnam, Handler, & Feinberg, 2005). However, Stronge, Ward, Tucker, &Hindeman (2008) argued that the key aspect of any major improvement in school systems and its students' education will likely be changing the behavior of teachers. Similarly, Leflot, van Lier, Onghena, and Colpin (2010) suggested improving teachers and other professionals' "professional functioning" to suppress and respond more effectively to these behavioral difficulties.

Teachers' negative consequences using ineffective classroom management strategies are not limited to only students; in a study conducted by Clunies-Ross and colleagues (2008), workload and student misbehavior are the two biggest contributors to teacher's stress. Furthermore, Hastings and Bham (2003) found out that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher's stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross et al., 2008).

The Effect of Classroom Management on "On-Task Behavior"is currently being used by a large portion of teachers; consequent rather than antecedent methods of classroom management (Clunies-Ross et al., 2008; Little and Akin-Little, 2008). Consequent methods are used after a

child has exhibited an undesired or inappropriate behavior to remediate that behavior. Examples of consequent methods include correcting the child, removing privileges, or reprimanding the child.

Teachers who primarily use consequent classroom management methods are more likely to respond to inappropriate behaviors than appropriate behaviors (Clunies-Ross et al., 2008). While certain situations may necessitate the use of consequent methods; using antecedent methods provides a larger portion of class time for academic instruction and activities rather than disciplinary actions for individual students (Little & Akin-Little, 2008). Furthermore, research suggests that using antecedent methods of classroom management eliminates most inappropriate classroom behaviors and increases the students' attention to the lesson and appropriate academic activities (Clunies-Ross et al., 2008).

The Effect of On-Task Behavior on Student Learning. A major mediating factor between student learning and classroom management is student engagement; According to Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008), classrooms that are more structured tend to facilitate more appropriate social and academic behaviors. Similarly, researcheshas demonstrated the link between the use of effective classroom management strategies and several positive outcomes, including increased ontask-behavior and academic engagement. (as cited in Beaman&Wheldall, 2000; Reinke, Lewis-Palmer, & Merrell, 2008).

According to Codding and Smyth (2008), there is "a strong positive relationship" between the amount of time a student spends actively engage in learning and that student's academic performance. Furthermore, students who spend more time engaged in academic activities often read at higher levels, are better writers, and perform better on standardized tests (Bohn, Roehrig, & Pressley, 2004).

According to the American Psychological Association, aggression and disruptive classroom behavior in early childhood contribute to low school performance and inadequate peer relations. Unstructured classroom time increases the likelihood of disruptive behavior (Little & Akin-Little, 2008), and disruptive behavior can occupy time reserved for teaching and learning, which directly impacts academics and student performance (Clunies-Ross et al., 2008; Freiberg, Huzinec, & Templeton, 2009).

In order to prevent the likelihood that these disruptive behaviors occur, Little and Akin-Little (2008) contended that academic activities should account for at least seventy percent of classroom time. Based on this research, it would be reasonable to hypothesize that the use of effective classroom management strategies may have a functional relationship with student's academic performance. However, although these relationships have been demonstrated, studies on controlling the effect of teacher instruction are scarce (e.g., Codding and Smyth, 2008; Dobbs-Oates, Kaderavek, Guo, and Justice, 2011).

The role of instruction according to Kurz and Elliott (2011) focuses on the following three key aspects of teacher instruction: time on instruction, content of instruction, and quality of instruction. The research suggests that instruction accounts for a large portion of the variance in student behavior in order to explore the link between classroom management and student learning, a study for controlling teachers instruction should be conducted.

As is evidenced from previous research (Clunies-Ross et al., 2008), student behavior can have a large impact on learning. By using evidence-based classroom management methods, teachers can help improve behavioral problems and academic performance. However, there is little research that reveals a causal link between classroom management methods and learning rate. Due to the suggested link between behavior problems and academic performance (Clunies-Ross et al., 2008), it would seem obvious that improving classroom management methods will decrease the number of problem behaviors in a class and increase student learning. Teachers often view classroom management as a list of tricks or suggestions (Landau, 2009, as cited in Tal, 2010) that are able to "fix" any problem in the classroom. Stichter and colleagues (2009) define classroom management as "those general environmental and instructional variables that promote consistent classroom-wide procedures of setups, structures, expectations, and feedbacks". There are three (3) main components of classroom management. These components include: making the most out of time allotted for instruction, arranging instruction to promote academic engagement as well as academic achievement, and using antecedent behavior management strategies (Sugai and Horner, 2002).

Kern and Clemens (2007) asserted that class-wide interventions typically address the needs of most students in a classroom and require less effort on the teacher's part than interventions for individual behavior problems. In order for classroom management to be considered effective, many different elements must be present, including the use of classroom rules and expectations

(Simonsen et al., 2008), Established procedures for chronic misbehavior, and a classroom environment that facilitates learning; together with (Hart, 2010).Hart, 2010; Kern and Clemens, 2007; Little and Akin-Little, 2008, stated that reinforcement of appropriate behavior, responding to inappropriate behavior, positive relationships and interactions between staff and students. Of these elements that formulate a set of classroom rules is a "logical first step," and may be the most important component in accordance with Kern and Clemens (2007)'s rules being clarified to students what behavior is expected of them. They noted that previous research has demonstrated that the consistent use of classroom rules has been linked to better student behavior at the classroom level as well as school-wide.

Although classroom rules are essential, they are "not effective" in reducing inappropriate behaviors when they are not used in conjunction with a behavior management plan that includes various types of reinforcement (e.g., verbal praise, privileges, tangibles) and consequences (Kern & Clemens, 2007; Little & Akin-Little, 2008; Simonsen et al., 2008). Another classroom management strategy that has been shown to be operative is using effective commands; according

to Kern and Clemens (2007), there are five key features of an effective command. These features include getting the student's attention, stating the command in the form of a "do" statement that provide only one instruction at a time, using a firm but calm voice, and waiting for the student to respond.

The benefits of instructing teachers on how to provide effective commands include low cost, low effort, brief implementation, ability to be used class wide, and non-intrusive. Because of these benefits, using effective commands as an intervention is more likely to be acceptable to teachers and is also more likely to have higher treatment integrity compared to interventions that require more effort, time, individualization, and intrusiveness (Matheson and Shriver, 2005)

In a study conducted by Matheson and Shriver (2005), teachers were instructed how to appropriately provide effective commands and praise statements to students when the students complied with requests and engaged in academic behaviors. The results of the study demonstrated that the rate of student compliance and the rate of student academic behavior both increased when teachers used effective commands at a higher rate. Increased rates of student compliance and academic behaviors were also observed when teachers used praise statements at a higher rate and effective commands (Matheson and Shriver, 2005).

Use of Time Allotted for Instruction Unstructured classroom time increases the likelihood of disruptive behavior (Little and Akin-Little, 2008), and disruptive behavior can occupy time reserved for teaching and learning, which directly impacts academics and student performance (Clunies-Ross et al., 2008; Freiberg et al., 2009).

The amount of time teachers spend teaching and the amount of time students spend working on academic tasks are reduced when teachers have to manage students' inappropriate behaviors (Matheson and Shriver, 2005). In order to prevent the likelihood that these disruptive behaviors occur, Little and Akin-Little (2008) contend that academic activities should account for at least seventy percent of classroom time. However, only 50 to 60 percent of time that is allotted for instruction is actually used for this purpose (as cited by Gettinger and Seibert, 2002). Transitions are often an area of difficulty in classrooms; in fact, research has shown that up to 25 percent of non-learning classroom activities can be accounted for by transitions (as cited by Codding and Smyth, 2008). Some effective methods of decreasing time spent on transitions include providing reminders of upcoming changes, providing information about upcoming events in terms of content and duration, and using visual schedules (Kern and Clemens, 2007). Other factors that contribute to lost instructional time include gaining the attention of the students and getting started on lessons. Academic Engagement and Student Learning. The relationship between academic engagement on student learning has been well-documented in the research literature (i.e., Codding and Smyth, 2008; Sutherland, Wehby, and Copeland, 2000).

More specifically, academic engagement is a predictor for student learning (Matheson and Shriver, 2005); students who spend more time engaged in academic activities often read at higher levels, are better writers, and perform better on standardized tests (Bohn et al., 2004). According

to Austin and Agar (2005), off-task or disruptive behavior leads to fewer educational opportunities for students.

In a classroom, a child who frequently exhibits off-task or disruptive behaviors can lead to decreased learning time for the other students in the class (Little, 2003, as cited in Clunies-Ross et al., 2008). This is likely because the teacher's attention is being focused toward the student exhibiting problem behaviors rather than being focused toward instruction. This results in more time being spent on discipline (Giallo& Little, 2003, Little, 2003, as cited in Clunies-Ross et al., 2008).

Based on this progression, presumably, off-task or problem behaviors in the classroom can have a negative effect on the amount of learning that takes place, the well-being of the teacher, and the classroom environment as a whole (as cited in Clunies-Ross et al., 2008). Furthermore, research has shown not only a positive correlation between effective classroom management and academic engagement but also a faster progression through academic skills (Matheson and Shriver, 2005).

Despite the fact that most education professionals recognize the relationship between academic engagement and student learning, students in general spend up to half their instructional time engaged in activities such as classroom procedures, transitions, discipline, and other off-task behaviors (Codding and Smyth, 2008).

According to Sutherland and colleagues (2000), the typical percentage of academic engagement in general education classrooms based on direct observations ranges from 75 to 85 percent. Engaging and responding to academic tasks requires students to comply with teacher instructions. If students do not comply with teacher instructions, the level of academic engagement and responding is likely to be low.

Therefore, compliance with teacher instructions may be essential to increasing academic engagement and responding (Matheson and Shriver, 2005). One way to increase academic engagement is to increase the use of effective classroom management procedures. In a study conducted by Bohn and colleagues (2004), students who were in classrooms with teachers who focused on classroom rules and procedures for the first few days of school were more engaged and had higher achievement.

Furthermore, Bohn and colleagues (2004) noted two studies that found establishing good classroom management at the beginning of the year led to more order in classrooms and higher achievement at the middle of the year in 3rd grade and junior high classrooms. Short-Term Risks Associated with Poor Classroom Management Other than negatively influencing student learning, there are many other risks associated with the use of ineffective classroom management methods. In a study conducted by Stichter and colleagues (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. Approximately six percent of students in an average classroom have behavior

problems that require intervention. In addition to these students, there are typically many others who exhibit minor inappropriate behaviors that interfere with their own or other students' learning (Farrell, 2005, Little 2003, as cited in Clunies-Ross et al., 2008).

According to Hart (2010), these minor disruptions (such as talking out, being out of seat, etc.; Leftlot et al., 2010) occur most often, and their cumulative effects can be especially harmful; retention (Bali, Anagnostopoulos, and Roberts, 2005) and placement in more restrictive educational environments (i.e., special education; Gottlieb, Gottlieb, and Trongone,2001) are two examples of these cumulative effects. Long-Term Risks Associated with Poor Classroom Management According to Reinke and colleagues (2008), the use of ineffective classroom management methods is also related to negative effects on students' academic, behavioral, and social functioning across time.

One of these long-term effects is teacher burnout; teachers who lack effective classroom discipline experience more stress and burnout. Hastings and Bham (2003) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross et al., 2008).

The most common teacher complaints are related to disruptive behaviors such as inattention, overactivity, and noncompliance (as cited in Little and Akin-Little, 2008).

According to Reinke and colleagues (2008), disruptive classroom behavior is defined as "any statements or actions by an individual student or group of students that [disrupt] or [interfere] with ongoing classroom activities for the teacher (e.g., talk outs during instruction, any behavior reprimanded by the teacher, questions or comments unrelated to the task) and/or one or more peers (e.g., hitting or poking a peer, fighting, noises, or actions that clearly [distract] classroom peers)".

Aside from problem student behavior being linked to teacher burnout, Clunies-Ross et al. (2008) noted that children who exhibit behavior problems are more at risk for developing serious disorders in adolescence, such as conduct disorder.

A study conducted by Ingersoll (2001) revealed that schools with lesser degrees of student discipline problems experienced significantly lower levels of turnover among teachers. In order to prevent or lessen this occurrence, Little and Akin-Little (2008) suggest that future research focus on developing programs that include training in effective classroom management skills at the undergraduate and graduate levels—before teachers begin working in their own classrooms.

Behavioral Methods The goal of using behavioral methods of classroom management is to increase appropriate behaviors through reinforcement and to decrease inappropriate behaviors through extinction (removing reinforcement by ignoring inappropriate behavior). In addition,

behavioral methods focus on changing the environment in such a way that the antecedents which frequently precede inappropriate behaviors are no longer present (Hart, 2010). According to Kern and Clemens (2007), the disciplines of education and human behavior have acknowledged the link between the behavior of individuals and their immediate environment. However, this relationship has not been applied when applying intervention methods for student behavior. Many students exhibit appropriate behaviors contingent upon naturally occurring reinforcers, including positive teacher attention, good grades, or completing academic tasks. However, these reinforcers may not be salient enough to elicit appropriate behaviors from all students (Little and Akin-Little, 2008). In order for interventions to have a significant, lasting effect, the environmental events that trigger inappropriate student behavior must be altered; one way to use this idea in practice is to change the events that immediately precede inappropriate or undesirable academic or social behaviors (Kern and Clemens, 2007).

Antecedent vs. Consequent Methods of Behavior Management. Research suggests that classroom management is most effective when teachers use antecedent rather than consequent methods (Clunies-Ross et al., 2008).

Consequent methods are used in an attempt to remediate an undesired or inappropriate behavior after a child has exhibited that behavior. Examples of consequent methods include correcting the child, removing the child's privileges, sending the child to time out, giving the child a detention or suspension, or verbally reprimanding the child. While the intent of consequent methods is to decrease inappropriate behaviors, primary use of these methods may actually reinforce inappropriate behaviors (Leflot et al., 2010; Little & Akin-Little, 2008) and discourage appropriate behaviors (Beaman and Wheldall, 2000).

A study conducted by Wehby, Tally, and Falk (2004) revealed that this phenomenon may occur because students learn to exhibit inappropriate behaviors in order to escape academic tasks or to obtain teacher attention. Antecedent methods are preventative and positive in nature; they are used to alter the environment before inappropriate behaviors occur or intensify and, thus, decrease the likelihood of those behaviors occurring. Examples of antecedent methods include establishing classroom rules and reinforcing appropriate behavior (Clunies-Ross et al., 2008).

According to Kern and Clemens (2007), antecedent methods have many benefits. One benefit is that the use of these methods decreases the likelihood that the inappropriate behaviors will occur by eliminating or changing the events that precede these behaviors. Decreasing the likelihood of these behaviors is essential for creating an environment that facilitates learning.

Another benefit is that eliminating or changing the events that precede inappropriate behaviors typically leads to an immediate decrease in the number of inappropriate behaviors. Improving the instructional environment is another benefit of antecedent methods; because the events that precede appropriate behaviors are increased, the likelihood of appropriate behaviors occurring increases which, in turn, leads to increased levels of work completion and student achievement (Kern and Clemens, 2007; Reinke et al., 2008).

At the classwide level, antecedent methods establish positive, organized, predictable, and motivating classroom environments (Sugai, Horner, and Gresham, 2002, as cited in Kern and Clemens, 2007).

Regardless of these findings, research has demonstrated that many teachers tend to use ineffective methods of classroom management (Infantino and Little, 2005); for example, general education teachers are not likely to use praise with their students, and even less likely to use praise with those students who exhibit inappropriate behaviors (Kern & Clemens, 2007; Leflot et al., 2010).

In fact, Leflot and colleagues (2010) found that, overall, teachers consistently use consequent methods such as reprimands and suggest improving the "professional functioning" of teachers and other professionals in order to prevent and respond more effectively to behavioral difficulties. According to Bohn and colleagues (2004), one of the differences between more and less effective elementary-level teachers is that more effective teachers tend to use antecedent methods of classroom management such as praise for specific behaviors or achievements. Furthermore, disciplinary events rarely occur in the classrooms of more effective teachers (Bohn et al., 2004), which demonstrates the preventative nature of antecedent methods.

This finding supports the notion that consequent methods of classroom management are not as effective in managing student behavior as antecedent methods (Clunies-Ross et al., 2008). Furthermore, the level of student on-task behavior tends to decrease when consequent methods are employed (Beaman, 2006 as cited in Clunies-Ross et al., 2008; Leflot et al., 2010).

Little (2005) noted that minor inappropriate student behaviors are the most concerning for teachers (as cited in Clunies-Ross et al., 2008). Examples of these behaviors include talking out, being out of seat, attending to activities other than the assigned task, disobeying teacher directions or requests, and engaging in any other off task behaviors (Leflot et al., 2010).

Research suggests that using antecedent methods of classroom management eliminates most of these minor inappropriate behaviors and increases the students' attention to instruction and appropriate activities (Clunies-Ross et al., 2008; Sutherland et al., 2000). Using more praise also leads to shorter reprimands for inappropriate behavior and decreases teacher stress and burnout (Good &Brophy, 2000, as cited in Clunies-Ross et al., 2008)

Teacher Use of Verbal Praise One specific antecedent method that can easily be incorporated into classrooms and has been shown to be effective at increasing appropriate behaviors (Kern and Clemens, 2007), decreasing inappropriate behaviors (Leflot et al., 2010), and increasing overall academic engagement in general education classrooms is verbal praise (Sutherland et al., 2000). Reinke and colleagues (2008) defines praise as "any verbal statement or gesture that [indicates] teacher approval of a desired student behavior…beyond confirmations of correct academic responses". Verbal praise has also been shown to allow for more instructional time in the classroom, increase students' intrinsic motivation, facilitate students' feelings of

competence (Sutherland et al., 2000), and increase the appropriate behavior of students who observe others being praised for appropriate behavior (Kern and Clemens, 2007).

One of the characteristics of teachers in high-achieving classrooms was the use of effective classroom management, including preventing or positively redirecting inappropriate student behaviors.

Another characteristic of teachers in high-achieving classrooms was consistent expectations and consequences; their students were aware of the expectations and the consequences of engaging in inappropriate behavior.

Time management was another characteristic of high-achieving classroom teachers; time management included managing transition time, minimizing interruptions by other adults, and maximizing time spent on academic activities. In contrast, teachers of low-achieving classrooms struggled to carry out morning routines and begin academic instruction (Wharton-McDonald et al., 2000).

Behavior-Specific Praise Statements Praise has been shown to be most effective when the specific behavior being reinforced is identified and verbally expressed to the student (Brophy, 1981, as cited in Sutherland et al., 2000; Kern and Clemens, 2007). A behavior-specific praise (BSP) statement directed at an individual student can also serve as a prompt for appropriate behavior to the other students in the class as well as an alert that teacher attention is accessible if appropriate behavior is exhibited (Kern and Clemens, 2007).

In a study conducted by Sutherland and colleagues (2000), it was found that the on-task behaviors of students increased as teachers increased their use of BSP statements. Furthermore, the on-task behaviors of the students decreased when the teachers discontinued their use of BSP statements. Regardless of this finding, behavior-specific praise statements account for only a small portion of praise students receive (Sutherland et al., 2000). Sutherland and colleagues (2000) noted that more research is needed to determine if using behavior-specific praise statements affects students' on-task behavior during potentially aversive classroom instruction and academic tasks (Sutherland et al., 2000).

Role of the Teacher. One of the key aspects of influencing student behavior at the individual level as well as class wide is the classroom procedures of the individual teacher (Beaman ang Wheldall, 2000; Hart, 2010).

Furthermore, Stronge and colleagues (2007) contend that teachers must be the center of any major improvement in school systems and in students' education. "Seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor" as cited in Stronge et al., 2007). Based on this assertion, it would be reasonable to believe that as teaching improves, student achievement will also improve (Stichter et al., 2006).

According to a review of the literature by Stronge and colleagues (2007), there are many dimensions of teacher effectiveness that have been documented in the literature. These dimensions include instruction, student engagement, classroom management, and behavioral expectations. In a study conducted by Stichter and colleagues (2006), effective teachers experienced disruptive student behavior approximately once every two hours. Conversely, ineffective teachers experienced disruptive student behavior approximately once every 12 minutes. Classroom management is an important aspect of teaching due to the fact that it is linked directly to the level of student involvement and student academic achievement (Reinke et al., 2008).

Research has shown that "two of the most consistently purported instructional practices for the classroom environment thought to positively impact the effects of instruction as measured by student outcomes are strong classroom management and an increase in the number of student opportunities to respond" (Stichter et al., 2009). More specifically, teacher behaviors such as contingent praise and reprimand can be used to increase appropriate academic and social student behaviors and decrease inappropriate student behaviors (Beaman and Wheldall, 2000). However, many teachers are controlled by and react to student behaviors rather than the reverse (as cited in Beaman and Wheldall, 2000).

Unfortunately, if a student has an ineffective teacher, the influence on student achievement is not remediated fully for up to 3 years" (Stronge et al., 2007) If there are large significant differences in teacher effectiveness, there should be

more emphasis in the areas of research and educational reform given to identifying effective teachers and the characteristics of effective teachers (Nye, Konstantopoulos, & Hedges, 2004). Therefore, the nature of the relationship between teacher behavior and student outcomes should be examined and discussed.

According to Evertson and Weinstein (2006), classroom management is not given enough attention in teacher training despite its documented importance and complexity (as cited in Tal, 2010). Preparing teachers to use effective strategies may have a large impact on the probability that teachers will implement those strategies; according to Reinke and colleagues (2008), teachers are more likely to use effective strategies continually if they feel confident in their capability (Reinke et al., 2008). Additionally, research has demonstrated that interventions that require less time to implement are more preferable to teachers (, as cited in Sutherland et al., 2000). A study conducted by Beaman and Wheldall (2000) revealed that teachers are proficient at recognizing appropriate academic behaviors and rewarding them.

However, their proficiency at recognizing and reward appropriate social behaviors is not as high. More specifically, teachers often show their approval rather than disapproval for academic behavior, but for social behavior, disapproval is shown more often than approval. "Merrett and Wheldall (2000) argue that teachers are 'very quick to notice social behavior of which they disapprove and continually nag children about it… But they hardly ever approve of desirable social behavior… In other words, children are expected to behavior well and are continually

reprimanded if they do not'" (as cited in Beaman and Wheldall, 2000). There is a lack of effective interventions targeting student behavior being used in classrooms (Clunies-Ross et al., 2008). For example, inappropriate social behavior often results in inappropriate or non-contingent teacher attention, which may maintain or increase the students' inappropriate behavior (Beaman and Wheldall, 2000).

In a study conducted by Gottlieb and Polirstok (2005), numerous empirically supported techniques shown to improve student learning (as cited by Gottlieb and Polirstok, 2005) were taught to teachers during a professional development training. These techniques included creating behavior-specific classroom rules, fostering student ownership of both academics and behavior, increasing contingent praise or reprimand based on classroom rules, using more praise in relation to reprimands, developing reinforcement hierarchies, creating reinforcement procedures that were efficient in terms of time and record keeping, selectively ignoring behaviors, and gradually reducing frequent disruptive behaviors (Gottlieb and Polirstok, 2005). For one school in the study, results showed a 61 percent decrease in behavior referrals compared to the previous year, a 63 percent decrease in special education referrals, and an 8.3 percent increase in the number of children reading at or above grade level (Gottlieb and Polirstok, 2005). Furthermore, the number of children reading at or above grade level for all three schools that participated in the study increased 3.5 percent while the number of children reading at or above grade level for the other 12 schools in the district decreased 1.5 percent (Gottlieb and Polirstok, 2005).

According to Reinke and colleagues (2008), "targeting the classroom system to increase effective classroom management practices delivered to all students is more efficient than targeting individual students because it is likely to reduce current student behavioral and academic difficulties as well as prevent future student problems on a broader scale". The appropriate use of an effective behavior management system is a prerequisite for effective academic instruction. More instruction time is available if less time is spent on behavior management (Gottlieb and Polirstok, 2005).

The role of instruction according to Kurz and Elliott (2011), research has focused on the following three key aspects of teacher instruction: time on instruction, content of instruction, and quality of instruction. Furthermore, Matheson and Shriver (2005) contend that one characteristic of effective instruction is facilitating high rates of engaged time. Research suggests that instruction accounts for a large portion of the variance in student behavior; a study conducted by Rose and Medway (2001) showed that the instructional style of the teachers in the study accounted for one-third of the variance in the behavior of the students.

In order to explore the link between classroom management and student learning, a study controlling for teacher instruction should be conducted. Interval Recording. A study conducted by Sutherland and colleagues (2000) used a momentary time sampling observation. One-minute intervals were used to observe on-task behavior in a classroom that was separated into four sections. Each section was observed in a different order across each observation. These different

orders were randomly assigned before the study began. During each 15-minute session, the observer would code the behavior of the students sitting in the specified section, then move to the next quadrant, etc. The observer would code the students' behavior as being on task if all of the students in a section were on-task for the duration of the intervals they were observed. At the end of the observation session, three of the sections would have been observed four times and one section would have been observed three times (Sutherland et al., 2000). After collecting baseline data, the observer reported the rate of behavior-specific praise statements that was observed during the baseline phase.

The observer also provided examples of behavior-specific praise statements and discussed the positive impact of using behavior-specific praise on the students' on-task behavior. Six behavior-specific praise statements was chosen as the goal for the intervention phase based on the rate of behavior-specific praise statements during the baseline phase and the teacher's belief that the standard was attainable.

The teacher was reminded of this goal prior to each session and provided feedback at the end of each session (Sutherland et al., 2000). The results of this study showed that there was a correlation between the on-task behavior of the students and the number of behavior-specific praise statements; on-task behavior increased as the number of behavior-specific praise statements increased and decreasedas the number of behavior-specific praise statements decreased (Sutherland et al., 2000).

According to Singh et al. (2002) many of these variables are home and family-related and thus are difficult to change and beyond control of educators. Such factors alone cannot account for the lack of learner's achievement and persistent differences among traditionally disadvantaged learners. Some well-achieving disadvantaged learners come from the same communities and share similar socioeconomic backgrounds, schools and classrooms.

In investigating factors that facilitate achievement, variables related to school, learners and teachers were reviewed. In this regard Malcolm et al. (2000) in their literature review suggest that when investigating factors that facilitate achievement, a more extensive investigation should consider learner, teacher and school variables.

The school-related variables in several studies have shown a positive correlation between a disadvantaged school environment and learners' achievement at school. Some studies indicate that some disadvantaged learners perform better than advantaged learners (Sunday Times, 2002).

Previous studies have established that three of the major socializers in a student's academic life are teachers, parents, and peers (Wentzel, 2009). These are the people who most often interact with the student in potentially positive or negative ways. When these interactions are positive, or supportive, the student generally benefits academically. Although peer and parent support are certainly significant, this study focuses on the contributions of perceived teacher competence

support (teacher support for student competence in reading) to student motivation and achievement.

Synthesis of the Reviewed Literature and Studies

The study was undertaken to examine the influence of distinct dimensions of lecturer competence. The study found that these factors have positive significant influence on students' academic performances. The findings are consistent with the previous studies by Eggen and Kauchak (2001), Schacter and Thum (2004) and Starr (2002) who have found high positive correlations between teacher's competence and students' academic achievements. In this respect, it can be deduced that provision of training to teachers on the specified components of lecturer competence can effectively improve quality of teaching learning towards attainment of high students' academic performances.

Teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments. The teacher should select the techniques which are appropriate to the intent of the teacher's instruction in order to have high performance. Therefore, all teachers are urged to demonstrate knowledge at selecting, applying, using communicating, and evaluating students' assessment information and students' practices. Thus, it is expected that experience is needed in the application of the standard that should lead to their improvement and further development.

A significant contribution of this study is observed evidence for the association of competency and teaching strategies of teachers on learners' achievement in the Division of Bulacan. The aspects of teacher competences that will be measured in this study were how he/she strategically plan the teaching-learning process in order to meet the learning needs of individual learners specifically, adult learners.

Methodology

In this chapter, it presents the method of research, the population, sample size, and sampling technique, the description of the respondents, the research instrument, the data gathering procedure and the statistical treatment of data.

Method of Research

The researcher used the descriptive-correlational survey method of research because it is suitable to current issues or problems through a process of data collection that enables to describe the situation more completely. This method involves all the collection of data directly from the

respondents. It is familiar and common method of research that is applicable to a wide variety of research question. This is useful in obtaining the relationship of teaching competencies and students' achievements.

Descriptive-Correlational Research was designed to determine whether a relationship or association exist between two or more variables, it is used in predicting the level of one variable based on the knowledge of other variables (Strangor, 2011).

Population, Sample Size, and Sampling Technique

The population of the study consisted of 374 of ALS Accreditation and Equivalency test passers of Cluster II in the Division of Bulacan for calendar year 2016. This was chosen clustered districts because it has a large number of test passers among other clustered districts. The Table 1 shows that the Cluster II of the Alternative Learning System in the Division of Bulacan was consisted of 6 districts with 374 ALS A&E test passers. 193 out of 374 served as the respondents of the study.

Table 1

Population and Sample Size of ALS Test Passers per District

Name of District	Population	Samples
Baliwag North	59	31
Baliwag South	89	47
Bustos	44	22
Balagtas	46	23
Plaridel	46	23
Guiguinto	90	47
TOTAL	**374**	**193**

The sampling technique employed in this study was simple random sampling. It is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. It is also meant to be unbiased representation of a group.

Description of the Respondents

The 193 respondents of the study were selected from 6 districts of Cluster II of the Alternative Learning System in the Division of Bulacan. The types of the learners of this study were out-of-school youth, indigenous people, reformists and detainees. They were the ones who can give feedbacks on competencies and teaching strategies imposed by their teachers to answer the problems posed in this research study.

Research Instrument

Surveys represent one of the most common types of quantitative research.

The survey questionnaire used in this study is a researcher-made questionnaire that was adapted from the thesis study, "Competencies of Alternative Learning System Implementers"of Santiago, G. (2015). It is composed of 5 competencies of ALS implementers, namely: Knowledge of the Learners, Teaching-Learning Process, Assessment of Learning, ALS Curriculum and Managing of Learning Environment with 9, 14, 10, 9 and 28 sub-questions, respectively. Validation of the survey questionnaire was done by the 3 experts. For pilot testing, the researcher submitted a request letter to the Schools Division Superintendent's office asking for permission to float questionnaires and gather data from 30 ALS learners who served as respondents.

Then, the researcher met the respondents with the assistants of the ALS implementers.

During pilot testing, the researcher administered the survey questionnaire to 30 ALS learners of Timoteo Policarpio Memorial Elementary School at Minuyan, Norzagaray, Bulacan. She distributed and let the learners answer it independently but there were instances that the learners asked for clarification. The respondents answered the survey questionnaire by putting a check in the column which corresponded to the scale of 5, 4, 3, 2, and 1 with adjectival equivalent of Very Competent, Competent, Moderately Competent, Slightly Competent, and Not Competent, respectively. It is used to collect data from 193 respondents of this study. The result of pilot testing was no significant relationship on teaching competencies to students' achievement.

The Five-Point Likert Scale was used to interpret the survey's quantitative results in terms of the average weighted mean. The following is the scale for the data.

Assigned Weight Points	Range Interval	Adjectival Equivalent
5	4.51-5.00	Very Competent (VC)
4	3.51-4.50	Competent (C)
3	2.51-3.50	Moderately Competent (MC)
2	1.51-2.50	Slightly Competent (SC)
1	1.00-1.50	Not Competent (NC)

Data Gathering Procedure

The researcher submitted a letter asking a permission to conduct the study, float a survey questionnaire and gather data needed for the research in the Division Office signed by the thesis adviser, district supervisor and schools division superintendent. Then, coordinated with the ALS implementers of selected districts to meet and conduct the survey.

The researcher administered the adapted questionnaire to the respondents and gave enough time to answer and accommodate their queries when needed. When the data needed already gathered, the researcher tabulated and submitted to the statistician.

Statistical Treatment of Data

The data are summarized and treated with the use of Statistical Package for Social Science software to present them meaningfully and facilitate their analysis.

The analysis was done using the following statistical tools:

1. Weighted Mean

The researcher used the weighted mean to identify the relationship of variables affecting students achievement and outcomes: basis for proposed program for learning enhancement. The weighted mean was used as a measure of the central tendency of the extent of the level of teachers' competency encountered by the respondents in the Division of Bulacan.

The formula is expressed below:

$$WM = \frac{(\ fxW1 + fxW2 + fxW3 + fxW4 + fxW5\ )}{n}$$

Where: WM - Weighted Mean

F - Frequency

W1, W2, W3, W4, W5 = Assigned Weight

fx - Summation of the frequency and their respective weights

n - number of cases

2. Pearson R Correlation

This was used to determine the relationship between competencies and teaching strategies of ALS implementers on students' achievement.

Pearson *r* correlation is the most widely used correlation statistic to measure the degree of the relationship between linearly related variables

The formula is used to calculate the Pearson *r* correlation:

$$r = \frac{N \sum xy - \sum (x)(y)}{\sqrt{N \sum x^2 - \sum (x^2)][N \sum y^2 - \sum (y^2)]}}$$

r = Pearson r correlation coefficient
N = number of observations
∑xy = sum of the products of paired scores
∑x = sum of x scores
∑y = sum of y scores
∑x2= sum of squared x scores
∑y2= sum of squared y scores

Survey Questionnaire for ALS Learners

Results and Discussion

This chapter presents several tabulated data. The number of respondents in a statistical form with its corresponding weighted mean presentation.

The table shows the different level of Teaching Competencies for 193 respondents.

Knowledge of the Learners

Table 2

Mean Distribution of the Respondents on the Knowledge of the Learners

ITEM STATEMENT	Weighted Mean	Standard Deviation	Verbal Interpretation
1. know the developmental characteristics of the ALS learners in the aspects of physical, intellectual, moral, spiritual, psychological, and social-emotional?	4.42	0.76	Competent
2. consider interests and needs of the ALS learners?	4.54	0.72	Very Competent
3. value, understand and respect the ALS learners?	4.6	0.72	Very Competent
4. believe that ALS learners can learn and achieve?	4.55	0.74	Very Competent
5. guide the ALS learners?	4.65	0.68	Very Competent
6. create proper environments for ALS learners to become aware of and develop their strengths and weaknesses?	4.5	0.78	Competent
7. create opportunities for ALS learners to express themselves?	4.51	0.8	Very Competent
8. make changes in the teaching-learning process in accordance with ALS learners' interests and needs?	4.51	0.8	Very Competent

9. assign homework and responsibilities appropriate for the level of development, learning styles, interests and needs of ALS learners?	4.51	0.75	Very Competent
General Weighted Mean	4.53	0.5	Very Competent

The table 2 shows the level of degree of the teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of knowledge of the learners, it can be gleaned from the table that the 2 statements rated Very Competent, namely: "guide the ALS learners" with a WM= 4.65 (VC) and "value, understand and respect the ALS learners supported with the WM= 4.6 (VC).

However, there were 2 statements which used and interpreted as Competent: "create proper environments for ALS learners to become aware of and develop their strengths and weaknesses" with a WM=4.5 and "know the developmental characteristics of the ALS learners in the aspects of physical, intellectual, moral, spiritual, psychological, and social-emotional" has obtained a WM=4.52.

In general, the overall weighted mean of 4.53 indicates that the level of assessment of respondents on teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of Knowledge of the Learners is very competent.

In an effort to identify the causes for learner's low achievement, some researchers (Attwood, 2001; Brodie, 2004; Malcolm et al., 2000) have suggested that achievement is influenced by a number of variables. These variables include learners' abilities, attitudes and perceptions, family and socio-economic status, parent and peer influences, school related variables such as poor learning environment, learning cultures, past racial discrimination and low expectations by principals and teachers.

Teaching-Learning Process.

Table 3 features the level of assessment of the respondents on teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of teaching-learning process. Based on the table, the 3 statements got the highest weighted mean with verbal interpretation of Very Competent. These are: "share importance of national and global values" has obtained a WM=4.66 (VC); "guide the ALS learners in using their time efficiently inside and outside the class" has obtained a WM= 4.65 (VC) and "ensure family involvement and cooperation".

However, there were 3 statements that fall under a verbal interpretation of "Competent": "provide learning environment suits to different learning moods to support learning" and "organize extra-curricular activities for ALS learners" obtained the WM=4.47 (C); and "diversify education by taking into account the individual differences of ALS learners" has obtained a WM= 4.31 (C).

Altogether, as assessed by the respondents, the aspect of teaching learning process is a very competent of teaching competencies of ALS implementers since its overall weighted mean is 4.52.

The concept of learners' involvement in learning is closely related to that of academic achievement. According to Sigh, Granville and Dika (2002) academic engagement is defined as active involvement and commitment as opposed to apathy and lack of interest.

Table 3

Mean Distribution of the Respondents on the Teaching-Learning Process

ITEM STATEMENT	Weighted Mean	Standard Deviation	Verbal Interpretation
1. prepare an ALS learners-centered session guide?	4.51	0.75	Very Competent
2. try to prepare materials in accordance with the learning content?	4.52	0.78	Very Competent
3. provide learning environment suits to different learning moods to support learning?	4.47	0.84	Competent
4. organize extra-curricular activities for ALS learners?	4.47	0.84	Competent
5. diversify education by taking into account the individual differences of ALS learners?	4.31	0.93	Competent
6. guide the ALS learners in using their time efficiently inside and outside the class?	4.65	0.63	Very Competent
7. create a democratic platform where ALS learners may attain self-control, understand rights and responsibilities, manage their	4.47	0.82	Competent

emotions and opinions and express themselves?			
8. take into account the individual differences in behavior management of ALS Learners?	4.51	0.84	Very Competent
9. organize meetings or seminars in accordance with interests and needs of families and ALS learners?	4.49	0.75	Competent
10. ensure family involvement and cooperation?	4.61	0.75	Very Competent
11. perform written/verbal communication with families by means of continuous exchange of information about ALS learners' progress?	4.57	0.77	Very Competent
12. organize individual parent meetings or meetings in groups to know the families of ALS learners?	4.55	0.76	Very Competent
13. organize environment trips (museums, factories, natural beauties, etc.)?	4.5	0.78	Competent
14. share importance of national and global values?	4.66	0.76	Very Competent
General Weighted Mean	**4.52**	**0.49**	**Very Competent**

Assessment of Learning.

Table 4

Mean Distribution of the Respondents on the Assessment of Learning

ITEM STATEMENT	Weighted Mean	Standard Deviation	Verbal Interpretation
1. identify testing and assessment methods and techniques?	4.49	0.9	Competent
2. test performance and progress levels of ALS learners regularly?	4.62	0.72	Very Competent
3. interpret test results and provides feedback to ALS learners?	4.59	0.79	Very Competent
4. review the teaching-learning process according to results?	4.54	0.82	Very Competent
5. develop alternative materials, strategies and activities when necessary?	4.64	0.69	Very Competent
6. discuss assessment results with parents/guardian?	4.73	0.63	Very Competent
7. provide constructive feedbacks for negative behaviors?	4.59	0.77	Very Competent
8. check assignments of ALS learners (project, homework, etc.)?	4.7	0.62	Very Competent
9. correspond lesson objectives in making ALS learner's assessment?	4.55	0.75	Very Competent
10. provide learning activities that encourage ALS learners to work independently?	4.57	0.86	Very Competent
General Weighted Mean	**4.6**	**0.49**	**Very Competent**

The level of assessment of the respondents on the teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of assessment of learning. As shown on the table 4, the 2 statements obtained the highest weighted mean are: "discuss assessment results with parents/guardian" has obtained a WM= 4.73 (VC); and "check assignments of ALS learners (project, homework, etc.)?" has obtained a WM=4.7 (VC). On the other hand, the 2 statements have the lowest weighted mean "review the teaching-learning process according to results" has obtained a WM=4.54 (VC) and identify testing and assessment methods and techniques which obtained a WM=4.49 (C).

Above all, having an overall weighted mean of 4.60, it is an indication that on the overall assessment of the respondents the teaching competency of ALS implementers in the Division of Bulacan in the aspect of assessment of learning is a very competent.

Deppeler (2000) suggests that the teachers would be able to change their teaching practices when they would reflect upon them and engage themselves in examining their own theories of teaching practices.

ALS Curriculum.

Table 5 imparts the level of assessment of the respondents on the teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of ALS curriculum. There were 2 statements got the highest weighted mean. These are the "organize and uses the teaching-learning environment, methods and techniques, course materials and tools with the aim of providing the ALS learners with ways to learn" has obtained a WM=4.79 (VC) and "organize the teaching process by considering distribution of subject-specific knowledge according to classes and levels" obtained a WM= 4.73 (VC);. On the other hand, there were 2 statements got the lowest weighted mean: "arrange the content gradually in an order according to topics integrated to one another based on the ALS Curriculum and individual learning agreement of the ALS learners" has obtained a WM=4.59 (VC), and "reflect the objectives, principles and approaches of the subject-specific curriculum on plan" supported by the WM=4.54 (VC);

On the overall assessment of the respondents, with the general weighted mean of 4.66 is an indicative that teaching competencies of ALS implementers in the Division of Bulacan in the aspect of curriculum is a very competent.

According to Eggen & Kauchak (2001),there are three dimensions under which a teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know.

The attained curriculum is a measure of what students have learned, and is reflected in the students' achievements and attitudes. According to Schmidt et al., (2000) achievement is referred to as the attained curriculum.

Table 5

Mean Distribution of the Respondents on the ALS Curriculum

ITEM STATEMENT	Weighted Mean	Standard Deviation	Verbal Interpretation
1. reflect the targets and principles of ALS on plans and practices?	4.62	0.68	Very Competent
2. reflect the objectives, principles and approaches of the subject-specific curriculum on plan?	4.54	0.75	Very Competent
3. explain the contribution of knowledge acquired within the scope of subject-specific curriculum to ALS learners' learning and development?	4.63	0.77	Very Competent
4. arrange the content gradually in an order according to topics integrated to one another based on the ALS Curriculum and individual learning agreement of the ALS learners?	4.59	0.73	Very Competent
5. organize the teaching process by considering distribution of subject-specific knowledge according to classes and levels?	4.73	0.63	Very Competent
6. make efforts to acquire different knowledge and skills required by the subject-specific curriculum?	4.66	0.66	Very Competent
7. have concrete knowledge and understanding consistent with principles, approaches, targets and content of the subject-specific curriculum?	4.65	0.71	Very Competent
8. organize and uses the teaching-learning environment, methods and techniques, course materials and tools with the aim of	4.79	0.53	Very Competent

providing the ALS learners with ways to learn?			
9. make contribution to improve and develop the ALS Program?	4.7	0.69	Very Competent
General Weighted Mean	**4.66**	**0.46**	**Very Competent**

Management of Learning Environment.

Table 6

Mean Distribution of the Respondents on the Management of Learning Environment

ITEM STATEMENT	Weighted Mean	Standard Deviation	Verbal Interpretation
1. have confidence in managing current behavior problems in my learning center?	4.75	0.62	Very Competent
2. have confidence in ability to manage future behavior problems in learning center?	4.67	0.72	Very Competent
3. show confidence in ability to promote ALS learners emotional, social and problem solving skills?	4.68	0.69	Very Competent
4. have the ability to motivate ALS learners to focus their attention on the lessons/activities?	4.73	0.63	Very Competent
5. show concern when dealing with ALS learners with behavioral problems?	4.97	3.67	Very Competent
6. give praises to ALS learners who behaves properly in the class?	4.76	0.56	Very Competent
7. use clear classroom discipline plan and hierarchy?	4.74	0.65	Very Competent

8. use persistence coaching (focusing, being patient, working hard)?	4.7	0.69	Very Competent
9. model self-regulation strategies for ALS learners?	4.76	0.55	Very Competent
10. promote respect for cultural differences in learning center?	4.73	0.64	Very Competent
11. use emotion coaching?	4.79	0.57	Very Competent
12. call an ALS learner after a bad day?	4.73	0.65	Very Competent
13. call parent or guardian of ALS learner to report good/bad behavior?	4.69	0.75	Very Competent
14. coach positive social behaviors (helping, sharing, waiting)?	4.72	0.68	Very Competent
15. describe or comments on bad behavior in the class?	4.57	0.93	Very Competent
16. reward targeted positive behaviors with incentives (e.g. stickers)?	4.58	0.77	Very Competent
17. use Time Out (Time Away to calm down) for aggressive behavior?	4.67	0.7	Very Competent
18. reprimand in a soft voice?	4.74	0.66	Very Competent
19. utilize in-house suspension (talks to ALS learner privately for misbehavior)?	4.47	1	Competent
20. warn or threaten to send ALS learner out of class session if she/he doesn't behave?	4.5	1.05	Competent
21. send ALS learner home for aggressive or destructive misbehavior?	4.49	1.04	Competent
22. ignore misbehavior that is non-disruptive to class?	4.39	1.19	Competent

23. use anger management strategy for self (e.g., deep breaths, positive self-talk)?	4.53	0.94	Very Competent
24. give clear positive directions?	4.7	0.79	Very Competent
25. warn of consequences for misbehavior (e.g., loss of privileges)?	4.5	0.96	Competent
26. add different chapters or issues on subject-specific curriculum considering characteristics of ALS learners' environment?	4.64	0.79	Very Competent
27. use institutions, organizations and natural environments in the vicinity for educational purposes?	4.72	0.7	Very Competent
28. pay home visits within professional limits to get to know socio-economic and cultural characteristics of families and to observe working environment of the learners?	4.64	0.74	Very Competent
General Weighted Mean	**4.66**	**0.47**	**Very Competent**

Table 6 shows the level of assessment of the respondents on the teaching competencies of Alternative Learning System (ALS) implementers in the Division of Bulacan on the aspect of managing of learning environment. As display on the table above, the 3 statements with highest weighted mean were interpreted as Very Competent: "show concern when dealing with ALS learners with behavioral problems" with a WM= 4.97 (VC); "use emotion coaching" supported by the WM=4.79 (VC), "give praises to ALS learners who behaves properly in the class" with WM=4.76. These weighted are all equivalent to very competent level on teaching competencies of ALS implementers in the Division of Bulacan in the aspect of managing of learning environment. However, there were also 3 statements with lowest weighted mean: "warn or threaten to send ALS learner out of class session if she/he doesn't behave" and "warn of consequences for misbehavior (e.g., loss of privileges) were both obtained a WM= 4.5 (C); and "ignore misbehavior that is non-disruptive to class" has obtained WM=4.39 (C).

As a whole, the aspect of managing of learning environment has an overall weighted mean of 4.66 on the level of assessment of the respondents on the teaching competencies of ALS implementers in the Division of Bulacan is a very competent.

According to Ewen (2002) remarks that the question of how to motivate learners in the classroom has become a leading concern for teachers of all disciplines. Ewen (2002) added school teachers need to be well grounded in learners' motivation and learners' management.

In a study conducted by Stichter, et al (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions.

The students' achievement as evidenced by the result of 2017 Alternative Learning System Accreditation and Equivalency Test of Cluster II in the Division of Bulacan

Table 7

Respondents' Performance of 2016 ALS Accreditation and Equivalency Test

Strands	Mean Scores
Outstanding	8
Very Satisfactory	35
Satisfactory	54
Fairly Satisfactory	41
Poor	55
Total	**193**

Table 7 shows the frequency and percentage of the respondents' achievement based on the result of 2017 Alternative Learning System Accreditation and Equivalency Test of Cluster II in the Division of Bulacan. It shows that overall, only in frequency of 55 or 28.50 test passers did not meet the expectation in learning strands but, the majority of the respondents obtained satisfactory 54 or 27.98% ; fairly satisfactory that obtained f=41 or 21.24%, very satisfactory obtained a f=35 or 18.13 and outstanding obtained a f= 8 or 4.15.

Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Shulman, 2002).

The Relationship of Teaching Competencies of Alternative Learning System (ALS) Implementers and Learners' Achievement in the Division of Bulacan.

Table 8 shows the relationship between the teaching competencies of ALS implementers and students' achievement as assessed by the respondents. According to the table, all strands such as Scientific Literacy obtained a P-V=0.06; Mathematical Problem with P-Value=0.829; Filipino obtained P-Value=0.547; understanding the self obtained p-values 0.415; English obtained a P-Value=0.104 and Life and Career obtained a P-Value=0.98 which is greater than the level of significance of 0.05, which implies that in terms of the teaching competencies and students' achievement on the assessment of the respondents' shows no significant relationship when grouped them according to the result of the 2017 ALS Accreditation and Equivalency Test. Overall, respondents have the same assessment on the relationship of teaching competencies and students' achievement when they are grouped according to the result of 2017 ALS Accreditation and Equivalency Test .

In relationship to Malcolm et al. (2000) in their literature review suggest that when investigating factors that facilitate achievement, a more extensive investigation should consider learner, teacher and school variables.

Former research discoveries linked with teacher competencies have identified that there lies a solid relationship between teacher ability and viable learning outcomes (Allen, & Fraser, 2007). But in this case, the result of this table represented a null hypothesis. Table 8

The result of correlational status between the teaching competencies of ALS implementers and students' achievement as assessed by the respondents

CORRELATION	R - VALUE	INTERPRETATION	P-VALUE	DECISION	REMARKS
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND ENGLISH TEST	0.118	Very Low Relationship	0.104	Accept the Hypothesis	There is no Significant Relationship
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND FILIPINO TEST	-0.044	Very Low Relationship	0.547	Accept the Hypothesis	There is no Significant Relationship
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND	0.009	No Relationship	0.906	Accept the Hypothesis	There is no Significant Relationship

SCIENTIFIC LITERACY TEST					
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND MATHEMATICAL TEST	0.016	Very Low Relationship	0.829	Accept the Hypothesis	There is no Significant Relationship
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND LIFE AND CAREER TEST	0.12	Very Low Relationship	0.098	Accept the Hypothesis	There is no Significant Relationship
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND UNDERSTANDING THE SELF TEST	0.059	Very Low Relationship	0.415	Accept the Hypothesis	There is no Significant Relationship
TEACHING COMPETENCIES OF THE LEARNERS' ACHIEVEMENT AND OVERALL LEARNERS ACHIEVEMENT	0.057	Very Low Relationship	0.431	Accept the Hypothesis	There is no Significant Relationship

Conclusion

Based on the findings, the following conclusions are made:

1. The ALS implementers manifest competence in the aspects of knowledge of the learners, ALS curriculum, managing of learners, assessment of learning and teaching-learning process but there are still rooms for improvement as reflected on the data gathered from the survey.
2. The overall analysis on students' achievement as evidenced by the result of 2016 ALS Accreditation and Equivalency Test of Cluster II that out of 193 test passers, there were 55 got the lowest passing rate even if the ALS implementers were very competent based on the result of the survey given to the respondents. The ALS implementers used the old and existing curriculum which is Basic Education Curriculum but the content of the exam was aligned to the K to 12 Curriculum. It shows that the content of exam was not parallel in the ALS curriculum, that was the reason why DepEd Memorandum

no.76, s.2018 entitled Change in the Passing Score of the 2016 ALS Accreditation and Equivalency Test from 75% to 60% was being issued by the department.

3. Overall, the teaching competencies have no significant relationship to students' achievement based on the result of 2016 ALS Accreditation and Equivalency Test as tabulated according to the assessment of the 193 respondents..

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